

**LORETO JUNIOR PRIMARY SCHOOL**

**CODE OF BEHAVIOUR**

**INTRODUCTION**

Loreto Junior Primary School is a Catholic primary school under the patronage of the Archbishop of Dublin.

It caters for the education of boys and girls from Junior Infants to Second Class. The children transfer to Loreto Senior Primary School after 2nd Class. We are an inclusive school community and welcome pupils of different nationalities, religions and cultures.

**ETHOS**

Loreto Junior Primary School is a Catholic school managed by the Loreto Sisters and closely linked with Dolphin’s Barn parish. Religious education is provided for the pupils in accordance with the doctrine and traditions of the Catholic Church. The policies, practices and attitudes of the school are rooted in Gospel values and inspired by the Loreto philosophy of education.

Our foundress, Mary Ward, promoted the core values of love, freedom, truth, justice, sincerity and joy in her life and mission. The ethos of our school is based on the development and promotion of a school community where these core values are a lived experience for pupils, parents and staff. This ethos is reflected in our Code of Behaviour with the emphasis on respectful and caring relationships.

Loreto Junior Primary School is committed to creating a positive and happy school environment. The root beliefs we espouse are as follows:

* God loves us
* Everyone is learning all the time
* We must care for the world we share
* We must work hard and never give up
* Learning is the ladder to your dreams

We have identified our animating principle as: **We are all God’s children and everyone is special.**

**AIMS**

This Code of Behaviour aims to:

* Foster a positive and supportive learning environment guided by our animating principle.
* Establish and maintain high standards of respectful behaviour in the school
* Build a sense of ‘family’ and community in the school.
* Provide a safe, happy, caring environment where pupils can learn and develop their full potential free from bullying and intimidation.
* Nurture children’s personal development, sense of responsibility and awareness of the needs of others so as to enable them become active and responsible citizens.
* Facilitate a consistent response to both positive and negative behaviours.
* Ensure that the school’s expectations and strategies for positive behaviour are widely known and understood among the whole school community
* Encourage parental involvement and support in implementing this school policy.
* Assist in fulfilling school’s obligations under the Safety, Health and Welfare at Work Act (2005).

**PRINCIPLES UNDERLYING THE CODE OF BEHAVIOUR**

* We believe that striving for excellence in behaviour management is dependent on developing and fostering respectful relationships between all members of the school community.
* Each child is unique with different abilities, needs, experiences, social and cultural backgrounds.
* Children learn best in a structured, organised school environment with predictable routines and rules.
* Classroom rules for the expected behaviours are discussed and developed with the children.
* The rules clearly describe the positive expected behaviours.
* Classroom rules are implemented consistently and fairly.
* Children are made aware of their personal responsibility in choosing how they behave and the positive or negative consequences of their chosen behaviour.
* Good example and positive reinforcement are the most effective means of promoting positive behaviour.
* A school community which promotes respectful, caring relationships is fundamental to the success of this code of behaviour.
* All adults have an important responsibility to model high standards of behaviour, both in their dealings with children and with each other.
* Co-operation between the whole school community, children, parents / guardians, staff and Board of Management is vital to the success of this code of behaviour.

**STATEMENT OF BEHAVIOUR**

1. A positive school and class atmosphere fosters positive behaviour. Our expectation is that children behave well in school. Appropriate behaviour is explained and discussed in class. Where necessary, behaviour is modelled for children in a variety of settings. Expectations about work and tasks are explained clearly to the children. Organisation within each classroom is well-planned with regard to seating, movement capability and access to equipment (Ref. Health and Safety Statement).
2. Through the implementation of the Social, Personal and Health Education curriculum – incorporating the Fun Friends programme, great emphasis and time is given to the nurture and development of the self-esteem and confidence of each pupil. Respect for the feelings, rights and beliefs of others is also fostered and promoted.
3. To facilitate new members of staff in becoming familiar with practices within the school, discussion regarding the implementation of the code will always from part of the staff meeting held at the beginning of September.
4. Staff and pupils have discussed and adopted the Golden Rules for general use within the school. These Golden Rules are prominently displayed in the school. The rules are clear and in language which is easily understood by all. Considerable time is devoted, at the beginning of each school year and each term to explaining and discussing these rules. Clear, age-appropriate language is used to explain desired behaviour

 **The Golden Rules**

* **We are gentle**. We do not hurt anybody.
* **We are kind and helpful.** We do not hurt people’s feelings.
* **We listen.** We do not interrupt.
* **We are honest.** We do not cover up the truth.
* **We work hard.** We do not waste our own or other people’s time.
* **We look after property.** We do not waste it or damage it.

