



Harcourt Terrace Educate Together National School

Email: [info@htetns.ie](mailto:info@htetns.ie)

Address: 157 Rathmines Road Lower D06 R621

No: 01 5292970

### **Code of Good Behaviour Policy 2023**

*"If you see someone without a smile, give them yours"*

#### **Introduction**

This Code of Good Behaviour was formulated as a policy to guide the school community in best practice re: Code of Behaviour, and to allow for parental consultation and feedback.

#### **Rationale**

The Harcourt Terrace Educate Together National School Code of Good Behaviour was written in accordance with Circular 20/90 of the Department of Education and Skills on school discipline, the Education and Welfare Act (2000), the Equal Status Act (2004) and the NEWB Publication 'Developing a Code of Behaviour: Guidelines for Schools' (2009). It is underpinned by the four principles of Educate Together; Equality Based, Child-Centred, Democratically Run and Co-Educational.

It is a requirement under section 23 of the Education Welfare Act, 2000 that the Board of Management must prepare and make available a Code of Behaviour for its students. The act requires that the school code of behaviour is prepared in accordance with Guidelines issued by the National Educational Welfare Board (NEWB). It details in Section 23(2), that the code of behaviour shall specify:

- The standards of behaviour that shall be observed by each student attending the school.
- The measures that shall be taken when a student fails or refuses to observe those standards.
- The procedures to be followed before a student may be suspended or expelled from the school concerned.
- The grounds for removing a suspension imposed in relation to a student.
- The procedures to be followed in relation to a child's absence from school.

#### **Relationship to characteristic spirit of the school**

The aim of the Code of Good Behaviour is to ensure that the individuality of each child is respected and that individual differences are celebrated, acknowledging the right of each child to an environment in which they can learn safely and grow. The entire school community has a part to play in contributing to this environment. The strength of this community, together with a high level of co-operation between staff, parents/carers and children, will ensure a high standard of behaviour.

In Harcourt Terrace Educate Together National School we recognise that each member of the school community, staff, parents/carers, and children have the right to be treated with respect and consideration, therefore every effort will be made by all members of staff to adopt a positive approach towards behaviour in the school. Positive techniques of motivation and encouragement will be utilised by staff, placing greater emphasis on rewards than on sanctions. School rules are child-centred and child friendly, and are there to ensure the health, safety and welfare of all members of Harcourt Terrace Educate Together National School.



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Central to the Harcourt Terrace Educate Together National School's Code of Behaviour is the fostering of a respectful atmosphere which informs all other school policies, as well as everyday school life. This code offers a framework within which positive techniques to motivate and encourage good behaviours are used by all partners in the children's education.

#### **Aims:**

At Harcourt Terrace Educate Together we aim to create an ordered and orderly environment in which pupils can develop self-discipline, feel secure and make progress in all aspects of their development. The Code of Good Behaviour will be reinforced throughout the school day through an integrated approach across curricular subjects such as Social, Personal, Health Education (SPHE), Ethical Education, SESE, English, Art, P.E., History etc.

#### **We aim to:**

- Promote positive behaviour, respect and tolerance throughout the school.
- Create an environment that maximises learning and minimises disruption.
- Offer a framework within which the staff makes use of positive language and techniques of motivation and encouragement, that is, a Narrative Approach ('The person is not the problem. The problem is the problem.') See Appendix II
- Ensure the safety and personal well-being of all children.
- Help all school partners understand the systems and procedures that form part of the Harcourt Terrace ETNS Code of Good Behaviour.
- Equip the children with social, self-reflective, and verbal skills to respond to negative situations and emotions.
- Help children to acquire and develop moral and ethical values and a respect for the beliefs and values of others.
- Ensure that the individuality of each child is cherished and that special needs are accommodated.
- Prevent bullying behaviours in the school.
- Build a strong sense of community and a high level of co-operation amongst staff, and between staff, pupils and parents.
- State clearly our school values, rewards, and sanctions.
- State school rules in a clear, child-centred, and positive way.

