

 ***Scoil Íosagáin Ballybunion***

Code of Behaviour

***By enrolling your child in the school you are agreeing to abide by the Code of Behaviour***

*Reviewed & updated: white / yellow / red cards initially March 2019*

*Reviewed annually at Board of Management meeting Term 1*

**Introduction**

Scoil Íosagáin Ballybunion has a central role in children’s social and moral development just as it does in their academic development.

The children bring to school a wide variety of behaviour. As a community environment, in school we must work towards standards of behaviour based on the basic principles of **honesty, respect, consideration and responsibility.** It follows that acceptable standards of behaviour are those that reflect these principles.

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.

Parents can co-operate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff.

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.

**All children are required to comply with the code of behaviour.**

## **Aims of The Code**

* To create a positive learning environment that encourages and reinforces good behaviour.
* To promote self-esteem and positive relationships.
* To encourage consistency of response to both positive and negative behaviour.
* To foster a sense of responsibility and self-discipline in children and to support good behaviour patterns based on consideration and respect for the rights of others.
* To facilitate the education and development of every child.
* To foster caring attitudes to one another and to the environment.
* To enable teachers to teach without disruption.
* To ensure that the school’s expectations and strategies are widely known and understood through the availability of policies and an ethos of open communication (school wesite/school journal).
* To encourage the involvement of both home and school in the implementation of this policy.

## **Responsibility of Adults**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

* Create a positive climate with realistic expectations.
* Promote, through example, honesty and courtesy.
* Provide a caring and effective learning environment.
* Encourage relationships based on kindness, respect and understanding of the needs of others.
* Ensure fair treatment for all regardless of age, gender, race, ability and disability.
* Show appreciation of the efforts and contribution of all.
* To discourage physical aggression.

## **Parents and their Role in Discipline**

*‘Evidence seems to indicate that schools which succeed in achieving and maintaining high standards of behaviour and discipline tend to be those with the best relationships with parents’*

The following are strategies that will be used in reporting to parents:

* White card home for a minor misbehaviour to be signed by the parent.
* Yellow card home for more serious misbehaviours to be signed by the parent.
* Informal meeting at the classroom door (at infant collection times)
* For repeated or serious misbehaviours we invite the parents in for a meeting with the class teacher, discipline committee and/or principal (Red Card).
* On a regular basis parents and teachers would meet to monitor the situation. Occasionally, children would be invited to attend one of these meetings to encourage ownership of their own behaviour.

(For the duration of the COVID 19 pandemic we will ascertain to connect parents via Aladdin connect or telephone in the early instances of any discipline issue and via Webex/Zoom for more serious breaches of the school Code)

### **Parental Involvement**

* On enrolment every parent will receive a copy of our school prospectus which outlines the discipline code. By enrolling a child in the school parent(s)/guardian(s) are agreeing to abide by the Code of Behaviour. Parent(s)/ Guardian(s) are asked to sign that they have read and agree to the Scoil Íosagáin’s Code of Behaviour, this agreement will last for the duration of the child’s time in Scoil Íosagáin.
* Parents support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour in the following ways:
* They are aware and cooperate with the schools system of rewards and sanctions
* Ensure children are at school on time-8.50am[[1]](#endnote-1)
* Ensure children are collected on time 1.30/2.30pm
* Attend meetings at the school (or online) if requested
* Help children with homework and ensure it is completed
* Ensure children have the necessary books and materials for school
* Sign discipline cards
* Sign homework journal and notes from teacher
* Parents must be available to answer the phone should the school need to contact them
* Parents are liable for any costs incurred due to misbehaviour on the part of their child (e.g. breaking a window, laptop etc.)

## **Methods of Communicating with Parents**

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.

Please see the school’s Communication Policy for further details

The following methods are to be used at all levels within the school:

* Informal parent/teacher meetings and Formal parent/teacher meetings
* Discipline Cards
* Through children’s homework journal
* Letters/notes either via Aladdin App or physical notes from school to home and from home to school
* Aladdin Connect app
* School facebook
* School Website
* Phone calls
* SMS
* Emails

## **School Rules**

* Respect for self and others.
* Respect for other’s property (including school property)
* Respect other students and their learning
* Kindness and willingness to help others
* Follow instructions from staff immediately
* Walk quietly in the school building and during non-play times (E.g. walking into school in the morning and out of school in the afternoon)
* Courtesy and good manners
* Readiness to use respectful ways of resolving difficulties and conflict
* Ask permission to leave the classroom
* Do your best in class
* Take responsibility for your own work