**Restorative Practice**

Loreto Junior Primary School is a Restorative Practice School. Restorative practice is a set of principles and practices that encourages children to take responsibility for their behaviour by thinking through the causes and consequences of their choices. The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative questions provide a framework for responding to challenging behaviour through authentic dialogue, coming to an understanding, and making things right. The questions focus on the incident, and allow the person to think about how his/her actions affected others. It encourages empathy, accountability, expression of feelings and thoughts and problem solving.

**Restorative Questions**

|  |  |
| --- | --- |
| **Person with challenging behaviour** | **Person affected by the behaviour** |
| * What happened?
* What were you thinking of at the time?
* What have you thought about since?
* Who has been affected by what you have done?
* In what way have they been affected?
* What do you think you need to do to make things right?
 | * What did you think when you realized what had happened?
* What impact has this incident had on you and others?
* What has been the hardest thing for you?
* What do you think needs to happen to make things right?
 |

**PROMOTING POSITIVE BEHAVIOUR.**

A positive, caring and respectful relationship between staff and children is a vital foundation in effective behaviour management. The development of positive relationships takes time, commitment and persistence. We adopt a whole school approach to promoting positive behaviour within the framework of the Incredible Years Programme.

**Incredible Years**

The Incredible Years is an evidence based programme that aims to develop positive teacher-child relationships and assist in preventing and treating behaviour problems. Teachers use proactive strategies to manage and promoting children’s social, emotional, and academic competences. It aims to:

* Strengthen children’s social skills and appropriate play skills (turn taking, waiting, asking, sharing, helping, complimenting).
* Develop children’s empathy, social skills and problem-solving abilities
* Promote children’s use of self-control strategies such as effective problem solving steps.
* Increase emotional awareness by labelling feelings, recognizing the differing views of oneself and others and enhancing perspective taking.
* Reduce defiance, aggressive behaviour, and related conduct problems such as noncompliance, peer aggression and rejection, bullying, stealing and lying.
* Decrease children’s negative cognitive attributions and conflict management approaches.
* Increase child self-esteem, self-confidence, and positive relationships with parents.

**Positive relationships between staff and children.**

Staff use a variety of the following strategies to build positive relationships with children:

* Greet and welcome each child by name
* Show children that you care about them
* Show children that you trust them and believe in them
* Build a sense of ‘family’ in the class / school
* Visit to principal’s office for birthday/good work or behaviour
* Whole school assemblies, school anthem
* Chat to children informally in the yard, in the corridors, etc.
* Talk to parents about their children’s interests, fears, etc. / send home questionnaires
* Sit with individual groups at play time / Play with children
* Keep a note of what children say about themselves / Notice things about them
* Share personal information with children / Tell them your ‘news’
* Celebrate successes and special occasions

**Positive relationships between children**.

Staff use a variety of the following strategies to build positive relationships between children:

* Teach and model friendship rules
* Ask questions about each other’s interests, likes, dislikes, etc.
* Teach children to greet one another
* Change seating arrangements regularly
* Teach yard games
* Use of Circle Time / Compliment Circle
* Buddy system on yard – jobs on yard e.g. tie laces, find a friend.
* Provide regular opportunities for group activities / games
* ‘Show and Tell’/ ‘Make and Tell’ activities

**STRATEGIES TO AFFIRM AND PROMOTE GOOD BEHAVIOUR**

There are a range of strategies for affirming good behaviour at class and school level.

* Teaching /modelling desired behaviours.
* Displaying the Golden Rules around the school and in the yard..
* Explicit teaching and specific praise of desired behaviours - catch children being good.
* Reinforcing desired behaviours expectations at the beginning of each term.
* Encouraging desired behaviours with incentives
* Acknowledging and praising children’s efforts and successes with rewards

**INCENTIVES AND REWARDS**

1. **Whole School Incentives**
	* 1. Golden Time

 This is a positive [behaviour](https://www.theschoolrun.com/health/childrens-behaviour) management strategy that celebrates those children who have followed

 the golden rules.

