

Scoil na mBuachaillí Naomh Eoin Baiste

Code of Relationships, Behaviour, Care & Respect



Aims of Policy

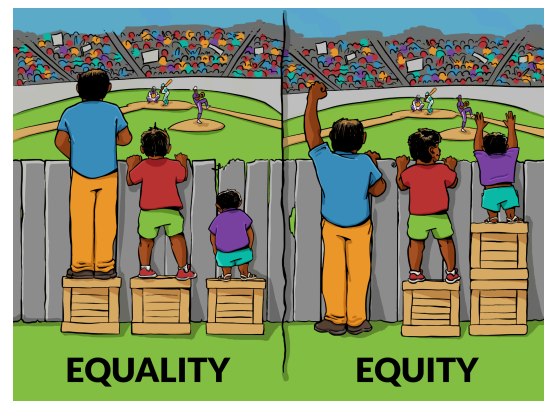
- Our boys will be encouraged to develop positive behaviour for learning in recognition of its importance as a lifelong skill
- To provide a safe, happy & friendly environment which encourages each boy to achieve his own potential through a desire to be the best he can be; using challenging, active & creative learning
- To enable staff to support our boys with their own behaviour by providing them with strategies to manage their own behaviour
- To maintain a calm and purposeful working environment
- To ensure that all boys and adults have a sense of belonging, feel safe, secure & valued
- To provide a clear, fair and consistent approach to behaviour
- To foster, nurture & value strong & healthy relationships/connections

Relationship of Code to School Mission Statement

This code relates clearly to our school's mission statement. **We want our school to provide a safe, friendly, effective and stimulating educational environment where the principles of respect, truth and equity are promoted and consideration is shown at all times for each other.**

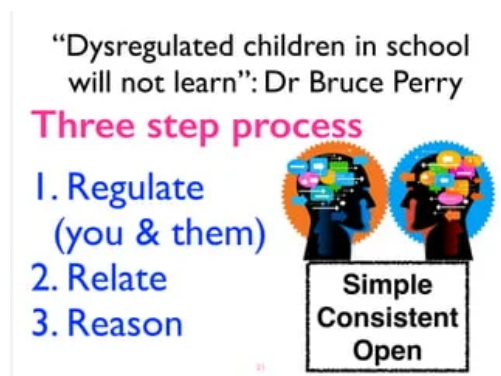
Our Core Principles and Understanding of Behaviour and Relationships in our school

- ***We do not take a one size fits all approach to behaviour management.*** We recognise that our children come from a wide variety of ethnicities, backgrounds and educational needs. We cherish all our children while recognising their individuality & individual needs.



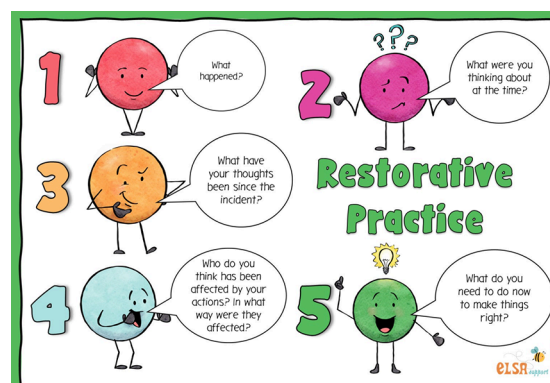
- **Kind hands, kind words, kind feet** is our behaviour motto. **School rules are kept to a minimum and positively stated.**

- As a staff we strive to remember the three Rs when dealing with children who are struggling with our understanding of positive behaviour for learning - **Regulate, Relate, Reason**
- **We connect before we correct, staying curious not furious.**



- Our school works actively to recognise the effects and presentation of **Adverse Childhood Experiences (ACEs) & Trauma** in our pupils. We use the principles of **Trauma Informed Care** in responding to the needs of our all in school community. This means that we approach our work with the understanding that there are children and families in our school who may have current or past traumatic experiences. Staff are (and will continue to be) trained in a trauma informed approach to working with children. We currently are members of <https://trauma-ed.com/>
- We strive to be a **Nurturing** school. We provide a safe space for all children to express their feelings and emotions. We have a **nurture room** where children struggling with school for a variety of reasons have a safe space to go to every day. See more @ [Nurture rooms: how schools are boosting pupils' wellbeing – The Irish Times](#)
- The **Roots of Empathy** programme is well established in school and is delivered in Third Class each year by a trained facilitator from the school staff. <https://rootsofempathy.org/>

- **Restorative Practice** is a key and integral component of our ethos. Restorative practice is based primarily on a set of core values and the explicit promotion and enhancement of particular skills such as the ability to empathise and to find solutions to specific problems. [Restorative Practice | PDST](#) explains further.



