



## **New Ross Educate Together National School**

**Barrett's Park, New Ross, Co. Wexford**

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**Roll no 20458m**

# **Positive Behaviour Policy**

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## School Details

Name:	New Ross Educate Together National School
Address:	Barrett's Park, New Ross, Co. Wexford.
Telephone:	051445398
Email:	office@newrossetns.ie
Roll Number:	20458m
Principal:	Therese White

The school day starts at 8.30 and finishes at 1.10 for infant classes and 2.10 for all other classes.

## Introductory Statement and Rationale:

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen. This Positive Behaviour Policy has been produced by the school community working together and it reflects the values promoted in the school's mission statement.

This policy sets out the expectations of behaviour at New Ross Educate Together National School. The Board of Management, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should misdemeanours arise.

This policy should be read in conjunction with the School's Anti-Bullying Policy.

The New Ross Educate Together Code of Behaviour was written in accordance with Circular 20/90 of the Department of Education and Skills on school discipline, the Education and Welfare Act (2000) and the Equal Status Act of 2004. It is underpinned by the four principles of Educate Together: Multi-Denominational; Child-Centred; Democratically-Run and Co-Educational. It has been revised in accordance with the 2009 NEWB publication: "Developing a Code of Behaviour: Guidelines for Schools"

## Relationship to the School's Ethos and Value System

Our school community includes all pupils, staff, parents/guardians, families, visitors and all who relate to our school.

Central to New Ross Educate Together School's Positive Behaviour Policy, is the fostering of a respectful, non-blaming atmosphere which informs all other school policies, as well as everyday school life. This code offers a framework within which positive techniques to motivate and encourage good behaviours are used by all partners in the children's education.

Our key values are:

- Respect
- Responsibility
- Inclusion
- Friendship
- Safety

- Support
- Caring/Consideration
- Participation
- Kindness
- Communication /Information
- Equality
- Pleasing physical environment

## **Aim of the Policy**

At New Ross Educate Together NS we aim to create an ordered and orderly environment in which pupils can develop self-discipline, feel secure and make progress in all aspects of their development. Staff will make every effort to adopt a positive approach to the question of behaviour in the school. The Positive Behaviour Policy will be reinforced throughout the school day through an integrated approach across curricular subjects such as Social, Personal, Health Education (SPHE), Ethical Education, SESE, English, Art, P.E., History etc.

We believe that the most effective way of achieving these aims is to encourage and praise positive behaviour.

We aim to:

- Promote positive behaviour, respect and tolerance throughout the school.
- Create an environment that maximises learning and minimises disruption.
- Offer a framework within which our staff use positive language and techniques of motivation and encouragement, that is, a Narrative Approach ('The person is not the problem. The problem is the problem.') See Appendix II
- Ensure the safety and personal well-being of all children.
- Help all school partners understand the systems and procedures that form part of the New Ross ETNS Positive Behaviour Policy.
- Equip the children with social, self-reflective and verbal skills to respond to negative situations and emotions.
- Help children to acquire and develop moral and ethical values and a respect for the beliefs and values of others.
- Ensure that the individuality of each child is cherished and that special needs are accommodated.
- Prevent bullying behaviours in the school.
- Build a strong sense of community and a high level of co-operation amongst staff, and between staff, pupils and parents.
- State clearly our school values, rewards and sanctions.
- State school rules in a clear, child-centred and positive way.

The School recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach.

## **Rights and Responsibilities**

### **Children's Rights**

Children have the right to:

- A safe secure and comfortable environment.
- Be listened to, express opinions and to question.

- Be respected by all members of the school community.
- Express emotions and religious beliefs in an open way.
- Grow and be valued as individuals.
- Express their own identity.
- Develop intellectually, emotionally and physically with an understanding of special needs and disability.
- Be included in all aspects of school life.
- Receive feedback and clear information regarding topics and concerns affecting their school life (Including information on the Code of Good Behaviour).

### **Children's Responsibilities**

Children should:

- Show respect, kindness and consideration to all members of the school community.
- Let everyone play.
- Have respect for other's property and that of the school.
- Keep their classroom tidy
- Take care of their own belongings.
- Respect and keep to the rules and routines of the school and class.
- Listen, co-operate and always try their best.
- Use their words to ask for help.
- Know how their behaviour impacts upon other's abilities to do their work.
- Play safely.