* It is a period of 30 minutes, usually on a Friday afternoon, where children stop work and spend time doing special, enjoyable activities.
* Golden time is used to reward good behaviour, rather than learning or academic achievement.
* Every child starts off the week with 30 minutes of Golden Time. This shows that the teacher expects and believes that the children will behave well and keep the Golden Rules.
* Children choose what activity they want for Golden Time and sign up for their chosen activity at the beginning of the week so they know what they are working towards.
* Children can lose minutes by consistently breaking the Golden Rules. But this only happens after all the other strategies have been used first. Children can earn back their lost points by following the Golden Rules.
	+ 1. Golden Medal

At the beginning of every week the principal asks class teachers for the names of pupils who are behaving well or whose behaviour has improved. The principal visits to classrooms to present medals and certificates to these pupils.

* + 1. The Hot Chocolate Café

 The golden medal winners are invited to have hot chocolate with the principal.

* + 1. Special Treats

Whole school treats are organised throughout the year e.g.: a trip to the theatre at Christmas, a fun day in the park in June, an Easter Egg Hunt, a bouncy castle, an ice-cream van.

1. **Whole Class Incentives**

Class teachers use a variety of whole class incentives and rewards to encourage children’s co-operative and collective behaviour. E.g. collecting a targeted number of tokens in a jar to receive a class reward for Golden Time.

1. **Group Incentives**

Class teachers can use a variety of group incentives and rewards to encourage children’s co-operative and collective behaviour e.g. points for the tidiest group

1. **Individual Incentives**

 Teachers use a variety of individual incentives and rewards, such as:

* Smiley Faces/Stars/Points
* A quiet word or gesture of approval.
* A word of praise in front of group or class
* Draw attention to good behaviour/ work
* Praise from other pupils / teachers/ other classes / other staff
* Verbal/written communication with parent/ guardian.
* A visit to another class or the principal for commendation.
* Prudent use of merit stamps, stickers, stars, certificates, raffle tickets, prizes, etc.
* Use of privileges as rewards, e.g. choosing a book, picnic lunch in library, etc.
* Jobs / Extra Responsibilities

**POSITIVE PLAYTIME IN THE YARD**

Loreto Junior Primary School has two areas for playtime. The smaller ‘Junior Yard’ is generally for the use of the children in Junior Infants. The larger ‘Senior Yard’ is generally used by the children in Senior Infants, First Class and Second Class. There is also a large green field which is used by all the children, where possible, during fine weather.

**The Golden Rules for the yard are:**

* **We are gentle**. We don’t hurt others.
* **We are kind and helpful.** We don’t hurt others feelings.
* **We play well with others**. We don’t spoil others’ games.
* **We care for the playground**. We don’t damage or spoil anything.
* **We listen.** We don’t interrupt.
* **We are honest**. We don’t cover up the truth.

**PLAYWORKS**

Playtime in the yard serves as a necessary break from the concentrated, academic challenges in the classroom. A safe and well-supervised yard offers cognitive, social, emotional, and physical benefits for the children. Playtime is a perfect opportunity to develop school-wide norms for conflict resolution and community. All children need to feel included in games and empowered to play on their own or to start activities with other students.

In Loreto Junior Primary School, we use ‘Playworks’ as our approach to safe and healthy play in the yard. Playworks helps to create a place where every child can feel included, be active, and build valuable social and emotional skills. The yards are divided into sections with different activities in each and children can choose where to play. These activities include: construction toys, colouring books, chalk drawing, skipping ropes, etc.

Teachers teach co-operative games and fun variations on traditional playground games during P.E. lessons. Children learn to use Row, Sham, Bow, (rock, paper, scissors) to solve problems quickly and keep playing. They can give high fives and say “well done, nice try” to each other. The adults on yard supervision set the tone by inviting children to play, reminding them of the rules and modelling inclusion. The adults encourage children to lead games, pass out equipment, and set a positive, playful tone.

At the beginning of playtime, teachers bring their classes out to the yard and the children stand on their class lines. The teacher or a designated child leads the class in a transition activity, e.g. star jumps, jogging on the spot, etc. Then the teacher encourages the children to walk away and start playing. At the end of playtime, the children stand on their class lines and the teacher leads them in some calming, breathing exercises.

**MANAGING NEGATIVE BEHAVIOUR**

Children sometimes choose to behave in negative and unacceptable ways. Unacceptable behaviour is dealt with in a fair and consistent manner. A clear distinction is always made between children as unique individuals and their unacceptable behaviour. When dealing with children’s negative behaviours, the adults will always remain calm and measured, coming down to children’s eye level and using a respectful tone of voice. Intimidation, humiliation or sarcasm are never used.

