

Lucan

COMMUNITY NATIONAL SCHOOL
SCOIL NÁISIÚNTA POBAIL



Balgaddy, Lucan, Co. Dublin
Baile Gadaí, Leamhcán, Co. BÁC

Code of Behaviour October 2021



School Code of Behaviour: Supporting Behaviour *For* Learning

Guiding Principles:

Lucan CNS enjoys a high standard of pupil behaviour and mutual respect. This comes from a strong sense of community within the positive atmosphere of our school. The school recognises the variety of differences that exist between children and each situation is seen as unique. Central to our ethos is the simple message of 'Love and Respect' where we genuinely care for one another, and respect, cherish and celebrate differences. We believe that being fair does not mean that every child is treated the same, rather it means that every child is treated in accordance to what he/she needs. This code is about supporting behaviour *for* learning i.e. that all pupils can gain from learning experiences as part of a school community.

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

Our school's Code of Behaviour is built on the principles of Restorative Practice. This approach enables our school community to reflect on their behaviour, with the aim of finding solutions and restore relationships. Our overall aim is to ensure that all pupils feel happy, successful and connected in our school and that our school lives its ethos of 'Love and Respect'.

Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, fair and consistent manner. This policy will be implemented commensurate with the children's developmental level and cognisant of the child's social, emotional and behavioural needs. Therefore, the Board of Management of Lucan CNS reserve the right to determine the actions required to be taken at a given time in line with these needs of individual children.

The school's Anti-Bullying policy is currently being reviewed, and will be outlined in a separate document. It works within the framework of the school's overall Code of Behaviour.

Aims:

The overall aim of the Code of Behaviour of Lucan Community National School is to create and maintain a positive and safe learning and teaching environment in our school.

We also aim:

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

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

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

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

School Expectations

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

1. Be prepared for school every day.
2. Do as you are asked, by all members of staff.
3. Always raise your hand and wait quietly for attention before you act.
4. Listen, pay attention, and always try to do your best work.
5. Be helpful and respectful.
6. Take responsibility for your actions-aim to be positive.
7. Think before you speak. Is it helpful, is it kind, is it necessary?
8. Stay seated and work quietly when asked by your teacher. If necessary, seek help from the teacher nearest to you.
9. Move safely within the school building.
10. Keep to the left when using the stairs.
11. Play within the correct playground boundaries.
12. For safety, always ask permission to leave your classroom or the playground.
13. When the teacher blows the whistle, stop playing and move safely to your line.

Whole Brain Teaching

Whole Brain Teaching (<https://wholebrainteaching.com>) is a brain-based readiness for learning programme. Within whole-brain teaching, the school rules and expectations are clarified and simplified to five rules: (please find the posters for these rules as Appendix 1 to this policy).

Rule 1: Follow directions quickly

Rule 2: Raise your hand for permission to speak

Rule 3: Raise your hand for permission to leave your seat

Rule 4: Make smart choices

Rule 5: Keep your learning community happy.

In conjunction with these rules, some call and response techniques are congruent throughout each class, for example, when a teacher calls out 'class' – each pupil responds 'yes'. Similarly, when a teacher calls out 'hands, eyes', the pupils clasp their hands and focus their eyes on the teacher. Also, when someone asks, 'what are we about in Lucan CNS?' the pupils respond with 'Love and Respect'. These whole-school practices facilitate team-teaching and staff mobility as there is consistency in some call and response techniques.

These rules and practices are explicitly taught in Junior Infants and consolidated throughout the school.

Role of Parents/Guardians

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

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

Inclusion

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

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

Student Council

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

Focusing on the Positive

Within restorative practices, it is noted that for each negative interaction or thought, five positive interactions or thoughts are required to balance this. In that vein, Lucan CNS school community promotes a positive perspective on supporting and managing pupil behaviour. One simple method when building positive relationships with the pupils is to use the relationship SCALE.



Relationship SCALE:

- S- Smile
- C- Connect
- A- Ask
- L- Listen
- E- Engage

Teachers use the Relationship SCALE and other resources from the BSED Continuum of Support Handbook to build positive relationships in the classroom.

Teachers also plan and deliver specific lessons on the FRIENDS values and restorative practice lessons as part of our SPHE programme.



Teachers are encouraged to operate a Class Reward System which will allow them to reward the class as a group.

Being PROACTIVE

Restorative Practice

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

We believe that *“fairness is not giving each child the same; fair is giving each child what he/she need”*.