These can be summed up as 6 main rules

* Respect
* Do your best
* Be tidy
* Be safe
* Walk
* Listen

**All children attending Scoil Íosagáin are expected to observe the following Code of Behaviour. In certain instances children with additional educational needs may require additional assistance to help them to comply with the Code of Behaviour.**

**Please note: each class teacher may also choose to draw up a class contract/agreement. See appendix 3 for examples of how these are developed**

### **Behaviour in School**

1. Children shall be in the school grounds no later than 8.50 a.m. (See endnote)
2. Children shall wear the school tracksuit uniform everyday, appropriate runners must be worn.
3. Children shall walk and not run from place to place in the school building and in the school grounds when walking in and out of the school. Running in to school in the morning is dangerous, especially on icy mornings.
4. Children shall address all teachers in the school in the appropriate manner, e.g. Ms, Mrs or Mr followed by the surname.
5. Children shall respect all teachers, ancillary staff and fellow pupils in the school – aggressive, threatening or violent behaviour as well as name calling and verbal intimidation of any kind will not be tolerated.
6. Bullying, before, during or after school, shall not be tolerated.
7. Children shall carry out all reasonable requests made by the staff members.
8. A child is expected to hold a door open for a teacher or adult in the corridor, if the occasion presents itself.
9. Children shall respect school property – furniture, books, fittings.
10. Children shall leave the school grounds at 1.30pm (infant day) and 2.30p.m (all others) and go directly home, using the pedestrian crossings. (See endnote)
11. Mobile phones are not permitted in the school. If a child needs to bring a mobile phone for after school they must present it to the office in the morning where it will be stored safely until the end of the day.
12. Electronic devices are not permitted in the school unless at an individual teacher’s discretion (e.g. in relation to a school project or event)

### **Behaviour in Classroom**

Children arriving late in the classroom or having been absent for a day or more shall have a note explaining the lateness /absence, this should be done electronically via the Aladdin Connect app. Late comers will sign in at secretary’s office. A late stamp will be placed in their journal.

Children shall respect the class Teacher, Special Needs Assistants and Student Teacher – aggressive, threatening or violent behaviour as well as name-calling and verbal intimidation – shall not be tolerated.

Children shall respect their fellow pupils’ right to:

1. Learn
2. Express opinions
3. To be happy and content

Children shall have respect for classroom property:

1. Tables
2. Chairs
3. Books
4. Fittings

Children shall not climb on desks or indulge in any behaviour likely to lead to injury either to themselves or to others.

Children shall do the homework set by the class teacher and a note shall be presented if homework assignments are not completed, written by parents/guardians explaining incomplete homework.

### **Behaviour During Breaks**

All children shall go to the yard during breaks.

Children who are ill, or for another reason specified by a parent, in writing may stay in the First Aid areaduring breaks.

While in the yard, children shall avoid:

1. Fighting
2. Spitting
3. Kicking
4. Calling Names
5. Bad or disrespectful Language
6. Dangerous games e.g. Mock Fighting “only messing”, Bulldog, Jockey Backs, Mock Fights, The Bumps.

Children shall not enter the school building during breaks without the permission of a teacher on yard supervision, to go to the toilet or for First Aid attention.

Children shall not go outside the perimeter wall without the permission of a teacher on yard supervision.

Children are expected to help keep the yard litter free.

Children shall stop play and go directly to their assembly line as soon as the bell rings at the end of the break.

Children shall walk quietly and in an orderly fashion to their classrooms at the end of breaks.

If children fail to follow the yard rules they may be placed on ‘time out’ for up to 5 minutes in order for them to calm down before re-entering the game/play.

## **Breaks (Wet Days)**

On wet days children remain in the classrooms, remain seated, and carry out assignments given by the class teacher for the break using ‘inside’ voices.

## **Swimming and Surfing Days**

1. Every child must wear a coat when walking to the swimming pool/beach except on dry, sunny days during summer months.
2. Every child listens to and obeys the class teacher.
3. Children walk in line to the swimming pool/beach. No running allowed.
4. No shouting en route to the swimming pool/beach.
5. No shouting or playing in the dressing rooms.
6. Every child listens to and obeys the lifeguard/instructor.
7. No running around the pool area.
8. Swimming caps required. Shower socks may be worn. Appropriate swim wear must be worn.
9. Children do not leave the pool/water without permission from the instructor or teacher.
10. No jumping into the pool from the side – unless under instructor’s directions. No pushing or rough play in the pool.
11. Children are expected to dress quickly after each session
12. Hairsprays/ gels / spray deodorants are not allowed.
13. No drinks/sweets are bought from the machine.