#### **Contents**

The following rules, rewards and sanctions apply to all members of the school community with a particular focus on the following:



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- The ethos of Harcourt Terrace Educate Together National School.
- Respect for the autonomy and professionalism of individual teachers in their classrooms.
- Support and intervention, if necessary, of the Principal
- Support, and intervention, if necessary, of the Board of Management

The school actively encourages and teaches our pupils to communicate any feelings of stress or anxiety caused by the negative behaviour of others. This is essential for the effective implementation of the Code. This method of communication applies to the whole school community – children, staff, parents/guardians, Board of Management.

### **General Guidelines**

- Show respect, courtesy and co-operation towards all children, teachers, other staff and parents, in the classroom, the playground and on school outings, at all times.
- Show respect towards personal property, school property and the environment.
- Show respect for other people's personal space, i.e. no verbal or physical violence, aggression, or any form of bullying behaviour.
- Show respect for other people's feelings.
- Respect your own feelings too e.g. It's Ok to feel sad, disappointed etc
- Children should always walk quietly and slowly around the school building.
- Children should behave in an orderly fashion in the classroom, (moving around the school), going to and from the playground and if travelling on a bus as part of a school trip.
- Children should bring to school each day, all books, copies and materials necessary to do their class work properly.
- Children should complete all assigned work (written and oral) both at school and at home
- Children should listen to others and to take turns to speak in class.
- Children must not behave in any way which endangers themselves or others and should take care of our younger pupils at all times.
- Children should not exclude others from games.
- Children must stay within the designated playground boundaries during break time.
- Children must not leave school grounds without permission from the teaching staff.
- Children must not bring toys to school, unless asked by their teacher on special occasions, or unless they are attending after-school club (in which case the toys must remain put away in their school bags during the school day i.e. 8:30am – 2:10pm).



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- Items which could be dangerous or could cause harm are not allowed at school.

### **OUR GOLDEN RULES (Based on the Jenny Mosley Golden Rules Programme)**

1. We are Gentle
2. We are Kind and Helpful
3. We Listen
4. We are Honest
5. We work Hard
6. We look after Property

### **Yard/Golden Time**

Our Stop Think Do System will also be in place during yard. Should a child exhaust these steps on yard they will be asked to stand out of yard for a period of time to reflect upon their actions. This will then be followed up by Restorative Questioning. Golden Time can also be used on a Friday at the discretion of teachers. A teacher may increase/decrease the time allotted to Golden Time in response to positive/negative behaviour from students. The manner in which Golden Time is organised in the class is up to each individual teacher.

### **REWARD/STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR**

- Verbal praise
- A positive note or phone call to parents/carers
- Regular reflection and revision of the golden/safety rules
- Weekly Assembly/Learn Together themes followed by end of week assemblies (Friday) to reward the positive behaviours and efforts of pupils with certificates and awards.
- Termly certificates and awards for full attendance.
- Modelling of good behaviour by all school staff
- Golden Time at the discretion of the class teacher
- Tiny, Achievable Targets (TAT's) where deemed appropriate by the teacher
- Early intervention activities/strategies on an ongoing basis
- Other suitable rewards at the teacher's discretion



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- Awards for playground behaviour
- Drawing up Behaviour Plans for Special Needs pupils
- Reward Stickers/Stamps
- Positive communication of all school achievements to families via school newsletter/website
- “Happy Visits” to the Principal’s office for reward and praise. Principal visits to classrooms for same.

***(\*This is not, and cannot be, an exhaustive list.)***

### **STRATEGIES AND RESPONSES TO UNACCEPTABLE BEHAVIOUR:**

Our school believes that a sanction should:

1. aim to stop the inappropriate behaviour
2. communicate to the pupils, parents/carers and broader school community that the inappropriate behaviour is unacceptable
3. defuse, not escalate, a situation
4. be applied in a fair and consistent manner
5. be timely
6. be appropriate
7. be implemented in accordance with the principles of natural justice

Harcourt Terrace ETNS will always work on the premise that there is a reason for negative behaviour and that, in most circumstances, once this has been identified, measures can be put in place to help the pupil stop the negative behaviour using a problem-solving approach.