**NEGATIVE BEHAVIOUR IN THE CLASSROOM**

Minor misbehaviours in the classroom will be dealt with by the class teacher/SEN teacher. Examples of such behaviours are as follows:

* Disrupting/Interrupting class: shouting out, giddiness, getting out of seat
* Ignoring or refusing to follow teacher’s instructions.
* Interfering with others’ work or property.
* Use of bad language
* Disrespectful tone voice and/or gestures
* Disruptive/Boisterous behaviour at line up time: skipping places/pushing/hitting in the line
* Disruptive/Boisterous behaviour in the toilets
* Running/shouting in the corridors

 (This is not an exhaustive list.)

**PROCEDURE FOR DEALING WITH MINOR MISBEHAVIOURS IN THE CLASSROOM**

**STEP 1:** The teacher uses the following Incredible Years strategies:

* Gives approximal praise to another child who is displaying the desired behaviour
* Redirects the child by making eye contact, using non-verbal signals and/or standing next to the child
* Reminds children of the relevant golden rule
* Name the misbehaviour clearly e.g. ..... **is not allowed**
* Name and highlight the desired behaviour

 If the misbehaviour stops, the teacher thanks the child.

 If the misbehaviour continues, the teacher implements **Step 2**.

**STEP 2:** The teacher gives the child a verbal warning or shows a warning card and:

* Reminds child of the relevant golden rule
* Names the misbehaviour clearly e.g. ..... **is not allowed**
* Names and highlight the desired behaviour

 If the misbehaviour stops, the teacher thanks the child.

 If the misbehaviour continues, the teacher implements **Step 3.**

**STEP 3:** The teacher removes an individual reward and says:

 ‘*Because you are choosing to continue this behaviour, you will now lose a ‘smiley face’/point/star’*

 If the misbehaviour stops, the teacher thanks the child.

 If the misbehaviour continues, the teacher implements **Step 4.**

 **The teacher makes every effort to ‘catch the child’ behaving well and return the lost reward.**

**STEP 4:** The teacher informs the child of a loss of 5 Golden Time minutes and says:

 *‘Because you are choosing to continue this behaviour, you will now lose 5 minutes of Golden Time.*

If the misbehaviour stops, the teacher thanks the child.

 If the misbehaviour continues, the teacher implements **Step 5**

 **The teacher makes every effort to ‘catch the child’ behaving well and return the lost minutes.**

**STEP 5:**The teacher asks the child to move to a time out area and says:

 ‘*Because you are choosing to continue this behaviour, you must now have a time out to think about your*

 *choices’* (The length of time out will be no more than 1 minute per year of child’s age)

If the misbehaviour stops, the teacher thanks the child.

 If the misbehaviour continues, the teacher implements **Step 6**

 **If child refuses to move and/or has an emotional outburst, the teacher will ignore the behaviour**

 **and move on with the lesson. When the child has calmed down the teacher will then apply the**

 **sanction.**

**STEP 6:**The teacher will send for the principal/deputy principal and the child will be removed from the

 classroom and spend a time out in the principal’s office /deputy principal’s room.

 Parents/Guardians will be informed and the class teacher makes a written note on Aladdin

 **The teacher makes every effort to ‘catch the child ‘behaving well and give him/her the**

 **opportunity to return to the principal’s office with ‘good news’.**

**PLEASE NOTE: Persistent incidences of minor misbehaviours that disrupt teaching and learning are**

 **considered to be serious misbehaviours and will be treated under that section.**

**SERIOUS MISBEHAVIOURS**

**In the Classroom**

**Examples of Serious Misbehaviours**

* Persistent incidences of minor misbehaviours that disrupt teaching and learning
* Persistent disruptive behaviour, e.g. tantrums, shouting out, refusing to follow teacher’s instructions
* Physically hurting others e.g. pushing, hitting, kicking, etc
* Frequent incidences of name-calling, exclusion of others
* Using offensive language/gestures
* Racist or discriminatory remarks and comments
* Putting own or others safety at risk.
* Bullying behaviours
* Online/Cyber bullying behaviours
* Damaging property/ stealing/telling lies
* Leaving the classroom/building without permission.

