

Name of School: Gorey Central School

Address of School: Charlotte Row, Gorey, Co. Wexford.

CODE OF BEHAVIOUR POLICY

School Year 2010/2011.

CODE OF BEHAVIOUR POLICY

The ethos of our school establishes and supports a strong sense of community within the school between School, Board of Management and Parents/Guardians.

A mutual relationship of respect cultivated between Staff, children and Parents/Guardians.

As a Staff our aim is to create a happy, secure environment for all our pupils, within which there is a sense of good order, effective teaching and an agreed approach to discipline. These sentiments are contained in the 7 Golden Rules for our school listed as follows:

1. I will be gentle - I will not hurt anyone.
2. I will be kind and helpful - I will not hurt people's feelings.
3. I will be honest - I will not hide the truth.
4. I will listen - I will not interrupt.
5. I will look after property - I will not waste or damage things
6. I will work hard - I will not waste time.
7. I will try my best.

The emphasis in Gorey Central School is on the positive. Our catch phrase is: - **Catch them when they're being good!**

Our Code of Discipline aims to achieve the efficient operation of our school and create a stimulating environment for the children in our care. With this in mind the following rules and sanctions have been put in place to cover the areas of :

- Classroom
- Yard
- Transition areas (corridor, bus lines, car lines, etc)

Classroom Rules:(General)

Each class teacher devises their own version of these:

1. I will sit on my chair when requested to do so and do my work well
2. I will listen. I will let others speak
3. I will always walk and never run
4. I will help to keep a tidy classroom
5. I will use the toilet properly and wash my hands
6. I will be kind and helpful and not hurt other people's feelings
7. I will stay in my place if my Teacher is out of the room.
8. I will not damage any classroom equipment (e.g. chairs, tables, walls, etc.)

Good behaviour will be praised and rewarded. Unacceptable behaviour will not be tolerated.

Classroom Sanctions:

The following are the sanctions which may be used to show disapproval of and discourage unacceptable behaviour.

1. Verbal warning and pupil is asked to make a conscious effort to improve.
2. Gestural warning - look, whisper, traffic lights, green/red card systems.
3. Written reprimand -e.g. "sad face" for juniors.
4. Time out - Time out chair/desk.
5. Move place for the rest of the day.
6. Move place for the rest of the week.
7. Move classroom with work, for 30 minutes.
8. Extra Homework sheet.
9. Loss of privileges :(e.g. trip, tour, extra-curricular classes)
 - (a) Video/DVD period.
 - (b) Loss of 5 minute Golden Time.
 - (c) Shortened play-time and/or detention.
10. Principal informed

See Appendix 1

Yard Rules:

1. I will walk quietly in my line to and from the yard.
2. I will let others join in my games.
3. I will be gentle. I will not push, kick, punch, bite, spit, gesture rudely etc.
4. I will not use bad language or call names.
5. I will be fair. I will not tell silly tales.
6. I will not lift or carry others.
7. I will stay within my playground.
8. I will obey the teachers on duty.
9. I will inform the teachers on duty when I need to leave the playground.

Corridor Rules:

1. Always walk quietly, never run.
2. I will let adults pass and hold open any doors.
3. I will not push or shove in the line.

Corridor Sanctions:

As for classroom sanctions.

RULES OF G.P. ROOM

1. Walk in do not run.
2. Sit down quietly.
3. Listen to what the teacher is saying.
4. Freeze on Whistle ("Statues") and listen.
5. Line up quietly.
6. No skipping/skidding/sliding on floor.

RULES OF LIBRARY/BOOK SHELVES:

1. No running.
2. Clean hands (wash if necessary).
3. Return any books to place they were taken from.
4. Soft talk/whisper only.
5. Enjoy the books.
6. Return books in condition they are taken.

School Tours/Visiting Teachers:

The same School rules and Discipline procedures apply.

Appendix 1:

CLASSROOM DISCIPLINE:

Positive attitudes must be constantly encouraged by all Teachers.

- Teachers promote models of good behaviour.
- Remind children of the rules and the rationale for them.
- Reward good behaviour. 'Catch them when they're good'.
- Give privileges to children, who have difficulty behaving, when they're good.
- Assemblies to reiterate rules and good behaviour.
- Golden Time for all.
- Time Out/Time Lost in Golden Time.
- Children given specific position in line.
- Traffic lights.