Harcourt Terrace ETNS strives to solve issues at the lowest level possible. Teachers encourage, support and show students how they may be able to resolve issues themselves. Most issues will be resolved at this point. Where sanctions are imposed they will be graded and reflect the seriousness of the behaviour.

**The class teacher and/or the Principal, in their professional judgement, may choose which of the following responses, sanctions and strategies that best fits a particular misbehaviour.**

**For Junior and Senior Infants, we will use the High Scope Approach instead of Restorative Questions:**

The High Scope approach consists of six steps:



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Step 1: Approach quickly and calmly stopping any hurtful behaviour

Step 2: Acknowledge feelings

Step 3: Gather information

Step 4: Restate the problem

Step 5: Ask for ideas for solutions and choose one together

Step 6: Give follow-up support.

Restorative Questions may also be used where the child is old enough to engage with the process (First Class Onwards). The 6 questions asked will be:

1. What happened?
2. What were you thinking and feeling at the time?
3. What have you thought or felt since then?
4. Who has been affected by what happened and how?
5. What have you learned and what do you think you will do differently next time?
6. What do you think needs to be done to make things right?

- If anger/tantrums are an issue, following consultation with class teacher, support teacher and parent(s)/carer(s), the child may undertake a relevant programme such as 'Trouble with Tempers'.
- The teacher keeps a written record of continuous unacceptable behaviour whilst verbally keeping the child's parent(s)/carer(s) and the principal informed.
- Time-Out on yard, as a sanction for misbehaviour.
- Teachers keep a written record of yard misbehaviours in yard safety book. This yard book is monitored and reviewed weekly.
- Teachers may devise individualised reward/behaviour systems for a child where appropriate/where circumstances warrant.
- Class teacher requests a meeting with child's parent(s)/carer(s).
- Child is asked to write/illustrate about the unacceptable behaviour (to be signed by parent/carer).
- Parent(s)/(carer)s are requested to meet with class teacher and Principal.
- Referral to the Board of Management.
- Suspension may be used to deal with continuously disruptive pupils or serious misbehaviour (see section below for procedures) The principal of Harcourt Terrace ETNS has been delegated the authority by the Board of Management to suspend for up to 3 days.



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- Expulsion may be used to deal with exceptionally disruptive pupils or with gross misbehaviour (see section below for procedures)
- In certain instances of serious misbehaviour, the Principal, in consultation with the class teacher and/or the Board of Management may choose which of the above sanctions is appropriate.

*Some examples of Minor Misbehaviours:*

- Being disobedient
- Litter
- Running inside the building
- Arriving late to school
- Disrupting class
- Not staying on task
- Making noise on corridors/stairs
- Breaking the Yard Rules
- Leaving your seat without permission

*(\*This is not, and cannot be, an exhaustive list\*)*

*Strategies for responding to minor misbehaviours:*

Where minor issues occur the class teacher may employ any of a number of strategies to respond to or divert children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage. These strategies may include:

- Gesture / Look / Whisper.
- Tactical ignoring.
- Carrying out a useful task in the school.
- Catch students being good.
- Rule reminder.
- Teaching rule to class or class recitation of the rule.
- Expressing disappointment or disapproval.
- Change of place.



