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# HOLY ROSARY PRIMARY SCHOOL

## Code of Behaviour Policy

The principles in this policy are approved by the Board of Management and therefore constitute standard practices, which apply throughout Holy Rosary Primary School.

Signed

Chairperson, Board of Management

Date

This policy, along with all Holy Rosary policies, is available on the Holy Rosary website. Electronic copies of these policies are controlled and live. Holders of printed copies of the policies are responsible themselves for ensuring that they have the most up to date version.

**This is a Controlled Document, as presented on-line.**

**If you read this in printed form,**

**It is Uncontrolled.**

If the user of this document discovers any errors with the document or would like to suggest feedback to improve the document, the user should contact the Principal of Holy Rosary Primary School.

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<b>Version No.</b>	<b>Date</b>	<b>Comments</b>
1.0	2014	Initial Release
2.0		Policy reviewed and reformatted.

## **1 Introduction**

- 1.1.1 This document outlines policies and procedures relating to aspects of discipline and behaviour, including bullying.
- 1.1.2 They were drawn up and agreed upon by pupils, parents, staff and management.
- 1.1.3 They reflect the ethos, vision and daily procedures within the school.
- 1.1.4 They are subject to constant review in light of changing circumstances.

## **2 Definitions**

- 2.1.1 **BOM** – Holy Rosary Board of Management.
- 2.1.2 **BST** - Behaviour Support Teacher.
- 2.1.3 **DES** – Department of Education and Skills.
- 2.1.4 **Dojo Points** – A points reward system for good behaviour.
- 2.1.5 **KFD** - Key for Discipline Policy.
- 2.1.6 **SEN** – Special Education Needs.
- 2.1.7 **SPHE** – Social Personal and Health Education Program.

## **3 Mission Statement**

*Recognising and embracing the diversity within the community, Holy Rosary Primary School is committed to developing the individual pupils in a secure and challenging learning environment.*

- 3.1.1 The school recognises the rights of the child and the rights of all those involved in the school to be safe in school and to be treated with respect and sensitivity at all times.
- 3.1.2 All those involved in the school and the wider community have a responsibility to ensure this and to work together to achieve it, recognising the guidance offered by existing information on best practice.

## **4 Discipline Policy: Key for Discipline (KFD)**

### **4.1 Introduction**

- 4.1.1 Key for Discipline is a planned strategy for managing behaviour; it is a school wide approach that rewards effort, work and social behaviour.
- 4.1.2 It is consistent and predictable. Limits are known and enforced fairly.
- 4.1.3 It promotes the quality of relation within the school community.
- 4.1.4 It promotes a positive atmosphere in the classroom and is a means of managing low-level unwanted behaviour.

### **4.2 The Charter**

- 4.2.1 KFD involves the design of a charter visible in each classroom.
- 4.2.2 The charter contains rules, which communicates clearly, the expectations we have for our pupils. They circumvent second-guessing.
  - 4.2.2.1 The rules are, realistic, few in number, positively phrased, relevant, and all-encompassing. They are based on themes; talk, time, movement, interaction, schoolwork activities and class routines.
- 4.2.3 The charter also contains rewards, which positively reinforce, through feedback, wanted or desired behaviour. Rewards are the key to success.
  - 4.2.3.1 They are tangible, graded, earned on merit, easily administered and desirable.
  - 4.2.3.2 The desired behaviour is promoted, and the unwanted behaviour marginalised with the assistance of rewards, the school has a structured system of tangible rewards.
- 4.2.4 From Senior Infants to 6th Class this consists of a Dojo Grid on the IWB with every child's name. When children follow the rules they are given a Dojo point.
  - 4.2.4.1 Points are collected over a period of time and lead to the awarding of an agreed reward (e.g. after 20 points the child gets a lucky dip prize and after 40 points a Homework Pass).
  - 4.2.4.2 Points awarded cannot be taken away.
- 4.2.5 **Behaviour Checks** are the final part of the Charter.
  - 4.2.5.1 These are also part of the planned strategy and the aim is to ensure that they are applied consistently.
  - 4.2.5.2 Children will know what happens when they don't follow the rules.
  - 4.2.5.3 Behaviour checks are negative consequences; they are graded and allow the child opportunities to choose appropriate behaviours.

### **4.3 Rules to be taught to the Children**

4.3.1 These rules need to be explicitly taught to the children.

#### **4.3.2 Rules for the Classroom**

1. Do your work and do it well.
2. Know when and how to leave you place.
3. Speak to teacher at the right time.
4. Do as you are told (by all staff). Follow instructions straight away.
5. Keep unhelpful hands, feet, objects and comments to yourself.
6. Be prepared, be tidy, be on time.

#### **4.3.3 Rules for the Yard**

1. Play preferred games.
2. Keep unhelpful hands, feet, objects and comments to yourself.
3. Be in the right place at the right time.
4. Be prepared for yard.
5. Walk to and from the yard.