## **School Tour Rules**

* Children enter/leave the bus in an orderly manner.
* Children are expected to arrive 15 minutes before departure time. Parents are expected to contact the school 15 minutes before departure time if a child is sick or unable to attend.
* School rules apply to school tours.
* Mobile phones and electronic devices are not permitted on school tours. Teachers will have mobile phones on tour if parents/ children need to get in contact with one another.
* On the bus children must sit in their seats with seat belt on and avoid loudness that would distract the driver.
* Children are encouraged to take drinks and sweets at the appointed lunch breaks.
* Children stay in their appointed groups at all times.
* Children wear school tracksuit on school tours (unless otherwise specified).
* If there are health and safety concerns regarding a child’s behaviour the school may require parents/ guardians to accompany the child on the tour. If parents/guardians cannot attend the child will be unable to attend the tour/outing.

**Incentives**

Part of the vision of Scoil Íosagáin is to help children achieve their personal best – academically, intellectually and socially. We recognise that there are many different forms of intelligence and that similarly children use a variety of approaches to solve problems. Reward systems which are based on academic merit continuously apply to only a limited number of children and undermine the individuality of children. All children deserve encouragement to attain their own best. Children will be encouraged, praised and listened to at all times by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements.

The following are some samples of how praise might be given;

* A quiet word or gesture to show approval.
* A comment in a child’s exercise book.
* A visit to another member of Staff or to the Principal for commendation.
* A green card
* A word of praise in front of a group or class.
* A classroom system of merit of points or stickers (e.g. Class Dojo).
* Delegating some special responsibility or privilege.
* A mention to parent, written or verbal communication.
* Principal’s Award (annually) or Phone Call
* Assembly

## **Unacceptable Behaviour**

Three levels of misbehaviour are recognised:

* Minor Misbehaviours
* Serious Misbehaviours
* Major Misbehaviours

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 discipline committee and/or the principal to discuss their child’s behaviour.

Misbehaviours

***This list is not exhaustive (please see appendix two for further examples)***

|  |  |  |  |
| --- | --- | --- | --- |
| **Categories** | **Examples** | **Sanctions** | **Who?** |
| **Minor Misbehaviours** | No homeworkNot following instructionsInterruptionsOut of seat on wet daysBreaking class rulesNot wearing proper uniformNot lining upMisbehaviour in classMisbehaviour on yardUse of bad language | Verbal warningTime outWhite Card | Class teacherStaff member must inform the class teacher who will deal with the incident.Yard teachers will generally deal with any incidents on the yard |
| **Serious Misbehaviours** | Repeated minor misbehavioursInappropriate language (e.g racist, sexual or threatening language) Inappropriate Body language/Gestures(Verbal or physical)Repeated poor/disrespectful attitudeRepeated cheekinessRepeated answering backQuestioning authorityVandalism | Yellow CardNote homeApology noteDiscuss with parent and get feedback from parent and principalLoss of privileges (e.g. removal from any school councils or responsibilities given  | Class teacher to parent* Signature in the journal
* Note
* One-to-one meetings if it is repeated
* principal
 |
| **Major Misbehaviours** | Repeated more serious behaviours Failure to follow instructions in relation to Health and Safety (e.g. mask wearing or refusal to wear a mask and/or follow other COVID 19 health advice)Leaving the school without permissionDeliberate inappropriate / foul languageIntentional vandalismViolenceThreatening violenceStealingPersistent rule breakingVerbal abuseBullying…refer to bullying policy. | Red CardNo external outingsWithdraw child to principal and inform parentMeeting with parentsSuspensionExpulsion | TeacherPupilParentBOMPrincipal.Chairperson BOM. |