**PROCEDURE FOR DEALING WITH SERIOUS MISBEHAVIOURS IN THE CLASSROOM**

**STEP 1:**

* The teacher sends for the principal/deputy principal and the child is removed from the classroom
* The child spends a time out in the principal’s office /deputy principal’s room.
* The child loses an individual reward and 10 minutes of Golden Time.
* The principal informs the parent/guardian and makes a written note on Aladdin

If the behaviour reoccurs, the teacher implements **Step 2.**

**STEP 2:**

* The teacher sends for the principal/deputy principal and the child is removed from the classroom
* The child spends a time out in the principal’s office /deputy principal’s room.
* The child loses two individual rewards and 15 minutes of Golden Time.
* The principal meets with the parent/guardian to devise a plan/strategy to enable the child to choose

 the desired behaviours and follow the Golden Rules.

* The principal keeps a written record of the plan on Aladdin and informs the class teacher.
* The principal monitors the behaviour and if there is no improvement, the principal may implement **Step 2** again or move to **Step 3** depending on the severity of the misbehaviour.

 (**Step 2** may be used several times as the principal deems appropriate.)

**STEP 3:** The principal meets with the parents/guardians to discuss the situation and informs them that the

 misbehaviour may now be deemed to be gross misbehaviour and must be dealt with according to the

 procedures for dealing with gross misbehaviours.

**PLEASE NOTE: If the behaviours have caused injury/harm to others or if the principal deems the behaviours to pose a risk of harm to the child or others, the procedure can start at Step 2 depending on the severity of the harm/risk.**

**NEGATIVE BEHAVIOURS IN THE PLAYGROUND**

**Minor Misbehaviours**

Minor misbehaviours in the yard will be dealt with by the supervising teachers. SNAs may implement Step 1.

**Children will not be sanctioned on return to their classrooms for negative behaviour in the yard**.

Examples of such behaviours are as follows:

* Single incidents of very rough play with potential to hurt others– pushing, pulling, wrestling
* Single incidents of name-calling, teasing, excluding others from games
* Disrupting/spoiling other children’s games
* Cheating during yard games
* Disruptive/Boisterous behaviour at line up time: skipping places/pushing in the line

(This is not an exhaustive list.)

**PROCEDURES FOR DEALING WITH MINOR MISBEHAVIOURS IN THE YARD WHICH HAVE BEEN WITNESSED BY A SUPERVISING ADULT**

**STEP 1**: The supervising teacher/SNA gives the child a verbal warning and:

* Reminds child of the relevant golden rule
* Names the misbehaviour clearly e.g. ..... **is not allowed**
* Names and highlight the desired behaviour

 If the misbehaviour continues, the teacher implements **Step 2.**

**STEP 2:** The supervising teacher does the following:

* Reminds child of the relevant golden rule
* Names the misbehaviour clearly e.g. ..... **is not allowed**
* Names and highlight the desired behaviour
* Says, ‘*Because you are choosing to continue this behaviour*, *you must walk beside me for 5 minutes.*

 If the misbehaviour continues, the teacher **repeats Step 2.**

 If the misbehaviour still continues, the teacher implements **Step 3.**

**STEP 3**: The supervising teacher does the following:

* Reminds child of the relevant golden rule
* Names the misbehaviour clearly e.g. ..... **is not allowed**
* Names and highlight the desired behaviour
* Says, ‘*Because you are choosing to continue this behaviour*, *you must sit down for 10 minutes.*

 If the misbehaviour continues, the teacher implements **Step 4.**

**STEP 4**: The supervising teacher does the following:

* Reminds child of the relevant golden rule
* Names the misbehaviour clearly e.g. ..... **is not allowed**
* Names and highlight the desired behaviour
* Says, ‘*Because you are choosing to continue this behaviour*, *you must walk with me for the rest of break.’*

 The teacher on yard notifies the class teacher of the misbehaviour.

 **If the class teacher receives such notifications more than twice during the week, parents/guardians**

 **are informed of the persistent misbehaviours.**

 **If the behaviours persist for a second week, the class teacher will inform the principal, who will**

 **implement Step 5.**

**STEP 5:** The principal consults with the parent/guardian to devise a plan/strategy to help the child to choose

 the correct behaviours and follow the Golden Rules. The principal puts a written record of the plan on

 Aladdin. The principal monitors the behaviour and if there is no improvement, the principal

 implements **Step 6.**

**STEP 6:** The principal meets with the parents/guardians and informs them that the child will be withdrawn

 from the yard for a period of 1 – 5 days. During this time the child will be supervised by the

 principal/deputy principal.