- **The Zones of Regulation** is being used increasingly throughout the school. The Zones of Regulation is a framework that uses four colors to help students identify their feelings and level of alertness and provides strategies to support emotional regulation. By understanding how to notice their body's signals, detect triggers, read social context, and consider how their behaviors impact those around them, students learn improved emotional control, sensory regulation, self-awareness, and



problem-solving skills <https://www.zonesofregulation.com/index.html>

Strategies for Promoting Positive Behaviour

At St John the Baptist BNS, we recognise that most of our pupils self-regulate their behaviour & behave very well every day and never need reminding about how to behave appropriately. We want to acknowledge & reward this positive behaviour for learning.

Whole School Systems

- Supervision is a key element in ensuring that our school is a safe and secure environment for teaching and learning. Our supervision procedures outline expectations with regard to supervision before, during and when leaving school.
- School Rules are contained in the document below. They outline the behavioural expectations we have of our pupils & are all centred around the principle of respect.

☰ School Rules at St John the Baptist BNS

- Weekly and termly assemblies will be used to teach and reinforce the school rules and expectations around behaviour. Positive and/or improved behaviour will be acknowledged with rewards such as 'Star Pupil', praise and other such encouragement.
- Incredible Years strategies, Friends For Life/Fun Friends, Circle Time are all used throughout the school.
- Pupils are encouraged to take responsibility for the effective running of our school by becoming members of our various leadership roles e.g. Green and Active School Committees, Student Council etc.
- Pupils will learn about behaviour, rights, responsibilities and consequences through the SPHE curriculum. Human Rights Education will form part of this process.
- Parents/guardians will be included in the review of our Code and will be regularly informed of their role in promoting positive behaviour. Parents/guardians play a crucial role in shaping attitudes in their children which produce positive behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.
- Electronic records of behaviours of concern (Behaviour Files) are kept yearly by class teachers and shared with relevant staff members
- Serious incidents of misbehaviour in the yard need to be recorded. There are two templates available for this 'Record of removal from yard' and 'Refusal to follow instructions'. Teachers will fill both templates where necessary and SNA's may fill out 'Refusal to follow instructions' if necessary. The DP checks these records regularly and speaks individually to each boy who is named on the templates.

Classroom

- Our overall Golden Rules are 'Kind words, Kind hands, Kind feet' and should be referenced regularly by all staff. This motto should be displayed clearly and referred to regularly. It will be in the journal for senior classes to refer to.
- Pupils will be involved in the preparation of specific classroom rules and expectations at the beginning of each school year. These may be reviewed throughout the year at the teacher's discretion.
- Each class in our school is set up on ClassDojo. Teachers are encouraged to use ClassDojo in a positive manner with their class. Points can be given for any target the teacher wishes to work on e.g listening well.

Rewards/Incentives

- Praise and positive feedback for good behaviour and achievements
- Star Pupil Award/Principal Awards/Journal Merits/Green & Blue Cards

Green & Blue Cards @ St John the Baptist BNS - Green Card Template Latest Edition Jan 2023

- A green card is issued for **exemplary** behaviour and work rate over an extended period of time. It should not be issued lightly.
- Two green cards = a blue card which equates to full homework off. The Principal often will call the boy's parent/guardian with the good news!
- Green cards should NOT be issued for doing work or behaving in a manner that is expected of the majority of our pupils (apart from circumstances where a teacher is finding it very difficult to get a pupil to do work/behave in an appropriate manner).

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- A visit to another member of staff or to the Principal for commendation
- Positive feedback on behaviour to parents. On occasion, the Principal will ring parents with good news about their child.
- Class teachers will use age appropriate reward systems at their own discretion to acknowledge positive behaviour.
- Golden time is a whole-class reward for good behaviour on a Friday evening. It is expected that all classes do Golden Time.

Golden Time at St John the Baptist BNS

Managing behaviour

We understand that there are times when pupils will behave inappropriately for whatever reason. When boys display this behaviour, there are several layers of consequences/interventions in place to encourage them to manage their behaviour in a positive way.

At all times, we try our very best to “**connect before we correct, staying curious not furious**”.



Three levels of misbehaviour are recognised: Minor, Serious and Gross.