## **Discipline Procedures (Appendix 1)**

* **Green Card:** Rewarding excellent behaviour.
* **White Card:** Minor Misbehaviours. These are warning cards to remind children of class and school rules. The 6th white card will be accompanied by a red card, which calls for a meeting with the teacher and principal. White cards should be signed by parents/guardians and returned to the class teacher.
* **Yellow card:** Serious Misbehaviour. These are given for more serious rule breaking. The 3rd yellow card will be accompanied by a red card, which calls for a meeting[[2]](#footnote-1) with the teacher and principal. Yellow cards should be signed by parents/guardians and returned to the class teacher.
* **Red Card:** Major Misbehaviour/ accumulation of white and yellow cards. Parents will be required to meet with principal and teacher. This meeting will be recorded officially in school. Red cards must be signed by parents/guardians and returned to the class teacher.
* At this meeting, the parent(s)/guardian(s) are informed that if the behavioural issues continue the next step in the discipline procedure is exclusion of the child from the school, for 3 school-days, under the terms of Rule 130 of the Rules for National Schools as amended by the Department of Education circular,7/’88
* The child is excluded/ suspended from the school for 3 school-days. The parents/guardians, Educational Welfare Officerr and the Chairman of the Board of Management are informed, in writing, regarding the suspension.
* A further period of exclusion of up to 10 school days may be imposed to allow for further consultation with the child’s parent(s). Permission from the Board of Management is necessary to authorise this further period of exclusion from the school.
* In very exceptional circumstances, the Board of Management may authorise a further period of exclusion should the particular problem persist.
* However, sanctions should be appropiate to the level of misbehaviour.

### **Immediate Suspension**

* Physical assault on teacher/adult
* Threatened assault on teacher/adult.
* Blatant verbal abuse of teacher/adult (defiance, cursing etc.....)
* Physical assault on another pupil causing serious harm.
* Causing intentional damage to school or other property.
* Stealing of teacher/other pupil’s property.
* A blatant disregard for health and safety procedures within the school such that the Principal/BOM feels that the students actions or inactions could threaten the health and/or safety of other pupils and/or staff members

## **Suspension / Expulsion Procedures**

The Education Welfare Act, 2000, stipulates that a code of behaviour shall specify... ‘*the procedures to be followed before a student may be suspended or expelled from the school concerned”* and *“the grounds for removing a suspension imposed in relation to a student.”(Sections 23(2) c, d)*

Suspension

The principal shall inform the Education Welfare Officer, by notice in writing, when *a student is suspended from a recognised school for a period of not less than 6 days. (Sections 21(4) a)*

Circular 20/90 states that ‘*Parents should be informed of their right to come to the school and be invited to do so in order to discuss the misbehaviour with the Principal Teacher and/or the class teacher. This should always be done when the suspension of a pupil is being contemplated’, except in circumstances surrounding immediate suspension.*

 The school’s procedure in relation to suspension and expulsion is as follows:

* Major Misbehaviours warrant suspension.
* The Board of Management has authorised the Principal to exclude a pupil from the school for a maximum initial period of three school days (Rule 130, Section 5, Rules for National Schools).

## **Expulsion (Permanent Exclusion)**

Under the Education Welfare Act, 2000, ‘A *student shall not be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an educational welfare officer’ (Section 24(4)) It* is the right of a Board of Management to take ‘…*such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.’* *(Section 24(5))*

## **Appeals**

* Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Accordingly, schools should advise parents of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02).
* Parents/guardians are informed of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion by the Chairperson of the Board. Parents should be given a copy of Circular 22/02 and any related Forms.
* The Chairperson pf the BOM will prepare a response if and when an appeal is being investigated by the Department of Education (Section 12, 22/02-Porcessing an Appeal)

**Removal of Suspension (Reinstatement)**

Following a period of suspension, the parent(s) must give a satisfactory undertaking that a suspended child will behave in accordance with the school code and the Principal must be satisfied that the child’s reinstatement will not constitute a risk to the child’s own safety or that of the other children or staff.

**Records**

Teachers and Special Needs Assistants shall keep a written record of all instances of serious misbehaviour (Principal’s purple book and Appendix 2).

**Ratification:**

This policy was ratified by the school’s Board of Management on September 23rd 2021.

In light of changes brought in by the Department of Education on November 30th 2021 it was reviewed and updated at a Board of Management meeting held on December 1st 2021.

Signed (electronically)

 Joan Murphy

Chairperson

Date: 01.12.2021

Policy Review:

Policy will be reviewed as warranted.

##

## **Appendix 1- Discipline Cards**

## **Appendix 2-Incidence sheet**

Official record of incidents of aggression and violence in accordance with Circular 40/97.

A separate record should be kept for each child displaying instances of aggression and violence in your class or on yard.

Please indicate the following:

The amount of teaching time lost due to \_\_\_\_\_\_\_\_\_\_\_\_\_ behaviour.