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*Some examples of serious misbehaviours:*

- Name-calling
- Racist behaviour
- Sexist behaviour
- Homophobic behaviour
- Bullying
- Abusive Behaviour/Cursing
- Spitting
- Hitting/Kicking
- Deliberate disobedience
- Disrespectful behaviour
- Returning to the school building during break times/after school without permission
- Entering school grounds outside school hours without permission
- Stealing
- Telling lies
- Throwing objects (that could cause harm)
- Rough play
- Serious behaviours in response to Covid 19:
  - Coughing threateningly
  - Not following school rules in relation to handwashing/ hand sanitising
  - Disrespectful behaviour/ language about the current pandemic
- Continuous minor misbehaviour automatically becomes a serious misbehaviour

*(\*This is not, and cannot be, an exhaustive list\*)*

*Strategies for responding to serious misbehaviour*

- To provide the child with enough time and space to rethink their behaviour we will also implement the **Stop, Think, Do** approach both in the classroom and on yards. Stop Think Do aims to take the emotions out of all problem areas (behavioural, learning, social and moods) and redirect the energy into problem solving. Emotions are identified and expressed early at the STOP stage, ensuring the child has the opportunity to





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THINK about options to solve the problem, and motivating and skilling the person to DO it. Stop, Think, Do Signs will be displayed in the classrooms and in the corridors.

- Staff member working with a child reminds child of expected behaviour. Makes environmental changes as needed.
- Class teacher is informed if behaviour persists and uses strategies (examples below) to address behaviour. Class teacher may involve other adults such as ANAs, Support Teacher, parents to help resolve the issue.
- A temporary separation to a timeout space of the classroom until the child is calm and ready to resume work, may be implemented. This strategy to be used at the discretion of the teacher depending on the situation and the age of the child.
- If the misbehaviour continues, despite continued reminders of the rules, the child may move to the deputy principal's classroom/principal's office (restorative questions approach to be implemented by the deputy principal/principal), as a calming measure/thinking time.
- If the behaviour still persists, the principal will assess the situation and support. Principal may decide there is a health and safety risk and require parents to collect the child. If this happens, staff will discuss and come up with a behaviour support plan to attempt to minimise the chances of repeated behaviour on return and communicate this to the parents.

*Some examples of extreme misbehaviours:*

- Vandalising school property
- Assaulting a staff member or any member of the school community
- Bringing illegal or harmful substances/weapons to school
- Leaving the classroom or school grounds without permission
- Persistent racist behaviour
- Persistent sexist behaviour
- Persistent homophobic behaviour
- Persistent bullying
- Physical fighting
- Continuous serious misbehaviour automatically becomes an extreme behaviour.

*(This is not, and cannot be, an exhaustive list)*

In some circumstances after serious or extreme misbehaviour it may be necessary to escalate the response to the following which are outlined in more detail, below in this policy:

- Suspension- See below



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- Expulsion- See below

This may be due to persistent and repeated serious behaviours or one incidence of very serious behaviour which causes health and safety risks to other members of the school community.

### **PROCEDURES IN RESPECT OF SUSPENSION**

(as per P.77 of the NEWB guidelines)

- Investigation of the facts to confirm serious misbehaviour
- Parents will be informed by phone or in writing about the incident
- In the case of an immediate suspension, parents will be notified by the Principal and arrangements made for the pupil to be collected immediately. The child will be supervised away from his/her class, in the interim.

#### **If Suspension is still decided upon:**

The Principal will notify the parents, in writing, of the decision to suspend. The letter will confirm:

- The period of suspension, beginning and end dates
- The reason for suspension
- Any study/work to be completed during the suspension
- The arrangements for returning to school, including any commitments to be entered into by the pupil and parents
- The provision for appeal to the Board of Management or Secretary General of the DES, if appropriate (where the total number of days for which the student has been suspended in the current school year has reached 20 days)

A pupil will not be suspended for more than 3 days. In exceptional circumstances, where the Principal considers that a suspension period longer than 3 days is necessary, he/she will refer the matter to the Board of management for their consideration. A period of 10 days' suspension will be the maximum period imposed by the BOM in such exceptional circumstances.