**PLEASE NOTE**: **A child who persistently displays minor misbehaviours in the yard will be dealt with through a succession of rounds of Step 5 and Step 6.**

**PROCEDURES FOR DEALING WITH MINOR MISBEHAVIOURS IN THE YARD WHICH HAVE BEEN REPORTED TO A SUPERVISING ADULT BY A CHILD OR GROUP OF CHILDREN.**

**STEP 1**: The supervising teacher/SNA uses the restorative practice questions to explore the issue. If it

 becomes apparent that an incidence of misbehaviour has occurred, the teacher/SNA gives the child a

 verbal warning and:

* Reminds child of the relevant golden rule
* Names the misbehaviour clearly e.g. ..... **is not allowed**
* Names and highlight the desired behaviour

 If the misbehaviour continues, the teacher implements **Step 2.**

**STEP 2:** The supervising teacher uses the restorative practice questions to explore the issue. If it becomes

 apparent that a further incidence of the misbehaviour has occurred, the teacher does the following:

* Reminds child of the relevant golden rule
* Names the misbehaviour clearly e.g. ..... **is not allowed**
* Names and highlight the desired behaviour
* Says, ‘*Because you are choosing to continue this behaviour*, *you must walk beside me for 5 minutes.*

 If the misbehaviour continues, the teacher **repeats Step 2.**

 If the misbehaviour still continues, the teacher implements **Step 3.**

**STEP 3**: The supervising teacher uses the restorative practice questions to explore the issue. If it becomes

 apparent that a further incidence of the misbehaviour has occurred, the teacher does the following:

* Reminds child of the relevant golden rule
* Names the misbehaviour clearly e.g. ..... **is not allowed**
* Names and highlight the desired behaviour
* Says, ‘*Because you are choosing to continue this behaviour*, *you must sit down for 10 minutes.*

 If the misbehaviour continues, the teacher implements **Step 4.**

**STEP 4**: The supervising teacher uses the restorative practice questions to explore the issue. If it becomes

 apparent that a further incidence of the misbehaviour has occurred, the teacher does the following:

* Reminds child of the relevant golden rule
* Names the misbehaviour clearly e.g. ..... **is not allowed**
* Names and highlight the desired behaviour
* Says, ‘*Because you are choosing to continue this behaviour*, *you must walk with me for the rest of break.’*

 The teacher on yard notifies the class teacher of the misbehaviour.

 **If the class teacher receives such notifications more than twice during the week, parents/guardians**

 **are informed of the persistent misbehaviours.**

 **If the behaviours persist for a second week, the class teacher will inform the principal, who will**

 **implement Step 5.**

**SERIOUS MISBEHAVIOURS IN THE YARD**

**Examples of Serious Misbehaviours**

* Persistent incidences of minor misbehaviours that disrupt playtime/upset other children
* Rough play that hurts other children e.g. pushing, wrestling, jumping on children
* Physically hurting others e.g. pushing, hitting, kicking, etc.
* Frequent incidences of name-calling, exclusion of others
* Using offensive language/gestures
* Racist or discriminatory remarks and comments
* Putting own or others safety at risk.
* Bullying behaviours
* Online/Cyber bullying behaviours
* Damaging property/ stealing/telling lies
* Leaving the yard without permission

**PROCEDURES FOR DEALING WITH SENIOR MISBEHAVIOURS IN THE YARD WHICH HAVE BEEN WITNESSED BY A SUPERVISING ADULT**

**STEP 1**: The supervising teacher does the following:

* Reminds child of the relevant golden rule
* Names the misbehaviour clearly e.g. ..... **is not allowed**
* Names and highlight the desired behaviour
* Says, ‘*Because you are have chosen this behaviour*, *you must sit down for 10 minutes.*

 If the misbehaviour continues, the teacher implements **Step 2**

The supervising teacher notifies the class teacher.

**If the supervising teacher deems the behaviour to be very serious, he/she can move straight to Step 2**

**STEP 2**: The supervising teacher does the following:

* Reminds child of the relevant golden rule
* Names the misbehaviour clearly e.g. ..... **is not allowed**
* Names and highlight the desired behaviour
* Says, ‘*Because you have chosen this behaviour*, *you must walk with me for the rest of break.’*

 The supervising teacher notifies the class teacher and the principal of the misbehaviour.