Total teaching time lost\*[[3]](#footnote-2): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time lost due to toileting incidents\*: \_\_\_\_\_\_\_\_\_\_\_

Time lost due to yard incidents\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of children that witness the behaviour and are hence effectively being ‘educated in aggression and violence: \_\_\_\_\_\_\_\_

Level of concern that this ‘education’ is taking place: \_\_\_\_\_\_\_\_\_ (Low/Med/High/Severe)

List the inconveniences that other children have suffered: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Has the behaviour of this child impacted on the safety, health and welfare of teachers, staff or other students of the school: Yes/No Please provide evidence if ‘Yes’ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do these repeated levels of aggression cross the line into the area of bullying (in your opinion): Yes/No

Is there any other inconvenience you would like to record \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please indicate the number of incidents of the following: (Indicate duration of report also)

|  |  |
| --- | --- |
| Breach of CoB | Number of instances |
| Absconding  |  |
| Arsen |  |
| Attention seeking |  |
| Back answering  |  |
| Bickering |  |
| Biting |  |
| Crying |  |
| Cursing |  |
| Cursing at someone |  |
| Defiance |  |
| Disrespectful attitude |  |
| Disrespectful tone  |  |
| Disrespecting school property |  |
| Failing to be prepared for work |  |
| Failure to follow command |  |
| Fidgeting |  |
| Found to be wandering unsupervised |  |
| Health and Safety risk (failure to remove bags etc) |  |
| Hitting |  |
| Inappropriate toileting |  |
| Inappropriate/unwanted touching |  |
| Intimidating others |  |
| Kicking |  |
| Late/Tardy |  |
| Lying |  |
| Mimicking |  |
| Mobile phone in school (not in office) |  |
| Needing constant re-direction |  |
| Pinching |  |
| Poking |  |
| Poor work ethic |  |
| Pushing/Shoving |  |
| Refusal to do work |  |
| Screaming |  |
| Shouting |  |
| Stealing |  |
| Sulking  |  |
| Taking shoes off |  |
| Tantrum (indicate duration) |  |
| Threatening  |  |
| Throwing objects |  |
| Time wasting |  |
| Uniform issues |  |
| Other |  |

Appendix Three: SESS Behaviour Resource Bank.

Advice Sheet 12: Class Behaviour Agreement

SESS BEHAVIOUR RESOURCE BANK

Advice Sheet 12 CLASS BEHAVIOUR AGREEMENT

During the establishment phase of the year, it is important to set up a basic class behaviour agreement which will indicate the rights and responsibilities of everyone in the class, and the rules and routines which are to be followed. Of course, any class behaviour agreement should reflect the values and aims of the whole-school behaviour policy / plan.

Depending on the ages and abilities of the class, it is advisable to involve the pupils as much as possible in creating the Class Behaviour Agreement – then they will have ownership of the rules and routines and understand why these are necessary. In this sense, the process of formulating the agreement is as important as the product – it is a ‘democratic classroom’ in action, where the voices of the pupils are encouraged and listened to, not just by staff, but by their peers. Time needs to be set aside for a Class Meeting(s) dedicated to this task at the beginning of the year – this will be time well spent as it will set the tone for the type of learning environment you want to create for the rest of the year.

Try to write the agreement as simply and clearly as possible. Using images and pictures may be helpful. Where possible, rules should be phrased positively, and core consequences for rule infringement easily identified. It should also include a support framework to assist pupils who are struggling with their behaviour.

When the Class Behaviour Agreement has been finalised, it’s important to publish it (maybe in booklet form) and circulate to all pupils in the class, their parents, and any staff who will be working with the class. It’s also a good idea to get pupils, parents and staff to sign it – this makes it a contract for everyone.

On the following three pages an outline of a sample Class Behaviour Agreement is suggested. Please do not take this as either a template or formula but devise an agreement that is suitable for your class, your belief system and your individual situation. The format and content of each Class Behaviour Agreement should differ from year to year, from class to class, from teacher to teacher and from school to school. The agreement can be written in the ‘I’ voice or in the ‘We’ voice – the ‘I’ puts the onus on each individual to abide by the agreement, whereas the ‘we’ emphasises collective ownership of the agreement. Either way, pupils need to be taught that each person owns his/her own behaviour and must take responsibility for it.

The most important step once the Class Behaviour Agreement is formulated and signed is to follow through on its implementation. Otherwise the process will have been pointless. If you find that something in the agreement is not implementable or doesn’t work, then it’s time to call another Class Meeting to discuss this and to problem-solve for the future.