#### **RECORDS AND REPORTS**

Formal written records will be kept of:

- The investigation (including all notes of interviews held)
- The decision-making process
- The decision and rationale for the decision
- The duration of the suspension and any conditions attached to the suspension



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## **PROCEDURES IN RESPECT OF EXPULSION**

**(as per P. 82 of the NEWB guidelines)**

*1. A detailed investigation is carried out under the direction of the Principal.*

The Principal will:

- Inform the pupil and their parents/guardians about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents and students every opportunity to respond to the complaint of serious/extreme misbehaviour before a decision is made and before a sanction is imposed

*2. A recommendation is made to the Board of Management by the Principal. The Principal will:*

- Inform the pupil and their parents that the BOM is being asked to consider expulsion
- Provide BOM and parents with comprehensive information regarding the investigation and the grounds for possible expulsion.
- Notify the parents of the date of the hearing by the BOM and invite them to that hearing
- Advise the parents that they can make an oral and written submission to the BOM.
- Ensure that parents have enough notice to allow them to prepare for the hearing

*3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing (P84, NEWB guidelines)*

*4. Board of Management deliberations and actions following the hearing (P.85, NEWB guidelines)*

- If the BOM is of the opinion that the pupil should be expelled, they must notify the Educational Welfare Officer, in writing.

The student cannot be expelled before the passage of 20 school days from the date on which the EWO receives this written notification. However, the BOM may consider the sanction of suspension during this period, should the continuing presence of the pupil in the school be likely to seriously disrupt the learning of other students or represent a threat to the safety of other students and staff.

- The BOM should inform the parents, in writing, about its conclusions and the next steps in the process.



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#### 5. *Consultations arranged by the Educational Welfare Officer*

Within the 20 days, the EWO must make all reasonable efforts to hold individual consultations with the Principal, Parents, student, and anyone else who may be of assistance

- Convene a meeting of those parties who agree to attend
- The purpose of the above are to look at the possibility of the pupil continuing in the school or to look at alternative educational possibilities.

#### 6. *Confirmation of the decision to appeal.*

- When the 20 days have elapsed, the BOM will meet to decide whether or not to expel the pupil.
- Where the BOM remains of the view that the pupil should be expelled, a formal record of the decision will be made.
- Parents will be informed immediately, in writing, that the expulsion will now proceed.
- Parents and student will be informed of their right to appeal and supplied with the standard form on which to lodge an appeal.

#### 7. *Appeals*

- A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29). An appeal may also be brought by the NEWB on behalf of a student.
- The appeals process begins with the provision of mediation by a mediator nominated by the Appeals Committee (DES)

#### **Additional Educational Needs**

This Code of Good Behaviour applies to all members of our school community. Pupils with special educational needs will be provided with appropriate support and help to ensure they understand our school rules. As part of this support, individual behaviour plans may be drawn up, in collaboration with parents, to promote and reinforce positive behaviour.

#### **DISSEMINATION OF THE CODE OF GOOD BEHAVIOUR:**

The support and cooperation of parents/carers is essential if the Code of Good Behaviour in school is to operate effectively. To foster good communication the following procedures are school policy:



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- Upon registration of their child, all parents/carers will be given a copy of the Code and asked to sign that they have read, understood, and agree to support it.
- A behaviour note may be sent to parents/carers asking them to speak to their child about an issue and/or asking the child to write about and/or draw it will be sent home (*age-appropriate*)
- Personal contact with class teacher
- Personal contact with Principal
- Formal meeting by appointment with class teacher and/or Principal and parents/carers.
- This policy will be circulated to all parent(s)/carer(s) for consultation and feedback.
- This policy will be brought to the attention of all new staff members upon their appointment to the school. A copy of the policy will be included in the substitute teacher folder.
- A copy of the school policy will be available at the school office. It will also be available on the school website.