## **4.5 Reward System**

### **4.5.1 Non-tangible rewards.**

4.5.1.1 The most important rewards are non-tangible, for example verbal recognition of good behaviour, (well done, thank you) and non-verbal actions (shake hands, applause, a smile).

### **4.5.2 Tangible rewards.**

4.5.2.1 This consists of a Class Dojo. Points are collected over a period of time by the child and lead to the awarding of stickers, lucky dip e.g. homework pass, treat pass etc.

4.5.2.2 Children get 3 points per day but it's up to teacher's discretion.

4.5.2.3 Consistency between class groupings is essential.

### **4.5.3 Class rewards**

4.5.3.1 This rewards group behaviour, typically for yard behaviour but also for appropriate classroom behaviour.

4.5.3.2 A grid is displayed in the classroom, and the teacher decides the allocation of stamps.

4.5.3.3 If the grid is completed within the agreed timeframe the class can select from an agreed list of rewards. 2 stamps are given per day.

4.5.3.4 If a pupil is sent to the wall during break, their name goes on a grid – if twice the child is excluded from class reward.

4.5.3.5 The class reward should ideally be renewed every two weeks.

\*Junior Infants have a different reward system involving a variety of charts, stickers etc.

### **4.5.4 Examples of Appropriate Tangible Rewards**

- Home Work Pass
- Subject Pass
- Treat Pass
- Whiteboard Pass
- Seat Pass
- Toy Pass
- Lucky Dip
- Stickers
- Golden Time
- Extra yard time
- Game Pass
- Disco Pass

## **4.6 Behaviour Checks: Classrooms**

### **4.6.1 Stage 1. Oral Warning**

4.6.1.1 Child is reminded of the appropriate expectation and asked to stay on-task.

### **4.6.2 Stage 2. Written Warning**

4.6.2.1 If the behaviour continues the child's name is recorded on a recording sheet.

### **4.6.3 Stage 3. Thinking Chair**

4.6.3.1 Child is sent to work in a separate area in the classroom for a short period of time and continue with classwork.

### **4.6.4 Stage 4. Teacher Partner**

4.6.4.1 Child is sent to work in another teacher's classroom for a short period of time. Parents are informed by standard note. Standard letters are available for teachers on our Database system Aladdin.

4.6.4.2 At the class teachers discretion the Support Teacher may be informed.

### **4.6.5 Stage 5. Office**

4.6.5.1 Child is sent to the office for repeated or serious inappropriate behaviour.

4.6.5.2 This is recorded in "The Office Book" by the Principal and parents are informed.

### **4.6.6 Stage 6. Parents**

4.6.6.1 Two recordings within a month and the parents are sent for.

4.6.6.2 A range of outcomes will be discussed and agreed with the parents, in consultation with the Board of Management.

## **4.7 Behaviour Checks: Yard**

### **4.7.1 Stage 1. Oral Warning**

4.7.1.1 Child is reminded of the appropriate expectation and asked to behave appropriately.

### **4.7.2 Stage 2. Wall – 5 Minutes**

4.7.2.1 Child is sent to a separate section of the yard for 5 minutes. Serious misbehaviour results in being immediately sent to the wall and bypassing the oral warning.

### **4.7.3 Stage 3. Wall – Remainder of Break**

4.7.3.1 If the inappropriate behaviour continues the child is returned to this area for the remainder of the break.

4.7.3.2 Their name is recorded in the "Yard Book" by the supervising teacher.

### **4.7.4 Stage 4. Support Teacher**

4.7.4.1 Children who have been to the wall report to Support Teacher. Support Teacher monitors repeat offenders.

### **4.7.5 Stage 5. Office**

4.7.5.1 Child is sent to the office for repeated or serious inappropriate behaviour.

4.7.5.2 This is recorded in "The Office Book" by the Principal and parents are informed.

### **4.7.6 Stage 6. Parents**

4.7.6.1 Two recordings within a month and the parents are sent for.

4.7.6.2 A range of outcomes will be discussed and agreed with the parents, in consultation with the Board of Management.

4.7.6.3 In very rare circumstances a child may be suspended from yard for a period of time.

## **4.8 Class Rewards for Yard**

4.8.1 This rewards group behaviour, typically for yard behaviour but also for appropriate classroom behaviour.

4.8.2 A grid is displayed in the classroom, and the teacher decides the allocation of stamps.

4.8.2.1 If the grid is completed within the agreed timeframe the class can select from an agreed list of rewards.

#### **4.9 Games/Behaviour Not acceptable on Yard.**

- 4.9.1 Rough Play, e.g. "mess" fighting, kicking, punching, wrestling, head locks.
- 4.9.2 Piggy backs, rains, lifting other children.
- 4.9.3 Hat throwing, pulling hoods, scarves around waists and necks.
- 4.9.4 Throwing stones, pulling hair, biting, spitting.
- 4.9.5 Excluding children from games.
- 4.9.6 Use of bad language and name calling.