**The principal notifies the child’s parent/guardian of the incident and records it on Aladdin.**

**If the behaviours occurs for a second time, the class teacher will inform the principal, who will**

 **implement Step 3.**

**STEP 3**:The principal consults with the parent/guardian to devise a plan/strategy to help the child to choose

 the correct behaviours and follow the Golden Rules. The principal puts a written record of the plan on

 Aladdin. The principal monitors the behaviour and if there is no improvement, the principal

 implements **Step 4.**

**STEP 4:** The principal meets with the parents/guardians and informs them that the child will be withdrawn

 from the yard for a period of 1 – 5 days. During this time the child will be supervised by the

 principal/deputy principal. The principal monitors the behaviour and if there is no improvement, the

 principal may implement **Step 4** again or move to **Step 5,** depending on the severity of the

 misbehaviour. (**Step 4** may be used several times as the principal deems appropriate.)

**STEP 5:** The principal meets with the parents/guardians to discuss the situation and informs them that the

 misbehaviour may now be deemed to be gross misbehaviour and must be dealt with according to the

 procedures for dealing with gross misbehaviours.

**PROCEDURES FOR DEALING WITH SERIOUS MISBEHAVIOURS IN THE YARD WHICH HAVE BEEN REPORTED TO A SUPERVISING ADULT BY A CHILD OR GROUP OF CHILDREN.**

**STEP 1**: The supervising teacher uses the restorative practice questions to explore the issue. If it becomes

 apparent that an incidence of misbehaviour has occurred, the teacher does the following:

* Reminds child of the relevant golden rule
* Names the misbehaviour clearly e.g. ..... **is not allowed**
* Names and highlight the desired behaviour
* Says, ‘*Because you have chosen this behaviour*, *you must sit down for 10 minutes.*

 If the misbehaviour continues, the teacher implements **Step 2.**

The supervising teacher notifies the class teacher.

**If the supervising teacher deems the behaviour to be very serious, he/she can move straight to Step 2.**

**STEP 2**: The supervising teacher uses the restorative practice questions to explore the issue. If it becomes

 apparent that a further incidence of the misbehaviour has occurred, the teacher does the following:

* Reminds child of the relevant golden rule
* Names the misbehaviour clearly e.g. ..... **is not allowed**
* Names and highlight the desired behaviour
* Says, ‘*Because you are choosing to continue this behaviour*, *you must walk with me for the rest of break.’*
* The supervising teacher notifies the class teacher and the principal.

 **The principal notifies the child’s parent/guardian of the incident and records it on Aladdin**

**If the behaviours occurs for a second time, the class teacher will inform the principal, who will**

 **implement Step 3.**

**STEP 3**:The principal uses the restorative practice questions to explore the issue. If it becomes

 apparent that a further incidence of the misbehaviour has occurred, the principal consults with the

 parent/guardian to devise a plan/strategy to help the child to choose the correct behaviours and follow

 the Golden Rules. The principal puts a written record of the plan on Aladdin. The principal monitors

 the behaviour and if there is no improvement, the principal implements **Step 4**

**STEP 4:** The principal uses the restorative practice questions to explore the issue. If it becomes

 apparent that a further incidence of the misbehaviour has occurred, the principal meets with the

 parents/guardians and informs them that the child will be withdrawn from the yard for a period of

 1 – 5 days. During this time the child will be supervised by the principal/deputy principal. The

 principal monitors the behaviour and if there is no improvement, the principal may implement **Step 4**

 again or move to **Step 5,** depending on the severity of the misbehaviour.

 (**Step 4** may be used several times as the principal deems appropriate.)

**STEP 5:** The principal uses the restorative practice questions to explore the issue. If it becomes

 apparent that a further incidence of the misbehaviour has occurred, the principal meets with the

 parents/guardians he principal meets with the parents/guardians to discuss the situation and informs

 them that the misbehaviour may now be deemed to be gross misbehaviour and must be dealt with

 according to the procedures for dealing with gross misbehaviours.

