



St. John the Baptist Junior Boys' School, Clontarf, Dublin 3

CODE OF BEHAVIOUR

Introduction

The purpose of this Code is to set out a clear and enabling framework which outlines the expectations and rules in relation to behaviour as they apply to the school. This Code takes a whole-school approach in its application for all pupils, staff, and management. It aims to be child-centred, providing the ground rules and guidelines for pupils in a structured and supportive manner, so that all pupils are actively encouraged in their learning and development throughout their time in the school. Having regard to the fact that this is a key period in the development of children, both in their foundation and formation, this Code aims to support pupils during this critical period of their lives.

Relationship to the Characteristic Spirit of the School

We, the Staff, believe that the school should be a happy place where children can grow morally, spiritually, intellectually, emotionally and physically.

We believe that the school should be a place where children can learn; where the atmosphere is conducive to learning: where teachers are committed, caring, encouraging and fair; where discipline is good and where self-discipline is fostered; where unsocial behaviour is unacceptable and where boys are shown that aggressive behaviour is not part of growing up to be a man.

We believe that children remember the type of person their teacher was. We hope that children will recall that we were kind, that we cared and that we were interested in them. We believe that children learn by observing us. We believe they will develop good self-esteem by experiencing how we treat them, and we hope that they will realise that while they were pupils here, they were cherished. We believe that the school should be a place upon which children, grown into adulthood, look back with good, warm, positive memories.

It is our belief that the school's code is consistent with all the elements of the characteristic spirit of the school.

Aims of this Code

The aims of this Code of Behaviour are:

- To allow the school to be a happy and safe environment for learning.
- To enhance the learning environment where children can make progress in all aspects of their development.
- To create a culture of respect, tolerance and consideration for others.
- To develop in pupils a sense of personal responsibility for their decisions, actions and behaviour and to promote positive behaviour, recognising the differences between children and the need to accommodate these differences where practicable.
- To provide clear, consistent, and accessible guidance to staff, parents and pupils regarding the expectations that we have of how we behave, of the supports we use and, where appropriate, the sanctions that we may need to consider.
- To ensure our systems of rules, rewards and sanctions are implemented in a fair, transparent, and consistent manner.
- To align with other related school policies, such as the School's Anti-Bullying Policy.
- To fulfil the requirements of the Education Welfare Act, 2000, Section 23(1) which refers to the obligation on schools to prepare a code of behaviour in respect of students registered at the school.

General Guidelines for Behaviour

While not exhaustive the following is expected of all learning and working in the school community. In the case of pupils, we expect that parents/guardians will support these guidelines.

<p>1. Courtesy and Communication</p>	<ul style="list-style-type: none"> • Pupils are expected to treat staff and fellow pupils with respect and courtesy at all times. The use of any form of bad language is unacceptable.
<p>2. Environment and Community</p>	<ul style="list-style-type: none"> • Pupils should be made aware of the need to protect their environment and local community. These begin with respect for the environment at home, in the community and in school.
<p>3. Property: Personal and School</p>	<ul style="list-style-type: none"> • Pupils should at all times wear the correct school uniform, which was introduced following requests by parents. (School shorts may <u>only</u> be worn in September, October, April, May and June) • Pupils must not interfere with or damage school property, teachers' property or other pupils' property. Damage to same must be paid for by the parents/guardians.
<p>4. Attendance and Punctuality</p>	<ul style="list-style-type: none"> • Punctuality is the responsibility of the parents. Pupils must be on time for school in the morning. Pupils should