Levels Of Misbehaviour

Misbehaviour Sanctions

- All everyday instances of a minor nature are generally dealt with by the class teacher. Supervising teachers will also deal with minor misbehaviour. Incidents will be reported to the class teacher as is deemed necessary.
- The class teacher has overall responsibility for the children in their care and as such leads any necessary behaviour issues and interventions in conjunction with the Principal and Deputy Principal.
- As always, we take into account our core principles & understanding of behaviour and relationships.
- Restorative Practice techniques should be consistently implemented. We continually strive to make pupils more aware of their own behaviour.
- Professional judgement of the teacher when dealing with misbehaviours is important and recognised.

In circumstances where a boy consistently breaks the rules and consistently disrupts the teaching and learning in the class then the following sanctions/supportive interventions will apply:

- Verbal reasoning and/or reprimand
- Reinforcement of alternative positive behaviour
- Use of restorative practice questions to establish the child's understanding of their own behaviour.
- Temporary separation from peers, friends or others
- Loss of privileges
- Parental contact is deemed necessary at this stage
- Reflection Time with Principal
-   Red Card Template Latest Edition Jan 2023
- ***Putting a boy outside the classroom door and on the corridor - even for a short period of time - is not an appropriate sanction and should never be used.***

*Note re: red cards:

- A red card is a serious sanction and is not issued lightly.

- It can be given by a member of teaching staff after repeated instances of Level 1 behaviour or it may be given as a result of one instance of Level 2 or Level 3 behaviours.

Levels Of Misbehaviour

- The issuing of a red card by a member of the teaching staff needs to be taken in conjunction and agreement with the class teacher. The **issuing teacher** must contact the parents and inform them of the action taken as soon as possible.
- If a child gets a red card the child must meet - as soon as is practical - with the Principal or DP to discuss the red card. The child will also do a reflection time with the Principal/DP.

Reflection Time

(Reflection Time usually takes place at lunchtime. It is an opportunity for a class teacher to ask the Principal to meet and speak with a particular child.)

- A red card is automatic reflection time.
- Reflection time can be given by a teacher as a result of repeated minor misbehaviour.
- Reflection time can be given if the teacher does not want to issue a red card but feels that the pupil would benefit from speaking to the Principal about an issue.
- Reflection time will not be as effective if the parents are not aware that their son has had to speak with the Principal.
- Class teachers must inform parents of this. A phone call is recommended.
- The Principal will put records of reflection time in the class behaviour files.

Beyond a red card

- If the boy gets to the red card stage and behaviour improves as a result, then no further action is taken.
- If the boy's behaviour remains unacceptable & more red cards are issued, then the child is placed on the Ladder of Referral.
- The first step of the ladder of referral is a booking.
- It is neither possible nor practical to say precisely at how many red cards a booking is given. Every boy and behaviour issue is different and unique. Teachers use their professional judgement here and should speak to the Deputy Principal or Principal for direction on how to proceed.

Ladder of Referral

- The purpose of the Ladder of Referral is to provide guidance on dealing with children whose behaviour has reached an unacceptable level.
- It is not a common occurrence for children to be on the ladder of referral and our aim is to avoid this.
- The decision to place a child on the Ladder of Referral may only be taken in conjunction with the Principal/DP.
- Any child on the Ladder of Referral needs to have a Student Support File opened if not already in place.

Stage	Actions	Key personnel
1	<p>Complete ☰ Booking Form @ St John the Baptist BNS (copy and paste this form into a new document for yourself and put link in SSF)</p> <ul style="list-style-type: none"> A. Teacher completes booking form & shares form with DP & Principal B. Parents called to a meeting with teacher and Deputy Principal C. At the meeting, a ☰ Behaviour Contract @ St John the Baptis... will be signed by the class teacher, pupil, Deputy Principal, Principal and parent. Support Plan updated or begin new support plan if not in place to reflect this. D. Teacher will start/continue with the behaviour tracker & continue to update behaviour files. 	<p>Teacher in consultation with Deputy Principal</p> <p>SET if required</p> <p>Parent(s)/Guardian(s)</p> <p>Pupil</p>
2	<p>If the behaviour still remains unsatisfactory following stage 1 intervention, a meeting is called by the Principal.</p> <ul style="list-style-type: none"> A. Following further consultation with DP, the SSP is updated to state that the child is now on Stage 2 B. Parents informed and requested to attend a formal meeting with the Principal C. Support Plan updated as required D. Principal convenes a meeting of all parties involved. Any booking forms, detention records, behaviour trackers & contracts of behaviour must be brought to this meeting. E. The Principal may, at this meeting, inform parents that their child is being suspended taking into consideration all evidence to date. 	<p>Class Teacher</p> <p>SET if required</p> <p>Deputy Principal</p> <p>Principal</p> <p>Parent(s)</p> <p>Pupil</p>
3	<p>Suspension (See below for further info)</p> <p>If stage 2 is exhausted or there is a single incident of gross misbehaviour, the Principal requests a further meeting with the parents. The class teacher will be present.</p> <p>☰ Suspension & Exclusion Procedures @ St John th...</p>	<p>Principal</p> <p>DP</p> <p>Class Teacher</p> <p>Parent(s)</p> <p>Possibly BOM & Educational Welfare Officer (EWO)</p>
4	<p>Expulsion</p> <p>☰ Suspension & Exclusion Procedures @ St John th...</p> <p>May be considered in an extreme case</p>	<p>Principal</p> <p>BOM</p> <p>EWO</p> <p>Parents</p>