**GROSS MISBEHAVIOURS**

* Ongoing and frequent incidences of serious misbehaviours
* Serious disruption to the learning of other pupils
* Aggressive, threatening or violent behaviour towards pupils or staff members
* Behaviour which poses a risk to the pupil’s own safety, or to that of other pupils or staff
* Causing serious damage to school property

**STRATEGIES FOR DEALING WITH GROSS MISBEHAVIOURS**

**In the case of gross misdemeanours the school reserves the right accorded to schools under Rule 130(6) of the Rules for National Schools, as amended by Circular 7/88, to suspend and/or expel a pupil. Immediate suspension for up to three days may be invoked by the Principal in the case of gross misdemeanour which constitutes a danger to the child or others, or which is unduly disruptive to the education of other pupils.**

Before serious sanctions, such as suspension or expulsion are used, the normal channels of communication between school and home will be utilised to the fullest extent. Gross misbehaviours which may result in suspension or expulsion will be dealt with in a prompt manner. Confidentiality will be respected throughout the process. Fair procedures based on the principles of natural justice will apply. The right to be heard and the right to impartiality applies in all cases. In accordance with section 23 (2) of the Education (Welfare) Act 2000 the following procedure for suspension will apply:

* Child will be removed from class and brought to Principal’s office.
* The Chairperson of the Board of Management will be informed and the parents / guardians will be requested to attend a meeting with the Principal and Chairperson
* The behaviour will be discussed and, where appropriate, alternatives to suspension will be considered. This may require the parents/guardians to give a written undertaking that their child will comply with the school’s Code of Behaviour.
* Where parents fail to attend such meeting, the Principal will write and advise them of the seriousness of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the Board of Management to make a decision which may result in suspension. Copies of all correspondence will be retained.
* Following this meeting, the pupil may be suspended for a temporary period. The

 Chairperson / Principal will sanction suspension for a period of up to three days.

* A written statement of the terms of a suspension will be given parents / guardians.
* The Board may sanction a longer period of exclusion in accordance with Rule l30 (5).
* After a period of suspension parents/ guardians must give an undertaking that the pupil will behave in accordance with the school’s Code of Behaviour.
* 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, or unduly disrupt the education of other pupils. The Principal / Deputy Principal will prepare a Behaviour Support Plan if required. The pupil will be readmitted formally to the class by the Principal.
* Where a satisfactory resolution to a problem is achieved, a pupil may be readmitted to school within a suspension period at the discretion of the Chairperson/Principal.
* Parents are informed of their right to appeal a decision to suspend a pupil to the

 Board and to the Secretary General of the DES (Education Act1998, section 29)

Every three years the Board of Management of Loreto Junior School will review the issue of suspension to ensure its use is consistent with school policies and practices.

**Expulsion may be considered in extreme cases, in accordance with the Education Welfare Act 2000 and in accordance with Rule l30 (6) for National Schools.**

Fair procedures will apply and confidentiality will be respected at all times. Where a

judgement of the facts confirms that serious misbehaviour may warrant expulsion the following steps will apply:

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

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

3. The Board of Management considers the recommendation and a hearing is held.

4. A decision is made regarding expulsion.

5. Consultation by Education Welfare Officer with Principal, Parent/ Guardian and pupil.

6. Confirmation of the decision to expel pupil.

7. Parents /Guardians are informed of their right to appeal a decision to expel a pupil to the Secretary General of the DES (Education Act l998, section 29). An appeal may also be brought by the National Education Welfare Board on behalf of a pupil.

Every three years the Board of Management of Loreto Junior School will review the issue of expulsion to ensure its use is consistent with school policies and practices.

**Children with Special Needs**

All pupils are required to comply with this Code of Behaviour. However, the school recognises that children with special needs may require assistance in understanding, respecting and following the rules. An alternative approach to managing behaviour may be required for some children. In such cases an individual behaviour support plan will be devised by the class teacher in consultation with the parent/guardian, the SEN Team and the principal. An individual behaviour support plan forms part of an I.E.P. which is put in place to help pupils reach acceptable levels of behaviour. The pupil’s social, emotional and cognitive functioning is considered at all times. Professional assessments, where available, will inform and shape the plan. The principal is available to liaise closely with parents / guardians to ensure home support for any such plan.

**Where a pupil has serious behavioural problems the Parents/Guardians are expected to cooperate and work with the staff and Board of Management in seeking professional assessment and help for their child.**

Other pupils are encouraged to understand and help a pupil with special needs. They are encouraged to assist such pupils comply with school rules by providing peer support and modelling the desired behaviours. This is done in an understanding and supportive way acknowledging and respecting individual differences.