Minor Misbehaviour:

- Continuous talking.
- Fidgeting.
- Inattention.
- Pushing in line.
- Kissing.
- Spitting.
- Telling Tales.
- Refusal to do work.
- Swinging on chair.

Serious Misbehaviour:

- All minor misdemeanours when on a continuous basis.
- Rough play causing injury.
- Serious fighting.

- Stealing from others.
- Lying, dishonesty, ongoing.
- Disrespect.
- Hitting or aggressive behaviour, **unprovoked**.
- Bad/ inappropriate language.
- Racist remarks.
- Biting.
- Uncontrolled behaviour.

Appendix 2:

Serious/Continuous Misdemeanours - examples: spitting, kicking, bullying, Cursing - actions/sanctions:

1. Verbal warning.
2. Circle Time/Class Assembly will be used as a tool to address issues - resolve conflict.(Salt Programme)
3. Class spoken to, indirectly addressing child.
4. Child seen individually by Principal.
5. Behaviour is noted and/or Parents are informed.
6. Staying in from yard or segregation in yard may be appropriate means of discipline.
7. Parents may be informed - steps deemed necessary will be decided upon.
8. Relevant assessments may be sought.
9. A shortened day may be decided upon.
10. in the event of serious misbehaviour the Board of Management may be informed.
11. Where steps 1 -10 have been carried out and the problem still pertains, the Principal, in consultation with the Board of Management and Staff, may take a decision to suspend a child.
12. Where there is a serious/grave problem and should the welfare of other children or Staff be at issue - placement in another school, more appropriate to the child's needs, may be sought/recommended.
13. Monthly check of behaviour is carried out as preventative measure.
14. See Protocol for extremely challenging children.

Important:

Teachers shall keep a written record of all incidents of serious misbehaviour as well as a record of improvements in the behaviour of disruptive pupils.

**CODE OF DISCIPLINE:
PROTOCOL FOR CHALLENGING CHILDREN.**

1. Teacher seeks a solution through various strategies within classroom context e.g.:
Rewards.
Catch child when good.
Bringing attention to positive behaviour.
Being specific about inappropriate behaviour.
Putting sanctions in place e.g.: Loss of privileges, loss of Golden Time, Time out also used.
Circle Time, if appropriate.
2. Teacher may look for advice to others -
Colleagues/Principals/Psychologist/Lucena Clinic./B.O.M.
3. Programme for behaviour devised i.e. Individual Behaviour Programme.
4. Parents/Guardians contacted and involved, crucial to effectiveness to work as team.
5. Regular Meetings/Reviews established. Feedback - 2 ways. Notebook - daily communication if effective.
6. Teacher/SNA is requested to record behaviour daily so as to make detailed evaluation.
7. Psychological educational assessment is sought and if appropriate resource hours with Special Needs Teacher will be recommended.
8. The Principal in consultation with the Teacher, Psychologist and D.E.S. Inspector may look for a Special Needs Assistant for the child.
9. In extreme cases where:
 - (a) the education of the other children in class is being adversely affected or
 - (b) their emotional welfare and/or Health & Safety is suffering
 - (c) the student is responsible for serious damage to property

then, in consultation with Class Teacher and other staff involved with child, a decision may be taken by the Principal and the B.O.M. to suspend a child for up to 5 days with no right of appeal. Where a BOM meeting cannot be convened in a timely fashion the Board authorises the Principal, with the approval of the Chairperson (or designated person in his absence/unavailability) to impose a suspension of up to 5 days. This may be followed by a return to school for a shortened day.

By so doing it is hoped that the time spent in school will be within the limits of what the child can cope with and at the same time allows the other children a time during which their needs may be focused on by Teachers.

10. School tours, educational trips: a parent may have to accompany the child.
11. Having worked through the above steps and where it is felt by the Board of Management that they have explored all other options (in consultation with Principal and Teaching Staff, D.E.S. Inspector and Psychologist) a decision may be taken to:
 1. Encourage parents/guardians to seek a placement in another school deemed more appropriate to meeting the educational, emotional, psychological and language needs of the child.
 2. In the event of this process failing the Board would initiate a process of expulsion/exclusion on a permanent basis.