	<p>also be collected on time after school and after school activities.</p> <ul style="list-style-type: none"> ● Parents must notify the school of their child's absence and the reason for the absence. All absences should be explained on the Aladdin system or by note/email. A phone call is not sufficient as it is not a written record. ● Parents should be aware that the school is required to report absences of twenty days or more to Tusla – the Child and Family Agency. The school has no discretion in this matter. ● Pupils who need to leave school during school hours must be collected by a parent/guardian or the person designated by the parent/guardian. Pupils must be signed out on Aladdin.
<p>5. Personal Behaviour in Class</p>	<ul style="list-style-type: none"> ● Pupils are expected to show consideration and respect for their teacher, other members of staff and for fellow classmates and to follow the instructions of staff as given. ● Any form of disruption or interference with the rights of other children to participate, learn and develop in school is forbidden. ● Pupils are expected to work to the best of their ability and to respect the work of other pupils. ● Aggressive or violent behaviour is regarded as a very serious matter.
<p>6. Personal Behaviour out of the Class</p>	<ul style="list-style-type: none"> ● For reasons of safety and to minimise accidents, pupils should behave in an orderly manner at all times. ● Pupils must walk quickly and quietly into their line when directed to. ● Pupils must show respect, courtesy, consideration and tolerance to teachers, ancillary staff, visitors, and fellow pupils at all times. ● When on activities or excursions outside the school, pupils are expected to take direction and behave in a manner which reflects well on them and portrays the school in a positive light. ● At break times, pupils are under the supervision of designated staff who seek to ensure that standards of safety are observed and supported. ● Any behaviour which endangers the pupil himself or others, or which impacts negatively on the play of another pupil is forbidden. ● Directions given by the supervising staff are to be followed promptly. ● Pupils are required to line up in an orderly manner before school and at the end of break time. ● Pupils may not leave the yard during breaks for any reason.

	<ul style="list-style-type: none"> On wet days, pupils stay in their classrooms for break and may engage in 'wet day' activities as supplied by the PA to each classroom.
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Promoting Positive Behaviour

The staff promote and encourage a high standard of behaviour among pupils. To maintain this high standard, we adopt a practice of rewarding good behaviour. The following tables highlights some of the methods adopted by the staff to encourage and reward positive behaviours.

Verbal praise	Stickers	Golden Time
Table/Pupil of the Week	'Job' Privileges	Certificates at Assembly
Praise from the Principal	Reward Charts	Line of the Week 'Prizes'

In the development of this Code, and in line with current best practice to the views of the children regarding issues which directly impact on them, the school consulted with the students' council. The following illustrates the range of feedback from them in relation to what they saw as rewards or incentives for good behaviour. We will consider these when incentivising and rewarding good behaviour.

Extra P.E/ Astro	Trophy with Jellies	Golden Time
Homework Pass/ Voucher	Time off to Read	Movie Afternoon
Marbles (to go towards group reward)	Reward Jar – Pupils to choose	Extra Yard Extra Playground
Walk outside	Drawing Time	Games
Extra Aistear	Basketball	Sit on cushions in class
Nature Walk	Day off uniform for class	Extra Art
Activities in Class	Tag Rugby	Soccer on Astro
Cards/ Pokémon/ GAA	Good Behaviour Award	Extra Library Time

Sanctions

Teachers will use **their professional judgement of the pupil**, and the circumstances of the behaviour or incident in selecting the appropriate sanction. The sanction will be proportionate to the behaviour or incident in question. The use of sanctions will be clearly communicated to the pupil in order that he understands the reason for the sanction. Staff will use the following strategies in response to unacceptable behaviour:

- Discussion or reasoning with the pupil
- A request that the pupil behave in an acceptable manner.

- Offer limit-setting strategies when verbally intervening to de-escalate defensive behaviours.

If reasoning is ineffective, the nature of the behaviour will determine the strategy used. The following are examples of the sanctions which may be applied:

- Fair and appropriate reprimand which will include advice on acceptable behaviour.
- Temporary separation from classmates within the classroom or on the yard
- Temporary loss of privileges
- Written reflection sheet/apology from the pupil
- Referral to the Principal
- Consultation and Communication with parents/guardians
- Monitoring of progress
- Suspension (Part II)
- Expulsion (Part II)

Suspension and Expulsion

The school will follow the suspension and expulsion procedures as outlined in Part II of this Code.

