



## **CODE OF BEHAVIOUR 2024**

### **INTRODUCTORY STATEMENT**

Polish Saturday School's SEN. Code of Behaviour is the result of the ongoing consultation and collaboration between the Principal, staff, parents, and Board of Management. It was reviewed in the light of "Developing a Code of Behaviour – Guidelines for Schools", issued by the National Educational Welfare Board (NEWB). In drawing up the code, consideration has been given to the particular needs and circumstances of the school and our pupils. The aim of the Code is to ensure that the individuality of each pupil is respected, while acknowledging the right of each pupil to education in a relatively disruption free and safe environment

### **RELATIONSHIP TO CHARACTERISTIC ETHOS OF THE SCHOOL**

Our Code of Behaviour relates to the mission statement of Polish Saturday's School SEN. in that it will nurture a caring environment in which each pupil can develop to his/her full potential and grow in the knowledge that his/her individual talents are valued.

### **AIMS**

- To promote good behaviour in our school.
- To allow the school to function in an orderly and harmonious way.
- To enhance the learning environment where children can make progress in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration for others.
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences.
- To ensure the safety and well-being of all members of the school community.
- To assist parents and pupils in understanding the Code of Behaviour and to seek their cooperation in implementing it.
- To ensure that all staff members and parents understand the school's policy on physical intervention and crisis management.

### **SUCCESS CRITERIA**

Practical indicators of the success of the policy include:-

- A happy and caring school environment
- Positive feedback from teachers, parents and pupils.
- Observation of behaviour in class rooms, corridors and the playground.



## SCHOOL RULES

Our School Rules – Pupil's Responsibilities.

### **For my own safety and that of others:**

- I will be careful coming to and going from school and behave in a safe way.
- I will enter and leave the school in an orderly fashion.
- I will follow the classroom rules.
- I will always follow the rules for the playground.
- I should never run in the school building.
- I will never leave the school grounds or playground during school times without permission.
- I will not bring illegal drugs, cigarettes or alcohol to school.
- My phone will be kept in my school bag at all times throughout the school day.
- Physical or rough play is not permitted in classroom, during classes outside the room or at any time in our school or during school activities.
- We do not hurt or harm ourselves or any other person (child or adult).
- I will make sure our classroom floor is tidy before I leave school at the end of the day.

### **School Rules: Caring for Myself**

- I should be punctual
- I should show respect for all school property.
- I will do my best at all times.

### **School Rules: Caring for Others**

- I will be kind and respectful to all adults and pupils, by being mannerly and polite.
- I will show respect for the property of others, the school building and grounds.
- I will be truthful and honest at all times.
- I will never make nasty or hurtful remarks.

### **Playground Rules**

- I should always include other pupils in all our games and activities.
- I will not use physical or rough play in the playground, (e.g.: pushing, pulling, dangerous tackling, kicking and throwing stones).
- I will not climb fences walls or trees in the playground.



- I will tell a teacher if I am hurt or if I see someone else is hurt.

### **Strategies to Affirm and Promote Positive Behaviour**

- Promoting good behaviour is the main goal of our code. All staff actively support our school ethos which emphasises care, respect and responsibility.
- Teachers with pupils develop clear, simple classroom rules and routines at the start of the year.
- We promote good relationships between all staff, parents and pupils in order to create a happy school atmosphere.
- There are good relationships between teachers, parents and pupils and a happy school atmosphere.
- Good school and class routines are in operation. Core routines necessary for the smooth running of classroom learning are clearly established – e.g. entry to the classroom, settling for whole class teaching, appropriate seat planning, transition time routines, how to fairly get teachers attention, noise level for pair/group work. etc,
- Positive behaviour is promoted and success acknowledged.
- Parents may contact the school to arrange a meeting if they have a concern.

### **Approaches to Rewards and Praise**

We aim to emphasise positive affirmations. Our approach to reward and praise includes the following

- A quiet word or gesture to show approval
- Stickers, smiley faces, ink-stamps and/or stars on pupils work
- A word of praise in front of a group or class

### **UNDERSTANDING BEHAVIOUR**

Staff at Polish Saturday School's SEN are also aware of the factors that affect behaviour. These factors include external and interpersonal factors (such as parent and family patterns and relationships, peer groups/friends and neighbourhood and community factors) and withinperson factors (including age and stage of development, personality and temperament, physical and medical characteristics and ability to learn). Staff also believe that students' behaviour can change and will endeavour to assist pupils to modify their behaviour. Examples of support and intervention for pupils are outlined below.

### **Sanctions for Misbehaviour.**

Our goal as a school is to promote behaviour in a positive manner and ensure that an ethos and example is set which allows that pupils understand what is expected of them and respond in a



way which demonstrates personal discipline and respect for others. While we would hope to instil this discipline and respect in a positive manner, we also recognise that behaviour management also requires the use of sanctions in certain scenarios.

### **In Class:**

Stage 1: Communication of misbehaviour to the child by a verbal warning.

Stage 2: Child is removed from situation e.g. to another table / time out/ class next door.

Stage 3: Principal is informed.

Stage 4: Contact child's parents/guardians.

At each stage and at an appropriate time the teacher may discuss the misbehaviour with the child. Where a child commits a serious misdemeanour e.g. name calling/hitting/spitting /stealing etc, the child begins at stage 4. A note may be sent home to inform child's parents/guardians of the misbehaviour. Where a child assaults another child/ adult guidelines for dealing with serious misbehaviour will be adhered to. (see relevant section of the Code of Behaviour below).

### **Yard**

Stage 1: Communication of misbehaviour to the child by a verbal warning.

Stage 2: Class teacher will be informed.

Stage 3: Principal is informed and child removed from yard. Child to be supervised by a teacher in first aid / detention room. Class teacher is informed.

Stage 4: The child's parents/guardians are informed.

### **Guidelines for dealing with serious misbehaviour:**

Serious misbehaviour threatens the health, safety, physical and emotional wellbeing of all pupils and staff members. Examples of serious misbehaviour include:

- Aggressive, threatening or violent behaviour towards self, pupils and school staff
- Bullying
- Stealing
- Persistent disruptive behaviour
- Act of deliberate violence

Taking cognisance of each individual case including the child's age and level of individual need, the following procedures will apply. Although these procedures will normally be sequential, the school reserves the right to invoke the procedure at the stage which is



appropriate to the level of wrongdoing and risk involved (taking into account the previous history of the child and the nature of the scenario).

Stage 1: If a pupil displays serious misbehaviour towards another pupil or member of staff a verbal warning is given. The Principal is informed and the child is removed from the situation. The pupil's parents are informed by the class teacher and asked to collect child from school immediately. The seriousness of the incident is discussed with them.

Stage 2: If bullying behaviour is repeated parents are informed immediately by the principal, and asked to collect their child from school. The incident is recorded. The child gives an undertaking that this behaviour will not be repeated and following an apology the child is allowed back to school.

Stage 3: If the behaviour is repeated again (or is particularly serious) the matter will be recorded as above and referred to the Board of Management.