#### **4.10 Policies Relevant to Yard**

##### **4.10.1 Sick Children.**

- 4.10.1.1 The only children permitted to sit outside the office due to illness are those with a letter from their parents.

##### **4.10.2 Accidents and injuries on Yard.**

- 4.10.2.1 Children who get injured on yard are assessed by the teacher on yard.
- 4.10.2.2 Children with bleeding, knocks to the head, suspected sprains or fractures are sent to the office in the company of a Yard Buddy or class mate for First Aid or further medical assistance.
- 4.10.2.3 The accident should be recorded (if serious) and parents informed, even of minor injuries, particularly in the Junior Classes.
- 4.10.2.4 The Yard Teacher should inform the Class Teacher of accidents/injuries.

##### **4.10.3 Being Prepared**

- 4.10.3.1 Children should use the toilet before going out on yard. This requires a few minutes preparation by Class Teachers before the bell rings.
- 4.10.3.2 In the case of an emergency, a child can use a toilet closest to the yard.
- 4.10.3.3 The Teacher needs to ensure coats are on in cold weather etc.
- 4.10.3.4 No food is permitted on the yard.

##### **4.10.4 Assigned Yards**

- Junior and Senior Infants & 1st class - Front Yard
- 2nd & 3rd Class - Back Yard
- 4th 5th & 6th Class - Basketball Yard

#### 4.10.5 **Role of Personnel**

4.10.5.1 **Teachers** - Two teachers per yard.

4.10.5.1.1 Supervising Teachers & SNA's must wear Hi-Viz Jackets on yard.

4.10.5.1.2 Their role is to consistently apply the yard rules and follow the agreed Behaviour Checks.

4.10.5.2 **SNA's** - The role of the SNA on yard is the child they've been assigned to.

4.10.5.2.1 They also act as a support to the teacher on yard.

4.10.5.2.2 Their role shouldn't require them to get involved in matters of yard discipline. However, a common sense approach needs to be taken if they are the nearest adult to an incident that needs immediate action.

4.10.5.3 **Yard Buddies** - The Yard Buddies are 6th Class children who volunteer for the role.

4.10.5.4 They give guidance to their younger peers, help play or guide play with smaller pupils and assist the Yard Teacher by accompanying children to the office

#### 4.10.6 **Boundaries**

4.10.6.1 Teachers need to familiarise themselves with the yard boundaries and they should bring their classes out regularly to remind them of where they should be.

#### 4.10.7 **Lining Up**

4.10.7.1 When the bell rings all children walk to and line up at their designated spot.

4.10.7.2 They wait there till the Class Teacher collects them.

4.10.7.3 Teachers on yard wait till all classes have been collected.

4.10.7.4 Teachers assign places to children in the line. Leaders can be rotated.

## Appendix 1: Checklist for Annual Review of Behaviour Policy

The Board of Management must undertake an annual review of the school's Code of Behaviour policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's Code of Behaviour policy will be required.

	Yes/No
Has the Board fully adopted a Code of Behaviour policy that fully complies with the requirements of the <i>Education (Welfare) Act 2000</i> ?	
Has the Board published the policy on the school website and provided a copy to the Parents Association?	
Has the Board ensured that the policy has been made available to school staff (Including New Staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the preventative and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received any complaints from Parents regarding the school's handling of behavioural incidents?	
Has any Parents withdrawn their child from the school citing dissatisfaction with the school's handling of a behavioural situation?	
Has the data available from cases reported to the Principal been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed: \_\_\_\_\_  
(Chairperson of Board of Management)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_

## Appendix 2: Notification of Review of the Behaviour Policy

### Notification regarding the Board of Management's annual review of the Code of Behaviour Policy

To: Holy Rosary Parents Association

The Board of Management of Holy Rosary Primary School wish to inform you that:

- The Board of Management's annual review of the school's Code of Behaviour policy and its implementation was completed at the Board meeting of \_\_\_\_\_ [Date].
- This review was conducted in accordance with the checklist set out in Appendix 1 of *Holy Rosary's Code of Behaviour Policy*.

Signed: \_\_\_\_\_  
(Chairperson of Board of Management)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_

## Briefing Note

<p><b>Purpose:</b></p> <p>This policy outlines policies and procedures relating to aspects of behaviour in the school.</p>	<p><b>Scope:</b></p> <p>This policy relates to all school activities and applies to staff, pupils and parents engaged in such activities.</p>
<p><b>What's New / What's Changed &amp; Why?</b></p> <p>This policy was reviewed and reformatted and issued as version 2.0.  A review checklist has been added as Appendix 1.  A notification of review letter has been added as Appendix 2.</p>	
<p><b>Target Audience:</b></p> <p>All members of the school community (Staff, Pupils and Parents).</p>	
<p><b>Note:</b></p> <p>Advise target audience to read thoroughly any sections that affect them directly.  Be more specific and expand on sections as appropriate for the audience.  Encourage feedback. If any feedback, Briefer should forward details to the Principal.</p>	