Parents/Guardians and Staff Communication:

The Board of Management endorses the view that good communication and effective cooperation between Parents/Guardians and Staff is fundamental to the development and maintenance of a happy and effective learning environment and of high standards of behaviour. To this end, we use a variety of communication links –

- In June prior to their son starting school, we hold an induction meeting for Parents with new Junior Infants.
- Class and Team Teachers hold information meetings with each year group in late September to outline curriculum, routines, and expectations for the year.
- The school holds formal parent/teacher meetings generally once a year.
- If there are concerns about a pupil's behaviour, it is important that both teachers and parents/guardians communicate at an early stage.
- If a boy's behaviour gives a teacher a cause for concern, then the teacher will bring it to the attention of the parent/guardian after school if possible. Alternatively, the teacher will contact the parent/guardian to discuss the issue.
- When a pupil is displaying challenging behaviour, it is expected that parents/guardians will positively support the school to assist the pupil in understanding the standard of behaviour required and to support the strategies selected by the school for bringing about a better understanding of these expectations as well as a willingness to adhere to them.
- Where a parent/guardian or teacher feels that they need to discuss the issue more formally, then either party should make an appointment to meet to address that issue. The school will do its utmost to facilitate parents/ guardians with such meetings.

- If there are concerns which are not satisfactorily resolved at such a meeting, then either parent/guardian or teacher or both may request a meeting with the principal to discuss such issues. Ultimately, responsibility for the school lies with the Board of Management and any parent/guardian or teacher who has a grievance or unresolved concern may refer the matter **in writing** to the Chairperson of the Board of Management. (full details of the Grievance/Complaints procedure may be found on the school website)
- **Parents/guardians must sign up to the Code in order to enrol their son as a pupil in the school.**
- The Code and other school policies appear on the school website.

Record Keeping

Teachers may keep dated records of incidents, progress, and observations in order to assist in auditing behaviour with a view to improving it.

Special Needs Assistants keep a log of how pupils under their care are progressing. As part of this process, they will record any behaviours of concern. In line with GDPR obligations, all records will be kept confidential and in a secure manner.

Success Criteria

The Code will be considered successful when the following are observed:

- Positive behaviour permeates and is evident throughout the school: in classrooms, the yard, and the whole school environment.
- Practices and procedures listed in the Policy are consistently and naturally implemented by Staff.
- Positive feedback is commonly reported by Staff, Parents and Pupils.
- Pupils show awareness and knowledge of the Code and how it operates.

Roles and Responsibilities

- The principal has the responsibility to manage the school, to promote a positive climate in it and to ensure that the Code is implemented in a fair and consistent manner.
- Each teacher has the responsibility for the maintenance of good behaviour within his/her classroom. At the beginning of the school year the class teacher outlines his/her expectations of good behaviour in language/signage appropriate to the class level.
- All members of Staff share a common responsibility for good order within the school.
- Principal, teachers and SNAs will ensure the consistent implementation of the Code of Behaviour, review it, and promote amendments, if necessary.

Implementation Date:

This Code was reviewed and revised by the Staff, The Parents' Association, The Students' Council and the Board of Management. It was presented for ratification on 16th January 2024 and is in operation from that date.



Principal

Date 16/1/24

Chairperson

Date 16/1/24**Appendix to Code of Behaviour Policy:****Managing Behaviours of Concern for Children with Additional Needs***Introduction*

This policy stems from St. John the Baptist's Junior Boys' School commitment to provide an optimum learning and teaching environment for children with special educational needs. This policy is designed to ensure the rights of the children with special educational needs and the staff who support them, so that everyone can learn, work, flourish and develop in an environment that is respectful, positive, safe and inclusive.

Promoting positive behaviour and preventing and managing challenging behaviour is vital to ensuring the safety of all children, staff and families.

Definitions of Behaviours of Concern

Behaviours of concern are often defined as ‘Culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities’ (Emerson, 1995)

In our school, behaviours of concern are those behaviours that interfere with the child’s learning and /or that of others. These behaviours can be triggered by a wide variety of factors and influences.

