



CODE OF BEHAVIOUR

A code of behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment.

Aims:

- In devising the code, consideration has to be given to the particular needs and circumstances of this school. The aim is to create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development
- Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school
- Children need limits set for them in order to feel secure and develop the skills for co-operation. Therefore any rules will be age appropriate, with clear agreed consequences and in line with our Studio III Behaviour Management approach and other methodologies carried out in St. Paul's Special School, such as TEACCH, ABA and Marte Meo.

Principles:

- The school recognises the variety of differences that exist between children and the need to tolerate these differences
- 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
- Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner

School Opening Times:

- School Opens at 9.00am
- Schools closes at 2.40pm

School Rules: (See Appendix 1)

Unacceptable Behaviour : (See Appendix 2)

Strategies for dealing with challenging behaviour : (See Appendix 3)

This policy was adopted by the Board of Management on 10th July 2015

APPENDIX 1 (School Rules)

Safety: For my own safety and that of others;

- I should be courteous towards others on the school bus
- I should always walk while in the school building
- I should always show respect for my fellow pupils
- Bring a note of explanation following absences
- Ask permission or indicate to leave the classroom
- I should never leave the school grounds without the permission of the Principal

Caring for myself:

- I should respect myself and my property, always keeping my school bag, books and copies in good order
- I should always aim to be in school on time
- I should show respect for my school and be proud to wear the complete school uniform every day
- I should always be aware of my personal cleanliness
- I should always bring a sensible, nutritional lunch to school. **(Crisps, minerals, sweets or chewing gum are not permitted)**
- I should always do my best in school by listening carefully, working as hard as I can and by completing my homework

Caring for others:

- I should be kind and respectful to teachers and fellow pupils by being mannerly and polite, by taking turns and by remaining silent and orderly in my class line
- I should behave well in class so that my fellow pupils and I can learn
- I should always keep my school clean by bringing unfinished food and drinks, cartons, wrappers etc., home. I should show respect for the property of my fellow pupils, the school building and grounds
- Be truthful and honest at all times

Homework:

It is the policy of the school to assign homework on a regular basis where appropriate. Parents are strongly advised to take an active interest in their child's homework and to sign their homework journal each night (ensuring that it is done). If homework is not completed due to any reason, parents should write a note in the communication book.

Communication Book:

It is the policy of St. Paul's Special School to use communication books for all pupils thus facilitating the provision of information regarding the pupils school day and indeed their evening and night. This is a two way system and all co-operation would be appreciated.

Parents should be encouraged to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour.

APPENDIX 1 (School Rules contd/..)

Class Rules:

At the beginning of each academic year the class teacher will draft a list of class rules with the children. These reflect and support the school rules, but are presented in a way that is accessible to the children. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should where possible emphasise positive behaviour, (e.g. "walk" and not "Don't run"). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

APPENDIX 2 (Unacceptable Behaviour)

Unacceptable Behaviour

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher. In cases of repeated serious misbehaviour or single instances of gross misbehaviour, parents will be involved at an early stage and invited to meet the teacher and/or the Principal to discuss their child's behaviour.

All children are required to comply with the code of behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules.

Specialised behaviour plans will be put in place in consultation with parents and the class teacher and/or Principal will work closely with home to ensure that optimal support is given.

APPENDIX 3 (Strategies for dealing with challenging behaviour)

1. Key Strategy: Observation (Studio III)

- Watch for signals of the “oncoming storm”. Are certain times of the day more likely to bring them about?
- Could the child be getting hungry or tired
- Is the child bored because they are too long at task
- Is the task too difficult
- Did you talk to others in the group and forget the child
- Or could it be that you are tired or hungry or bored and the child is picking up the signals
- Catch the child doing something good **before** they get bored
- As far as possible ignore inappropriate behaviour unless it is dangerous for the child or for others

2. Praise may be given by means of any one of the following:

- A quiet word or gesture to show approval
- A comment in a pupil’s exercise book
- A visit to another member of staff or to the Principal for commendation
- A word of praise in front of a group or class
- A system of merit marks
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- Find appropriate reinforcers for good behaviour

3. Disapproval of unacceptable behaviour will be dealt with as follows:

(The nature of the behaviour will determine the strategy)

- Reasoning with pupils
- Reprimand (including advice on how to improve)
- Communication with Parents
- Temporary separation from peers and/or loss of privileges
- Referral to Principal/Deputy-Principal
- Note to parents
- Reduced school hours
- Suspension/expulsion

Procedures:

The degree of misdemeanours i.e. minor, serious or gross, will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours, as follows:

1. Examples of misdemeanours:

- Discourteous/unmannerly behaviour at any time
- Scraping
- Kicking
- Spitting
- Biting
- Damaging School property
- Assaulting other pupils or staff
- Self-injurious behaviour
- Bad Language
- Threatening Behaviour

APPENDIX 3 (Strategies for dealing with challenging behaviour contd/..)

1a. Examples of steps to be taken by teachers when dealing with misdemeanors:

- Temporary separation from peers
- Noting instance of misbehaviour in incident file
- Time out from regular class
- Diversion such as a 'walk' or 'cycle' etc
- Teacher sends note in Journal to be signed by parent
- Send to the Deputy Principal / Principal

2. Examples of Gross Misdemeanours

Setting fire to school property/deliberately leaving taps on/fire hose turned on/aggressive, threatening or violent behaviour towards a teacher/pupil/sna

2a. Examples of steps to be taken when dealing with gross misdemeanours:

- Immediate consultation with Principal and parents regarding appropriate actions for pupils
- Chairperson/Principal to sanction immediate disciplinary action, for example: reduced school days, removal from school for a number of days (all under the management of the Department of Education & Science)
- Reduced School Days can be implemented where necessary and the decision to reduce school days will be solely at the discretion of the Principal and School Management.
- Expulsion will be considered in an extreme case and ratified by the Board of Management

It should be noted that these lists consist of examples only: It is not meant to be a totally comprehensive list of misdemeanours and procedural steps.