### **Teachers' Rights**

Teachers have the right to:

- Educate in a safe and clean environment with minimal disruption.
- Be listened to.
- Be fully involved in decision-making.
- Be respected by all members of the school community.
- Support from professional services.
- Support from colleagues, senior management, principal and Board of Management.
- Information and on-going training and professional development.
- Adequate teaching resources appropriate to their teaching duties.
- Access to educational records and all relevant information on the children in their care.
- Full and open communication with parents/guardians.
- Support and co-operation from parents/guardians.
- Voice their concerns about the children's safety, behaviour and academic progress.
- Confidentiality.

### **Teachers' Responsibilities**

Teachers should:

- Show respect, kindness and consideration to all members of the school community.
- Ensure the safety and welfare of the children in their care during the school day.
- Prepared well for their teaching duties.
- Create a positive environment and ethos for learning and good behaviour
- Give equal respect and equal attention to each child.
- Have positive expectations for children.
- Make children aware of what is expected of them, in terms of work and behaviour.
- Implement all aspects of the curriculum, while ensuring that opportunities for disruption are minimized.

- Ensure that homework is a consolidation of work done in class.
- Check and correct homework.
- Keep daily record of attendance
- Care for and respect school resources.
- Give equal attention and respect to all faiths and belief systems in Religious Education classes.

### **Rights of Other School Staff**

All school staff have the right to:

- Be respected by all members of the school community.
- Work in a safe and clean environment with minimal disruption.
- Support from professional services.
- Support from colleagues, senior Management, principal and Board of Management.
- Information, on-going training and professional development.
- Be listened to.
- Be fully involved in decision-making.
- Confidentiality.

### **Responsibilities of Other School Staff**

All school staff should:

- Show respect, kindness and consideration to all members of the school community.
- Ensure the safety and welfare of the children in their care.
- Prepare well for work.
- Create a positive environment and ethos for learning and good behaviour.
- Give equal respect and equal attention to each child and colleague.
- Have positive expectations of children

### **Parents'/Carers' Rights**

Parents/Carers' have the right to:

- Access and regular, informative communication with the teacher, Principal and school.
- Be respected by all members of the school community.
- Information regarding the progress of their child or children.
- Feel welcome, to be listened to and to be able to voice their concerns.
- Access to the New Ross ETNS Code of Behaviour and all other school policies and procedures.
- Be involved at an early stage in disciplinary action.
- Democratic involvement in aspects of school policy making.
- Appeal to a higher authority, e.g. Board of Management, Department of Education and Skills.
- Confidentiality

### **Parents'/Carers' Responsibilities**

Parents/Carers should:

- Make sure that children arrive to school prepared and on time every day (an absence of more than twenty unexplained days will be reported to the National Education Welfare Board -NEWB)
- Show respect, kindness and consideration to all members of the school community.
- Provide firm guidance and positive role models to children.
- Make sure that children have had enough food and sleep.
- Make sure that homework is completed.
- Become involved in their children's learning.

- Attend school meetings and read school notes.
- Communicate with school/teacher regarding any problems that might affect children's learning and behaviour.
- Use the appropriate lines of communication, i.e. class teacher first, then Principal and finally Board of Management.
- Keep in touch with all aspects of their children's learning, progress and behaviour.

## **Code of Behaviour**

The following rules, rewards and sanctions apply to all members of the school community with a focus on the following:

- The ethos of New Ross Educate Together National School.
- Respect for the autonomy and professionalism of individual teachers in their classrooms.
- Support and intervention, if necessary, of the Principal
- Support, and intervention, if necessary, of the Board of Management

The school actively encourages and teaches our pupils to “use their words” and communicate any feelings of stress or anxiety caused by the negative behaviour of others. This is essential for the effective implementation of the Code. This method of communication applies to the whole school community – children, staff, parents/guardians, Board of Management.