The following behaviours where excessive and infringing on the rights of others are not acceptable:

Aggressive Behaviour: pinching, biting, scratching, punching, slapping, pushing, pulling, kicking, head butting, pulling hair, using objects against people and themselves.

Non-Compliance: lying down, non-cooperation, resistance to teaching, refusing to do things.

Disruptive or Threatening Behaviour: shouting, screaming, swearing, repetitive vocalisation, verbal abuse, remarks/discrimination, curses, gestures or threats to harm, teasing, arguing, interrupting, obstructing, taking food or drink from others, setting off the fire alarm, invading personal space.

Absconding/ Flight Risk: wandering outside the classroom without permission, running away or attempting to run away.

Attention Seeking: constantly misbehaving in order to seek attention.

Destruction of Property: damage to property belonging to self, other children or adults or damage to school property.

Socially Inappropriate Behaviour: spitting, interrupting others, provoking others, making inappropriate comments.

Temper Tantrums: outbursts of bad temper, emotional reaction

Self-injurious Behaviour: Head banging, scratching, biting, and poking.

Passive Challenging Behaviour: glaring, refusing to respond, averting gaze, withdrawal.

The above list is not exhaustive. However, we expect the children to behave in a manner which does not compromise the safety, wellbeing and education of themselves or others.

Positive parental input is paramount to ensuring that the children are supported and encouraged to respect and abide by our values and school rules. We look forward to full co-operation in these matters.

Responding to Defensive Behaviours

Defensive behaviours come in different forms. Defensive behaviours can be the result of triggers present in the environment that cause the individual in distress’ emotional brain to take over, to protect them from perceived danger. When dealing with behaviours of concern, it is the school’s primary intention to de-escalate the potential crisis situation by using appropriate verbal interventions with the person demonstrating the defensive behaviour.

Defensive behaviours may include:

- Intimidation
- Release
- Refusal
- Questioning

Staff interventions may include:

- Give a rational response.
- Downplay the challenge. Stick to the topic.
- Limit setting: offering clear choices and clarifying boundaries of acceptable behaviour.
- Allow venting.
- Take all threats seriously. Seek assistance.
- Establish therapeutic rapport.
- Safety Interventions: non-restrictive and restrictive

Risk Behaviour can pose a risk of harm to the person in distress to fellow pupils, staff and others. The purpose of Safety Interventions is to **maximise safety and minimise harm**.

Non-Restrictive Interventions include:

- Removing items that are dangerous.
- Removing the person.
- Removing other people.
- Asking other staff members for assistance.
- Calling for help.

There are many strategies which teachers and SNAs employ to deal with potential challenging behaviour before it escalates. Where deemed necessary, children have an Individual Behaviour Plan. This will be discussed with the parents and all staff involved and will be regularly reviewed.

Communication

When promoting positive behaviour or experiencing challenging behaviour from the children, clear communication is important. The following strategies should be taken into consideration to support the child's self-regulation.

1. Short, clear and simple language
2. Use of LÁMH, supported by verbal communication.
3. Use of visual supports.

4. Avoid reference to the behaviour that just occurred.
5. Distract and re-direct the child to focus their attention back to the tasks in hand.

Behaviours

Promoting Positive Behaviour

The following is a list of strategies used to modify behaviours. Although this list is not exhaustive, some of the strategies used include:

1. Remind the child of the classroom rules. These are displayed using good choice/bad choice visuals in the classroom.
2. Create a choice board with the child, consisting of preferred activities.
3. Remind the child of their reward and 'what they are working for'.
4. Use the 'first-then' strategy.
5. Distract and re-direct the child to focus their attention back to the tasks in hand.
6. Use LÁMH to support verbal instructions.
7. Quiet time/Thinking time.
8. Promote acceptable behaviour through the use of social scripts/stories.
9. Acknowledge, praise and model appropriate behaviour.

Sensory Seeking Behaviour

The following is a list of strategies and methodologies that may be used to help the children self-regulate when sensory overload is impacting on their behaviour.