Unacceptable Disruptive or Threatening Behaviour

- If a child engages in a level of unacceptable behaviour that is a threat to staff or pupils, then the class teacher in conjunction with the Principal/Deputy Principal may decide to ring the child's parents and ask for the child to be taken home.
- If a child engages in behaviour that is so disruptive in the classroom that the teacher cannot safely teach and mind other children then the class teacher in conjunction with the Principal/Deputy Principal may decide to ring the child's parents and ask for the child to be taken home.
- The parents will then be invited to meet with the Principal as soon as possible to discuss the behaviour in question. **This will involve the child being placed on the ladder of referral.**
- Each staff member has a 'Urgent Please Come Now' card that can be sent to the office in case of an emergency. The Principal will be immediately informed. If Principal is not available, then the DP will be sent for.

Outside the school grounds

The standards expected in the Code apply in any situation where pupils are still the responsibility of the school. These include school trips, swimming, going to and from the church, field trips, after school games.

For everyone's safety, the school expects that our pupils adhere to the school's Code at drop off and collection times and reserve the right to investigate any matters witnessed by staff or reported to us by others.

Digital media/Internet/Social Media

Pupils should also be mindful of their engagement with digital media, the internet and social media, and should not engage in any activity with this media that (a) is deliberately hurtful and disrespectful to school pupils and/or staff (b) maliciously seeks to damage the school's reputation.

Pupils with Special/Behavioural/Emotional Needs

- Pupils with special needs will be required to follow the school's Code but as always teachers will use their professional judgement in the application of the Code.
- Teaching children with Special Educational Needs (SEN) the rules and helping them understand behaviour and its consequences will be a focus of SET work. Parents of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve his behaviour.
- This may involve working and co-operating with a Special Needs Assistant (SNA) if an SNA is deployed to assist a pupil/class and/or agreeing a Student Support Plan. Support services such as National Educational Psychology Services (NEPS) and the NCSE may be involved in this context.
- Particular support programmes may be used to support SEN children, such as Copping On, S.A.L.T. (Stop, Ask, Listen, Talk) and other relevant materials.

Notification of a child's absence from school

Parent(s)/guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence;

- The school should be informed of a child's absence on the morning of the first day of non-attendance (preferred method is Class Dojo).
- The school should be notified of the reason for the absence in writing or on Class Dojo, on the first day the pupil returns to school
- The reason for the absence should be notified to the class teacher
- Details pertaining to the absence, such as duration and reason, should be provided
- Significant absences caused by ill health (i.e. absences longer than 10 school days) should be certified.

The school will inform the Education Welfare Officer in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register

Records

A standardised record system referred to above will be used to track an individual pupil's Behaviour. Such records will contain;

- Incidents of misbehaviour,
- interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
- Evidence of improved behaviour
- Any sanctions imposed, and the reasons they were imposed

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained.

All records will be kept in accordance with the Data Protection Act 1988, the Data Protection (Amendment) Act 2003, and the schools Data Protection Policy.

Anti-Bullying Policy

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St John the Baptist BNS has its own Anti-Bullying Policy – in full compliance with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*, which were published by the Department of Education & Skills in September 2013. This code works in tandem with this.

Policy Adoption

This policy was adopted by the Board of Management on 9 May 2023.

May 2023

Communication

This policy has been made available to school personnel, published on the school website and provided to the Parent Association . A copy of this policy will be made available to the Department and the patron if requested.

Implementation Review

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Policy Ratification

The policy was ratified by the Board of Management of St John the Baptist BNS at its meeting held on 9 May 2023.

Most recent review	

Signed:  (Chairperson, Board of Management)

Signed:  (Principal)