## **General Guidelines**

- Show respect, courtesy and co-operation towards all children, teachers, other staff and parents, in the classroom, the playground and on school outings, at all times.
- Show respect towards personal property, school property and the environment.
- Show respect for other people's personal space, i.e. no verbal or physical violence, aggression, or any form of bullying behaviour
- Show respect for other people's feelings.
- Respect your own feelings too e.g. It's Ok to feel sad, disappointed etc.
- Children should always walk quietly and slowly around the school building.
- Children should behave in an orderly fashion in the classroom, (moving around the school), going to and from the playground and if travelling on a bus as part of a school trip.
- Children should bring to school each day, all books, copies and materials necessary to do their class work properly.
- Children should complete all assigned work (written and oral) both at school and at home
- Children should listen to others and to take turns to speak in class.
- Children must not behave in any way which endangers themselves or others and should take care of our younger pupils at all times.
- Children should not to exclude others from games.
- Children must stay within the designated playground boundaries during break time.
- Children must not leave school grounds without permission from the teaching staff.
- Chewing gum is not allowed on the school premises.
- Pupils may not have their mobile phones switched on while in the school grounds. (Ref: Mobile Phone Policy)
- Children are not allowed to bring toys to school, unless asked by their teacher on special occasions.
- Items which could be dangerous or could cause harm are not allowed at school.



We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings
- Take turns and share
- Learn to interrupt only if, and when, appropriate
- Listen and respond immediately to an adult's voice
- Work independently and co-operatively
- Work without disturbing others
- Work consistently, always giving their best

## **Our Golden Rules**

New Ross Educate Together N.S. uses the Jenny Mosley model of Golden Rules, Golden Time and Circle Time as a whole-school approach to enhancing self-esteem and positive behaviour and relationships within the school.

All of the children and adults are involved in promoting and upholding our Golden Rules and we hope that you will become involved too by encouraging your child and possibly adopting the same approach at home.

In any case, you won't be able to avoid them in school – they are everywhere! The Golden Rules are the key to the whole approach. They outline the explicit behaviours that show respect and caring towards one another. Golden Rules also incorporate physical safety measures. The rules may not all focus on exactly the same issues but they nevertheless all fall broadly under the philosophical 'umbrella' of: respect for myself; respect for others and respect for property. The Golden Rules are displayed in classrooms, corridors and throughout the school.

### **The Six Golden Rules are:**

Do be gentle – Do not hurt anybody  
Do be kind and helpful – Do not hurt people's feelings  
Do work hard – Do not waste your or other people's time  
Do look after property – Do not waste or damage things  
Do listen to people – Do not interrupt  
Do be honest – Do not cover up the truth

## **Golden Time**

Golden Time is a weekly timetabled slot of at least half an hour where children can embark on an activity of their choice. Children who keep the Golden Rules all week automatically have the right to take part in their chosen activity.

The sanction system begins with a visual Yellow card warning which is placed beside children if they break a Golden Rule. If they choose to break another rule whilst the warning card is out, they lose a part of their Golden Time.

There are several benefits to Golden Time:

- It upholds the Golden Rules and acts as an incentive for children to keep them.
- It provides a safe framework, as it demonstrates to children that there are immediate consequences for unacceptable behaviours.
- It ensures that children who are keep the rules are continually acknowledged and rewarded.

### **Circle Time:**

Circle Time is a class meeting which takes place once a week and involves the whole class sitting in a circle to look at issues relating to personal, social, moral and health education. Circle Time aims to encourage the development of positive relationships, self-discipline, conflict resolution, assertive communication and democratic group processes alongside the skills of speaking, listening, observing, thinking and concentrating.

### **Safety Rules:**

- Always walk quietly and slowly around the school building
- Make sure your teacher always knows where you are.

### **Yard Rules:**

1. Always keep our Golden Rules.
2. Play safely and responsibly.
3. Take care and look where you're going.
4. Know each area and keep its rules.
5. Freeze, walk safely, wait quietly.

### **Reward/Strategies for Promoting Positive Behaviour**

- Verbal praise
- Involving pupils in drawing up class rules annually
- Restorative Practice
- A positive written comment on behaviour book/homework journal.
- Random spot-checks of behaviour books by the principal and rewards/prizes for continuous greens
- Regular reflection and revision of the golden/safety rules.
- Weekly Assembly/Learn Together themes followed by end of week assemblies (Friday) to reward the positive behaviours and efforts of pupils.
- Shining Star certificates and awards – for behaviour and regular attendance.
- Modelling of good behaviour by all school staff
- Golden Time
- Tiny, Achievable Targets (TAT's) where deemed appropriate by the teacher.
- Early intervention activities/strategies on an ongoing basis.
- Other suitable rewards at the teacher's discretion.
- Awards for playground behaviour
- Drawing up Behaviour Plans for Special Needs pupils
- Reward Stickers/Stamps
- Positive communication of all school achievements to families via school newsletter/website
- "Happy Visits" to the Principal's office for reward and praise. Principal visits to classrooms for same.
- Wall of excellence
- Yard Stars for the best lines and Golden Time for the class with the most stars on Friday

(\*This is not, and cannot be, an exhaustive list.)