1. Follow prescribed OT programme when given by an Occupational Therapist (where applicable).
2. Breathing exercises.
3. Visit to the multi-sensory room.
4. Movement break.
5. Use gross motor equipment.
6. Access sensory activities to target oral, visual, auditory and tactile input where applicable.

Attention Seeking Behaviour

On occasions, staff will notice attention seeking behaviour and ignore it. *Planned ignoring* is a strategy where staff give no outward sign of recognising a behaviour:

1. No eye contact.
2. No verbal response.
3. No physical response.

Planned ignoring is a strategy for a child to learn appropriate ways of gaining attention. However, staff are aware of the behaviour occurring and monitor the child (to ensure their safety and the safety of others, where applicable)

Self-Injurious Behaviour

When the child displays self-injurious behaviour, they might have no other way of telling staff their needs, wants and feelings. The following strategies will be used and outlined in detail in the child's IEP:

1. Distract and redirect.
2. Light physical guidance (for example, provide a pillow between the head and the hard surface)
3. Low arousal approach.
4. Remove sensory discomforts (for example: give the child ear defenders to block out loud noises)
5. Reduce demands.
6. Guide the child to a safe space/shared spaces to ensure their safety and the safety of others.

Recovery

Staff will use a low arousal approach to support the child to return to the classroom/activity. This approach emphasises a range of strategies to restore the relationship between the child and others.

1. Appear calm: Relaxing body posture, avoid tensing muscles (such as clenching fists, folding arms).
2. Personal Space: Do not crowd the child or stand within his personal space for too long as this may increase arousal levels.
3. Touch: Some children might be highly sensitive to touch, particularly in an aroused state, so avoid touching him as much as possible.
4. Removing triggers: If possible, staff will identify triggers and remove them from the environment. If not possible, reassure the child by labelling the trigger, e.g., for a stressful noise "It's just a fire engine, it will be gone soon".
5. Distraction: Distract and redirect the child to a favourite activity in a quiet/low arousal environment.
6. Communication: Use positive language to focus on the transition, *not* the behaviour that has just occurred.

The 'quiet space' is used as a low arousal area where the child can self-regulate, away from the classroom setting. Staff will monitor and observe the child to ensure their safety.

Restrictive Interventions:

Restrictive Interventions (physical holding to maximise safety and minimise harm) will only be used as a last resort in cases where the person places themselves or others in a position of

imminent or immediate harm. Restrictive Interventions will only be used to maximise safety and minimise harm and are always intended to support positive practice.

The school is at all times committed to the fundamental principles of:

- *Care*: Respect, dignity, empathy, person-centred.
- *Welfare*: Maintaining independence, choice and well-being.
- *Safety*: Protecting rights and minimising harm.
- *Security*: Safe, effective, harmonious and collaborative relationships.

With this in mind, restrictive interventions will only ever be used as a last resort. They will be reasonable, proportionate and least restrictive to maximise safety and minimise harm.

As a staff, we have the professional and legal obligation to act in the best interests of the children. The risks of intervening will always be weighed against the risks of not responding.

Recording Behaviour

Behaviour of the children will be recorded and monitored by staff present. All incidents should be brought to the attention of the class teacher.

1. Low level incidents will be recorded in the child's daily diary.
2. Incident reports will be completed when challenging behaviour results in self-injurious behaviour or physical contact towards other staff or children.

Reporting to the Principal

Any time an escalation of challenging behaviour occurs, the class teacher will inform the principal. In the absence of the principal, the deputy principal will be informed.

Reporting to parents/guardians

Any time an escalation of challenging behaviour occurs, it is school policy that it is recorded.

1. Home/ School communication book is used to communicate.
2. Parents will be telephoned of any escalating behaviours.
3. Parents will be invited to attend a meeting to discuss persistent challenging behaviour.

Requesting support from outside agencies

The school may request that parents contact any outside agencies involved in their child, to pay a school visit, if a child's challenging behaviour persists and additional support is needed.