#### **RATIFICATION AND REVIEW OF THE CODE OF GOOD BEHAVIOUR:**

This policy was adopted by the Board of Management on 27 Apr 23. and will be reviewed in April 2024

Signed: Sylvia O'Connell Date: 27 Apr 23.  
(Chairperson Board of Management)



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## **REFERENCES**

- DES Circular 20/90
- Education Welfare Act 2000
- Equal Status Act 2004
- Managing Challenging Behaviour (INTO)
- Supporting Inclusion (TCD & DES)
- School Development Planning Support (SDPS)
- CPSMA Handbook
- Quality Circle Time (Jenny Mosely)



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- Special Needs Handbook (Scholastic)
- INTO Website
- IPPN Website
- NEWB publication - "Developing a Code of Behaviour: Guidelines for Schools" (*National Educational Welfare Board*)
- NEPS publication – "A Continuum of Support" (*National Educational Psychological Service*)

## **APPENDIX 1**

### **RULE 130 OF THE RULES FOR NATIONAL SCHOOLS**

(as amended by Circular 7/88)

#### **School Discipline**

- (1) The Board of Management has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of discipline applies therein. This code should be formulated by the Principal Teacher and the teaching staff in consultation with parents and be approved by the Board.
- (2) Teachers should have a lively regard for the improvement and general welfare of their pupils, treat them with kindness combined with firmness and should aim at governing them through their affections and



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reason and not by harshness and severity. Ridicule, sarcasm or remarks likely to undermine a pupil's self-confidence should not be used in any circumstances.

- (3) The use of corporal punishment is forbidden.
- (4) Any teacher who contravenes sections (2) or (3) of this rule will be regarded as guilty of conduct unbecoming a teacher and will be subject to severe disciplinary action.
- (5) Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or with a serious breach of discipline, by authorising the Chairperson or Principal to exclude a pupil or pupils from school, the maximum initial period of such exclusion shall be 3 school days. A special decision of the Board of Management is necessary to authorise further period of exclusion in order to enable the matter to be reviewed.
- (6) No pupil shall be struck off the rolls for breaches of discipline without the prior consent of the Patron and unless alternative arrangements are made for the enrolment of the pupil and another suitable school.





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## **APPENDIX II**

### **Glossary of Positive Terms!**

Give everyone a chance (to answer) Don't shout out

Give\_\_ a chance (to answer) Don't interrupt

Wait your turn Don't answer for\_\_\_\_\_

Listen to each other Let's listen to everyone

Let answer

Let take his/her turn

**DIRECT YOUR ATTENTION TO THE CHILDREN BEHAVING WELL** e.g. the "nice quiet hands", the "good listener" etc....

\_\_\_\_\_needs more space to work comfortably

Don't squash\_ Give \_\_/yourself more space

Don't lean in over \_ Respect everyone's space...

Move away from\_\_\_\_\_

Put away anything you don't need for this lesson/activity Stop fiddling with

Walk safely on the corridor \_\_\_ Don't run

Move carefully around the room \_\_\_\_\_ Take your time

In this school we use kind hands... \_\_\_\_\_ Stop hitting/pushing etc Hands are not for hitting

Wait for your partner/teacher/class Don't run off/ahead

Stay with your class/line Don't wait/fall behind

In this school we let everyone play Don't leave\_\_out

Be fair, be friendly



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Work quietly and carefully \_\_\_\_\_ Don't talk/make noise when you're working Do your work and let others do the same

We respect our school and keep it clean \_\_\_\_\_ Don't drop litter We're proud of our school

**Other positive general comments:**

Thank you for listening/helping/working quietly/co-operating etc...

When we listen, we learn. Look, listen, learn.

Use your words.

Make everyone feel welcome.

**REMINDERS *not* WARNINGS**

Try to always remind pupils of the preferred positive behaviour ... the power of suggestion

e.g. I'm watching out for quiet hands I'm looking for the best listeners

I'm checking for the tidiest tables

I really like the way\_\_has helped her group/partner I admire your careful work

**\*\*Constantly affirm and highlight the preferred behaviours\*\***



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- The procedures to be followed in relation to a child's absence from school.

#### **Relationship to characteristic spirit of the school**

The aim of the Code of Good Behaviour is to ensure that the individuality of each child is respected and that individual differences are celebrated, acknowledging the right of each child to an environment in which they can learn safely and grow. The entire school community has a part to play in contributing to this environment. The strength of this community, together with a high level of co-operation between staff, parents/carers and children, will ensure a high standard of behaviour.