## **Unacceptable Behaviours and Sanctions:**

### **Some examples of Minor Misbehaviours:**

- Being disobedient
  - Litter
  - Running inside the building
  - Arriving late to school
  - Not completing homework, without a note
  - Disrupting class
  - Not staying on task
  - Making noise on corridors/stairs
  - Not following the Healthy Eating Policy
  - Breaking the Yard Rules
  - Not having homework journal signed
  - Leaving your seat without permission
- (\*This is not, and cannot be, an exhaustive list\*)*

### **Some examples of Serious Misbehaviours:**

- Name-calling
  - Racist behaviour
  - Sexist behaviour
  - Homophobic behaviour
  - Bullying
  - Abusive Behaviour/Cursing
  - Spitting
  - Hitting/Kicking
  - Deliberate disobedience
  - Disrespectful behaviour
  - Returning to the school building during break times/after school without permission
  - Entering school grounds outside school hours without permission
  - Stealing
  - Telling lies
  - Throwing objects (that could cause harm)
  - Rough play
  - Continuous minor misbehaviour automatically becomes a serious misbehaviour
- (This is not, and cannot be, an exhaustive list)*

### **Some examples of Extreme Misbehaviours:**

- Vandalising school property
- Assaulting a staff member or any member of the school community
- Bringing illegal or harmful substances/weapons to school
- Leaving the classroom or school grounds without permission
- Persistent racist behaviour
- Persistent sexist behaviour
- Persistent homophobic behaviour
- Persistent bullying
- Physical fighting
- Continuous serious misbehaviour automatically becomes an extreme behaviour.

*(This is not, and cannot be, an exhaustive list)*

## **Sanctions and Strategies for Dealing with Unacceptable Behaviour:**

Our school believes that a sanction should:

1. aim to stop the inappropriate behaviour
2. communicate to the pupils, parents and broader school community that the inappropriate behaviour is unacceptable
3. defuse, not escalate, a situation
4. be applied in a fair and consistent manner
5. be timely
6. be appropriate
7. be implemented in accordance with the principles of natural justice

New Ross Educate Together NS will always work on the premise that there is a reason for negative behaviour and that, in most circumstances, once this has been identified, measures can be put in place to help the pupil stop the negative behaviour using a problem-solving approach.

**The class teacher and/or the Principal, in their professional judgement, may choose which of the following sanctions and strategies best fits a particular misbehaviour.**

- Reasoning with the pupil by reminding them of the positive behaviour we expect in the school while referring to the golden rules
- If anger/tantrums are an issue then, following consultation with class teacher, Special Education teacher and parents/carers, the child may undertake the 'Trouble With Tempers' programme (copyright Therese Hegarty 2005)
- The teacher keeps a written record of continuous unacceptable behaviour whilst verbally keeping the child's parents/guardians and the principal informed.
- Time-Out in the yard, as a sanction for misbehaviour in the yard.
- Teachers keep a written record of yard misbehaviours in yard safety books these yard books are monitored and reviewed.
- Detention during a break-time, as a sanction for misbehaviour in the yard or during break-time on a wet day.
- Class teacher requests a meeting with child's parents/carers.
- Child is asked to write/illustrate about the unacceptable behaviour (to be signed by parent/carer) – see sample letter attached.
- Parents/carers are requested to meet with class teacher and Principal.
- Referral to the Board of Management.
- Suspension may be used to deal with continuously disruptive pupils or with serious misbehaviour (see section below) the principal of New Ross Educate Together N.S. has been delegated the authority by the Board of Management to suspend for up to 3 days.
- Expulsion may be used to deal with exceptionally disruptive pupils or with gross misbehaviour (see section below)
- In certain instances of serious misbehaviour the Principal, in consultation with the class teacher and/or the Board of Management may choose which of the above sanctions is appropriate.