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

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

As a staff we endeavour to build and restore relationships and model positive interactions throughout the day. The key teaching words, as displayed in our school corridors include:

SMILE, ASK, LISTEN, RESPECT, EMPATHY, FAIR

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

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

Behaviour Support

Lucan CNS is aware of factors in and outside school that may affect behaviour, and that that behaviour can change with the right support and intervention. For pupils with challenging behaviour, a structured and sustained programme of support is necessary, involving school and home working together. A *Behaviour Support Plan* may be prepared to help and encourage the pupil to behave in a

way which will enable him / her to participate fully in class. This plan will be discussed by the school's Care Team and agreed with parents, class teacher, SENCo, the pupil and the Principal.

RESPONSES

- ♣ Support Stage 1: REMINDER
- ♣ Support Stage 2: CHOICE CARD
- ♣ Support Stage 3: HOME LINK
- ♣ Support Stage 4: FORMAL INTERVENTION REMINDER

1. Reminder:

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

2. Choice Card:

The teacher places a **CHOICE** card on the child's desk. Children are reminded of consequences for continuing behaviour.

3. Home Link:

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

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

A third Stage 3 (HOME LINK) within 15 days will mean an immediate FORMAL INTERVENTION MEETING.

Support Stage 3 HOME LINK Pupil: _____

Note to Parents:

As part of the school's commitment to building and maintaining good relationships, and supported by our Code of Behaviour, we are using Restorative Practice (RP). Following an incident on playground/in the classroom today, your child discussed what happened, with the purpose of guiding all involved towards finding solutions to repair relationships. We encourage you to speak with your child, and appreciate your support in this matter.

(Class Teacher)

Signed: _____

FORMAL INTERVENTION MEETING

The Principal must be notified immediately if a **FORMAL INTERVENTION MEETING** is required. The child stays in that class until the meeting with the parents takes place. A note is sent home arranging a formal meeting with the parent(s), principal, and the class teacher for the following morning. The child remains in the partner teacher's room until this formal meeting takes place.

The pupil completes a specific worksheet (Appendix C) in conjunction with class/support teacher, which must be signed by the parent(s). The child must present this worksheet the following morning. In the event of the parents phoning the school to inform the Principal that they are unable to make that appointment, the secretary will arrange another appointment for them ASAP. **The child will be allowed to return to class when the appointment is made.**

In the event of a parent not making contact with the school, the child remains under the supervision of the partner teacher until the meeting with a parent / guardian takes place. The school will contact the parent to inform him / her of the situation. The teacher/principal will not consult with the parent over the phone with regard to the FORMAL INTERVENTION MEETING.

4. Formal Intervention Meeting Reminder:

A third **FORMAL INTERVENTION MEETING** in a term will require further considerations by the school in order to address behaviour.

Support Stage 4: FORMAL INTERVENTION MEETING Pupil: _____

Note to Parents:

As part of the school's commitment to building and maintaining good relationships, and supported by our Code of Behaviour, we are using Restorative Practice (RP). Your child's behaviour is having a serious effect on him/her and others' learning in the school. He/she has received an RP worksheet to reflect on this. We ask that you discuss with your child what happened and who has been affected, with the view to finding solutions to how this behaviour must change. Because of the seriousness of this matter, you are requested to attend a meeting with the Principal and the class teacher tomorrow morning at _____. Should this time not suit you, please make an alternative appointment with the school secretary. We appreciate your support in this matter.

(Principal)

Signed: _____

FORMAL INTERVENTION: REMOVAL FROM SCHOOL

Should a child consistently not meet the expectations of our school, or where there is an incident of serious misbehaviour, the principal is informed immediately, who will make every effort to contact the parents. In the event of being unable to contact the parent(s), the child will be removed from their class and will continue to remain in the class of the partner teacher. Once contact has been made, the parents will be asked to come and collect the child. On their arrival in the office, they will meet with the Principal and the Deputy Principal. The purpose of this intervention is to enable the child to reflect on his/her behaviour with the support of parents, and to enable the school to reflect on how most appropriate to address the behaviour.

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

Gross Misbehaviour

For gross misbehaviour or repeated instances of serious misbehaviour, suspension may be considered. Parents will be requested to come to the school to discuss their child's behaviour. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

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

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

Removal of Suspension (Reinstatement)

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

The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Acceptance Of Code

Before enrolling a child as a student in Lucan CNS, the Principal will provide the parents with a copy of the school's Code of Behaviour. As stated in the school's Admissions policy, as a condition of registering the child, the pupil will require his / her parents to confirm in writing:

1. The Code of Behaviour is acceptable to them.
2. They shall make all reasonable efforts to ensure that their child complies with the code.
3. The child will also be required to confirm in writing that he/she complies with the code.