In Harcourt Terrace Educate Together National School we recognise that each member of the school community, staff, parents/carers, and children have the right to be treated with respect and consideration, therefore every effort will be made by all members of staff to adopt a positive approach towards behaviour in the school. Positive techniques of motivation and encouragement will be utilised by staff, placing greater emphasis on rewards than on sanctions. School rules are child-centred and child friendly, and are there to ensure the health, safety and welfare of all members of Harcourt Terrace Educate Together National School.



Harcourt Terrace Educate Together National School

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No: 01 5292970

Central to the Harcourt Terrace Educate Together National School's Code of Behaviour is the fostering of a respectful atmosphere which informs all other school policies, as well as everyday school life. This code offers a framework within which positive techniques to motivate and encourage good behaviours are used by all partners in the children's education.

#### **Aims:**

At Harcourt Terrace Educate Together we aim to create an ordered and orderly environment in which pupils can develop self-discipline, feel secure and make progress in all aspects of their development. The Code of Good Behaviour will be reinforced throughout the school day through an integrated approach across curricular subjects such as Social, Personal, Health Education (SPHE), Ethical Education, SESE, English, Art, P.E., History etc.

#### **We aim to:**

- Promote positive behaviour, respect and tolerance throughout the school.
- Create an environment that maximises learning and minimises disruption.
- Offer a framework within which the staff makes use of positive language and techniques of motivation and encouragement, that is, a Narrative Approach ('The person is not the problem. The problem is the problem.') See Appendix II
- Ensure the safety and personal well-being of all children.
- Help all school partners understand the systems and procedures that form part of the Harcourt Terrace ETNS Code of Good Behaviour.
- Equip the children with social, self-reflective, and verbal skills to respond to negative situations and emotions.
- Help children to acquire and develop moral and ethical values and a respect for the beliefs and values of others.
- Ensure that the individuality of each child is cherished and that special needs are accommodated.
- Prevent bullying behaviours in the school.
- Build a strong sense of community and a high level of co-operation amongst staff, and between staff, pupils and parents.
- State clearly our school values, rewards, and sanctions.
- State school rules in a clear, child-centred, and positive way.

#### **Contents**

The following rules, rewards and sanctions apply to all members of the school community with a particular focus on the following:



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- The ethos of Harcourt Terrace Educate Together National School.
- Respect for the autonomy and professionalism of individual teachers in their classrooms.
- Support and intervention, if necessary, of the Principal
- Support, and intervention, if necessary, of the Board of Management

The school actively encourages and teaches our pupils to communicate any feelings of stress or anxiety caused by the negative behaviour of others. This is essential for the effective implementation of the Code. This method of communication applies to the whole school community – children, staff, parents/guardians, Board of Management.

### **General Guidelines**

- Show respect, courtesy and co-operation towards all children, teachers, other staff and parents, in the classroom, the playground and on school outings, at all times.
- Show respect towards personal property, school property and the environment.
- Show respect for other people's personal space, i.e. no verbal or physical violence, aggression, or any form of bullying behaviour.
- Show respect for other people's feelings.
- Respect your own feelings too e.g. It's Ok to feel sad, disappointed etc
- Children should always walk quietly and slowly around the school building.
- Children should behave in an orderly fashion in the classroom, (moving around the school), going to and from the playground and if travelling on a bus as part of a school trip.
- Children should bring to school each day, all books, copies and materials necessary to do their class work properly.
- Children should complete all assigned work (written and oral) both at school and at home
- Children should listen to others and to take turns to speak in class.
- Children must not behave in any way which endangers themselves or others and should take care of our younger pupils at all times.
- Children should not exclude others from games.
- Children must stay within the designated playground boundaries during break time.
- Children must not leave school grounds without permission from the teaching staff.
- Children must not bring toys to school, unless asked by their teacher on special occasions, or unless they are attending after-school club (in which case the toys must remain put away in their school bags during the school day i.e. 8:30am – 2:10pm).