## **Non-adherence to Positive Behaviour Policy - Summary of Stages**

These stages assume a gradual increase or persistence in bad behaviour. If behaviour

deteriorates very quickly or if the first incident is of a serious nature it may be escalated to Stage 2, 3 or 4.

We expect that early intervention and discussions with parents will resolve most issues. Early involvement makes it easier to develop a positive partnership between school and home.

### **Stage 1**

Incidents at this stage may include the following:

- Name calling/unkindness, task avoidance/time wasting, wrong choices, inappropriate behaviour in class or playground, misusing equipment, late homework, dress code, rough play, not following class rules as agreed by teacher and class.

Sanctions at this stage may include the following:

- Verbal reminders of expectations of the class and playground behaviour and rules, losing Golden Time/playtime (using a stepped approach), visual warnings, time out.
- Repeated incidents at Stage 1 may result in the class teacher escalating the behaviour to Stage 2 in consultation with parents.

### **Stage 2**

Incidents at this stage may include the following and will be discussed with parents at the earliest opportunity:

- Blatant defiance, task refusal, rudeness/insolence, unacceptable language, deliberate provocation, aggression – physical or verbal, stealing.

Sanctions at this stage may include the following:

- In First Class, children will go the reflection room / area (this will involve completion of a reflection sheet (see Appendix 2) this will take place at time deemed appropriate by the teacher.
- In Junior and Senior Infants children will be sent to the Key Stage leaders who will supervise an appropriate sanction. A behaviour log form will be completed (see Appendix 3)
- Repeated incidents at Stage 2 will result in a member of the In-School Management Team meeting with parents and the sanctions escalating to Stage 3.

### **Stage 3**

- Incidents at this stage may include the following and will be discussed with parents at the earliest opportunity: vandalism, a targeted racist incident, fighting, leaving school premises, persistent bullying.

Sanctions at this stage will result in an internal exclusion.

- Repeated incidents at Stage 3 will result in the behaviour escalating to Stage 4, the Principal will meet with parents.

### **Stage 4**

Sanctions at this stage will result in the Principal imposing a Fixed Term Suspension/Exclusion (outlined below).

- Staff will use their professional judgement and knowledge of individual children when dealing any incidents and sanctions.
- A child who regularly misbehaves and who does not respond to the above measures may be referred to the SENO and consideration for assessment by outside agencies.

## **Special Educational Needs**

This Code of Behaviour applies to all members of our school community. Pupils with special educational needs will be provided with appropriate support and help to ensure they understand our

school rules. As part of this support, individual behaviour plans may be drawn up, in collaboration with parents, to promote and reinforce positive behaviour.

### **Procedures In Respect Of Suspension**

**(As per P.77 of the NEWB guidelines)**

- Investigation of the facts to confirm serious misbehaviour
- Parents/Carers will be informed by phone or in writing about the incident
- In the case of an immediate suspension, parents/carers will be notified by the Principal and arrangements made for the pupil to be collected immediately. The child will be supervised away from his class, in the interim.

**If Suspension is still decided upon:**

**The Principal will notify the parents, in writing, of the decision to suspend. The letter will confirm:**

- The period of suspension, beginning and end dates
- The reason for suspension
- Any study/work to be completed during the suspension
- The arrangements for returning to school, including any commitments to be entered by the pupil and parents
- The provision for appeal to the Board of Management or Secretary General of the DES, if appropriate (where the total number of days for which the student has been suspended in the current school year has reached 20 days)

A pupil will not be suspended for more than 3 days. In exceptional circumstances, where the Principal considers that a suspension period longer than 3 days is necessary, he/she will refer the matter to the Board of management for their consideration. A period of 10 days' suspension will be the maximum period imposed by the BOM in such exceptional circumstances.