Phone 1850 200 884 www.sess.ie info@sess.ie 1

SAMPLE CLASSROOM BEHAVIOUR AGREEMENT

CLASS \_\_\_\_\_\_\_\_\_\_\_\_

Scoil Íosagáin Ballybunion

These are the pupils in our class. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

These are the staff members who work with our class every week (e.g.) Ms. Jones (Teacher) Ms. O’Connor (Teacher) Mr. Hayes (Teacher) Mr. Delaney (SNA)

“I agree to follow this Class Behaviour Agreement which I have developed with my class colleagues”. SIGNED BY:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Pupil) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Ms. Jones) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Ms. O’Connor) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Parent / Guardian) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Mr. Hayes) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Parent / Guardian) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Mr. Delaney)

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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OUR AGREEMENT In our class, we have agreed to abide by the following four basic rules, which we have decided on after discussing our rights and responsibilities.

OUR CLASS SAFETY RULE In our class, we all have a right to feel safe. We all have a responsibility to ensure that everyone else also feels safe.

OUR CLASS LEARNING RULE In our class, we all have a right to learn. We all have a responsibility to allow others to learn.

OUR CLASS COMMUNICATION RULE In our class, we all have a right to communicate. We all have a responsibility to allow others to communicate also.

OUR CLASS RESPECT RULE In our class we have a right to be treated with respect. We all have a responsibility to treat others with respect.

CLASS ROUTINES: To ensure that these rules are kept, these are class routines that we have agreed. 1. We walk quietly into class on time for each lesson and sit quietly until teacher starts the lesson. 2. We listen to others respectfully. 3. We raise our hand and wait for permission if we want to speak during class teaching time. 4. When we are working in groups, we use partner voices to communicate with our partners. 5. We ask for permission if we need to leave our seat. 6. We don’t make any comments or gestures that might offend or show lack of respect to another person. 7. …

CONSEQUENCES: When we choose to abide by the class behaviour agreement, the consequences are: 1. We will have a happy, safe, respectful class where everyone can learn and everyone can communicate. 2. We will earn credits for individual reward and for whole-class reward. The rewards may be: a. Lots of praise and support from the school staff b. Treats (fruit, scones, drinks, sweets, lollipops, cakes) c. Golden Time where we can select a favoured activity for our once-a-week class Golden Time d. Individual Golden Time outside the weekly class Golden Time

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e. Trips out of class (e.g. visits to town for lunch / shopping; educational trips; visits to the cinema / park / shopping centre etc.) f. Other rewards suggested by the staff and/or the pupils and agreed by everyone When I/we choose not to abide by the class behaviour agreement, the consequences are: 1. I will be asked to identify or I will be reminded of what class rule or routine I am breaking 2. I will be asked respectfully to abide by the class behaviour agreement. 3. If I choose not to do so, I understand that the next steps are: • My behaviour will be noted in the Class File • I will be asked to work away from others on my own • I will have to stay back after class to speak to the teacher and explain my behaviour • I will lose privileges to which I am entitled including loss of Golden Time (5 minutes each time) • My behaviour will be reported to the Principal / Deputy Principal • I will be asked to go to the time-out area • My parent(s) will be notified of my behaviour • I will be asked to attend a parent/teacher/pupil meeting to explain my behaviour • …. I understand that I can prevent these steps from happening by abiding by the rule / routine as asked.

SUPPORT: We can all support each other in this class. By following the Class Behaviour Agreement we support each other. We support each other when we share and co-operate, when we say nice things, when we encourage and praise each other, when we listen, when we play a positive role in building a good spirit in the class.

Sometimes we may not feel like abiding by the Class Behaviour Agreement. When this happens, we need to let others know why we feel the way we do (e.g. I feel angry because …, I feel that this is unfair because …, I feel tired because …,). It is ok to have these feelings but we need to talk about them and not to ‘act out’ because of the way we feel.

There are ways of sorting things out when things go wrong. These include: • Listening to others and thinking about our actions • Putting things right (e.g. paying for something we damaged / stole, apologising to the other person) • Discussing our feelings and actions with others (other pupils, members of staff, parents) • Developing a plan for myself to manage my own behaviour

1. For the duration of the pandemic please read relevant policies in relation to changes RE arrival and dismissal times [↑](#endnote-ref-1)
2. Please note: During COVID times in school, meeting will take place over the phone only [↑](#footnote-ref-1)
3. \*Please indicate whether this record is daily/weekly/monthly for your class [↑](#footnote-ref-2)