### **Records and Reports**

Formal written records will be kept of:

- The investigation (including all notes of interviews held)
- The decision-making process
- The decision and rationale for the decision
- The duration of the suspension and any conditions attached to the suspension

### **Procedures In Respect Of Expulsion**

**(As per P. 82 of the NEWB guidelines)**

1. A detailed investigation is carried out under the direction of the Principal.

The Principal will:

- Inform the pupil and their parents/guardians about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents and students every opportunity to respond to the complaint of serious/extreme misbehaviour before a decision is made and before a sanction is imposed

2. A recommendation is made to the Board of Management by the Principal.

The Principal will:

- Inform the pupil and their parents that the BOM is being asked to consider expulsion

- Provide BOM and parents/carers with comprehensive information regarding the investigation and the grounds for possible expulsion.
  - Notify the parents of the date of the hearing by the BOM and invite them to that hearing
  - Advise the parents/carers that they can make an oral and written submission to the BOM.
  - Ensure that parents/carers have enough notice to allow them to prepare for the hearing
3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing (P84, NEWB guidelines)
  4. Board of Management deliberations and actions following the hearing (P.85, NEWB guidelines)
    - If the BOM is of the opinion that the pupil should be expelled, they must notify the Educational Welfare Officer, in writing.  
The student cannot be expelled before the passage of 20 school days from the date on which the EWO receives this written notification. However, the BOM may consider the sanction of suspension during this period, should the continuing presence of the pupil in the school be likely to seriously disrupt the learning of other students or represent a threat to the safety of other students and staff.
    - The BOM should inform the parents/carers, in writing, about its conclusions and the next steps in the process.
  5. Consultations arranged by the Educational Welfare Officer
    - Within the 20 days, the EWO must make all reasonable efforts to hold individual consultations with the Principal. Parents/Carers, student and anyone else who may be of assistance
    - Convene a meeting of those parties who agree to attend

The purpose of the above are to look at the possibility of the pupil continuing in the school or to look at alternative educational possibilities.
  6. Confirmation of the decision to appeal.
    - When the 20 days have lapsed, the BOM will meet to decide whether to expel the pupil.
    - Where the BOM remains of the view that the pupil should be expelled, a formal record of the decision will be made.
    - Parents/Carers will be informed immediately, in writing that the expulsion will now proceed.
    - Parents/Carers and student will be informed of their right to appeal and supplied with the standard form on which to lodge an appeal.
  7. Appeals
    - A parent/carer may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29). An appeal may also be brought by the NEWB on behalf of a student.
    - The appeals process begins with the provision of mediation by a mediator nominated by the Appeals Committee (DES)

### **Communication of the Positive Behaviour Policy to Parents/Carers:**

The support and cooperation of parents/guardians is essential if the Positive Behaviour Policy in school is to operate effectively. To foster good communication the following procedures are school policy:

- i. Upon registration of their child, all parents/guardians will be given a copy of the Positive Behaviour Policy and asked to sign that they have read, understood and agree to support it.
- ii. A behaviour note may be sent to parents/carers asking them to speak to their child about an



issue and/or asking the child to write about and/or draw it will be sent home  
(age-appropriate)

- iii. Behaviour books
- iv. Personal contact with class teacher informally before and after school.
- v. Personal contact with class teacher/Principal in the form of a letter/phone call
- vi. Formal meeting by appointment with class teacher and/or Principal and parents/carers.

## Conclusion

As with all policies at New Ross Educate Together National School, the Positive Behaviour Policy is child-centred. It has been prepared democratically and collaboratively with all members of the school community, and is also informed by the two other core principles of our ethos – Equality-based and Co-Educational.

## References

- DES Circular 20/90
- Education Welfare Act 2000
- Equal Status Act 2004
- Managing Challenging Behaviour (INTO)
- Supporting Inclusion (TCD & DES)
- School Development Planning Support (SDPS)
- CPSMA Handbook
- Quality Circle Time (Jenny Mosely)
- Special Needs Handbook (Scholastic)
- INTO Website
- IPPN Website
- NEWB publication - “Developing a Code of Behaviour: Guidelines for Schools” (*National Educational Welfare Board*)
- NEPS publication – “A Continuum of Support” (*National Educational Psychological Service*)

## Dissemination of Policy

Copies of the policy will be distributed to the whole school. It will also be available from the principal’s office and will be on the school web site. The policy will also be given to all new staff members and made available to new families attending the school.

This policy was reviewed and updated by the Board of Management on 01/07/15

Signed: Niall Wall  
(Chairperson of Board of Management)

Signed: Elaine French  
(Principal)

Date: 01/07/15  
01/07/15

Date:

Date of next Review: 01/10/15



## **Appendix 1**

### **RULE 130 OF THE RULES FOR NATIONAL SCHOOLS (as amended by Circular 7/88)**

#### **School Discipline**

- (1) The Board of Management has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of discipline applies therein. This code should be formulated by the Principal Teacher and the teaching staff in consultation with parents and be approved by the Board.
- (2) Teachers should have a lively regard for the improvement and general welfare of their pupils, treat them with kindness combined with firmness and should aim at governing

them through their affections and reason and not by harshness and severity. Ridicule, sarcasm or remarks likely to undermine a pupil's self-confidence should not be used in any circumstances.

- (3) The use of corporal punishment is forbidden.
- (4) Any teacher who contravenes sections (2) or (3) of this rule will be regarded as guilty of conduct unbecoming a teacher and will be subject to severe disciplinary action.
- (5) Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or with a serious breach of discipline, by authorising the Chairperson or Principal Teacher to exclude a pupil or pupils from school, the maximum initial period of such exclusion shall be 3 school days. A special decision of the Board of Management is necessary to authorise further period of exclusion to enable the matter to be reviewed.
- (6) No pupil shall be struck off the rolls for breaches of discipline without the prior consent of the Patron and unless alternative arrangements are made for the enrolment of the pupil and another suitable school.

## Appendix 2

### Glossary of Positive Terms!

Give everyone a chance (to answer).....Don't shout out  
Give \_\_\_\_\_ a chance (to answer).....Don't interrupt  
Wait your turn.....Don't answer for \_\_\_\_\_  
Listen to each other  
Let's listen to everyone  
Let \_\_\_\_\_ answer  
Let \_\_\_\_\_ take his/her turn

DIRECT YOUR ATTENTION TO THE CHILDREN BEHAVING WELL e.g. the "nice quiet hands", the "good listener" etc.....

\_\_\_\_\_ needs more space to work comfortably.....Don't squash \_\_\_\_\_

Give \_\_\_\_\_/yourself more space.....Don't lean in over

Respect everyone's space.....Move away  
from \_\_\_\_\_

Put away anything you don't need for this lesson/activity .....Stop fiddling  
with \_\_\_\_\_

Walk safely on the corridor .....Don't run  
Move carefully around the room  
Take your time

In this school we use kind hands.....Stop hitting/pushing  
etc.  
Hands are not for hitting

Wait for your partner/teacher/class.....Don't run off/ahead  
Stay with your class/line.....Don't wait/fall  
behind  
In this school we let everyone play.....Don't leave \_\_\_\_\_ out  
Be fair, be friendly

Work quietly and carefully.....Don't talk/make noise when you're  
working  
Do your work and let others do the same

We respect our school and keep it clean .....Don't drop litter  
We're proud of our school

Other positive general comments:

Thank you for listening/helping/working quietly/co-operating etc....  
When we listen we learn. Look, listen, learn.  
Use your words.  
Make everyone feel welcome.

## **REMINDERS *not* WARNINGS**

Try to always remind pupils of the preferred positive behaviour ... the power of suggestion E.g. I'm  
watching out for quiet hands  
I'm looking for the best listeners / I'm checking for the tidiest tables  
I really like the way \_\_\_\_\_ has helped her group/partner  
I admire your careful work

**\*\*Constantly affirm and highlight the preferred behaviours. \*\***

## Appendix 3

### Restorative Practice

Background:

Restorative Practice is where parties come together to resolve conflict and look at implications for the future. The philosophy is that if you are part of the problem, you need to be part of the solution. It is based upon the four R's

- Respect
- Responsibility
- Repair
- Re-integration

Traditional Mindset	Restorative Mindset
What have you done?	What has happened?

Why have you done that?	Who has been harmed/affected?
Who is to blame?	How can we involve everyone who has been affected in repairing harm and finding a way forward?
What are the consequences for you?	How can everyone do things differently in the future?

Staff at Anew Ross Educate Together N.S. have adopted the Restorative Justice Approach and are using the following questions.

- What happened?
- What were you thinking when it happened?
- What do you think now?
- Who has been upset/affected by this?
- What needs to happen to put things right?

## Appendix 4

### First Class Reflection Sheet

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

What happened?

\_\_\_\_\_

\_\_\_\_\_

What were you thinking when it happened?

\_\_\_\_\_

\_\_\_\_\_

What do you think now?

\_\_\_\_\_

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Who has been upset/affected by this?

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What needs to happen to put things right?

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