

# Castaheany Educate Together National School

## Revised Code of Good Behaviour 2011

### INTRODUCTORY STATEMENT

The first stage of formulating the Code of Good Behaviour involved a workshop with Therese Hegarty in October 2005 where the staff discussed their vision for the school and strategies to achieve it.

The staff at all class levels conducted workshops, at which the children were enabled to freely express their dreams, expectations and hopes for the school.

An evening meeting was held for all parents, where the rights and responsibilities of everyone in the school community were discussed, as well as discussing strategies for promoting positive behaviour and possible rewards/sanctions.

The code was discussed and ratified by the Board of Management and was then sent out to all parents.

During the 2009/10 school year, the school staff reviewed our Code of Good Behaviour at a Planning Day and again at a staff meeting. We held a review workshop for parents on 1.2.10 as part of a Quiz Night at the school. In June 2010 we held review workshops with the pupils at all class levels and parents were also invited to attend to work together with the children and staff. We gathered written feedback at each of the above workshops and reported back to a sub-committee at a Whole-School Planning Day in October 2010. A revised Code of Good Behaviour was drafted and sent to all staff, parents and BOM members for feedback and suggestions in May 2011.

The Board of Management ratified this new Code of Good Behaviour for Castaheany Educate Together N.S. in June 2011. It will be reviewed again in 2014.

### RATIONALE

The Castaheany Educate Together 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) and the Equal Status Act of 2004. It is underpinned by the four principles of Educate Together: Multi-Denominational; Child-Centred; Democratically-Run and Co-Educational. It has been revised in accordance with the 2009 NEWB publication: "Developing a Code of Behaviour: Guidelines for Schools"

### RELATIONSHIP TO THE SCHOOL'S ETHOS AND VALUE SYSTEM.

Our school community includes all pupils, staff, parents/guardians, families, visitors and all who are connected with our school.

Central to the Castaheany Educate Together School's Code of Good Behaviour is the fostering of a respectful, non-blaming 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.

Following our all-inclusive workshops, the key values that emerged were as:

- Respect
- Responsibility
- Inclusion
- Friendship
- Safety
- Support
- Caring/Consideration
- Participation
- Kindness
- Communication /Information
- Equality
- Pleasing physical environment

### AIMS

At Castaheany 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. Staff will make every effort to adopt a positive approach to the question of behaviour in the school. 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 our staff use 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 Castaheany 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.

## RIGHTS AND RESPONSIBILITIES

### Children's Rights

Children have the right to:

- A safe secure and comfortable environment.
- Be listened to, express opinions and to question.
- Be respected by all members of the school community.
- Express emotions and religious beliefs in an open way.
- Grow and be valued as individuals.
- Express their own identity.
- Develop intellectually, emotionally and physically with an understanding of special needs and disability.
- Be included in all aspects of school life.
- Receive feedback and clear information regarding topics and concerns affecting their school life (Including information on the Code of Good Behaviour).

### Children's responsibilities

Children should:

- Show respect, kindness and consideration to all members of the school community.
- Let everyone play.
- Have respect for other's property and that of the school.
- Keep their classroom tidy
- Take care of their own belongings.
- Respect and keep to the rules and routines of the school and class.
- Listen, co-operate and always try their best.
- Use their words to ask for help.
- Know how their behaviour impacts upon other's abilities to do their work.
- Play safely.

### Teachers' Rights

Teachers have the right to:

- Educate in a safe and clean environment with minimal disruption.
- Be listened to.
- Be fully involved in decision-making.
- Be respected by all members of the school community.
- Support from professional services.
- Support from colleagues, senior management, principal and Board of Management.
- Information and on-going training and professional development.
- Adequate teaching resources appropriate to their teaching duties.
- Access to educational records and all relevant information on the children in their care.
- Full and open communication with parents/guardians.
- Support and co-operation from parents/guardians.
- Voice their concerns about the children's safety, behaviour and academic progress.
- Confidentiality.

## Teachers' responsibilities

Teachers should:

- Show respect, kindness and consideration to all members of the school community.
- Ensure the safety and welfare of the children in their care during the school day.
- Prepared well for their teaching duties.
- Create a positive environment and ethos for learning and good behaviour
- Give equal respect and equal attention to each child.
- Have positive expectations for children.
- Make children aware of what is expected of them, in terms of work and behaviour.
- Implement all aspects of the curriculum, while ensuring that opportunities for disruption are minimized.
- Ensure that homework is a consolidation of work done in class.
- Check and correct homework.
- Keep daily record of attendance
- Care for and respect school resources.
- Give equal attention and respect to all faiths and belief systems in Religious Education classes.

## Rights of Other School Staff

All school staff have the right to:

- Be respected by all members of the school community.
- Work in a safe and clean environment with minimal disruption.
- Support from professional services.
- Support from colleagues, senior Management, principal and Board of Management.
- Information, on-going training and professional development.
- Be listened to.
- Be fully involved in decision-making.
- Confidentiality.

## Responsibilities of Other School Staff

All school staff should:

- Show respect, kindness and consideration to all members of the school community.
- Ensure the safety and welfare of the children in their care.
- Prepare well for work.
- Create a positive environment and ethos for learning and good behaviour.
- Give equal respect and equal attention to each child and colleague.
- Have positive expectations of children

## Parents'/Guardians' rights

Parents/Guardians' have the right to:

- Access and regular, informative communication with the teacher, Principal and school.
- Be respected by all members of the school community.
- Information regarding the progress of their child or children.
- Feel welcome, to be listened to and to be able to voice their concerns.
- Access to the Castaheany Code of Good Behaviour and all other school policies and procedures.
- Be involved at an early stage in disciplinary action.
- Democratic involvement in aspects of school policy making.
- Appeal to a higher authority, e.g. Board of Management, Department of Education and Skills.
- Confidentiality

## Parents'/Guardians' Responsibilities

Parents/Guardians should:

- Make sure that children arrive to school prepared and on time every day (an absence of more than twenty unexplained days will be reported to the National Education Welfare Board -NEWB)
- Show respect, kindness and consideration to all members of the school community.
- Provide firm guidance and positive role models to children.
- Make sure that children have had enough food and sleep.
- Make sure that homework is completed.
- Become involved in their children's learning.
- Attend school meetings and read school notes.
- Communicate with school/teacher regarding any problems that might affect children's learning and behaviour.
- Use the appropriate lines of communication, i.e. class teacher first, then Principal and finally Board of Management.
- Keep in touch with all aspects of their children's learning, progress and behaviour.

## CODE OF BEHAVIOUR

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

- The ethos of Castaheany 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 "use their words" and 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 to 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.
- Chewing gum is not allowed on the school premises.
- Pupils may not have their mobile phones switched on while in the school grounds. (Ref: Mobile Phone Policy)
- Children are not allowed to bring toys to school, unless asked by their teacher on special occasions.
- Items which could be dangerous or could cause harm are not allowed at school.

## **OUR JUNIOR GOLDEN RULES (*Junior Infants – 2<sup>nd</sup> Class*)**

1. Kind hands, kind feet, kind words.
2. Do your best work and let others do the same
3. Be honest, tell the truth
4. Come to school on time and be prepared
5. Be fair, be friendly
6. Look after our school and everything in it
7. Listen and obey without delay
8. Be nice to all staff and visitors to our school

## **OUR SENIOR GOLDEN RULES (3<sup>rd</sup> – 6<sup>th</sup> Class)**

1. Show respect at all times in your actions and words.
2. Do your best work and respect the rights of others to learn.
3. Always be honest and trustworthy – tell the truth.
4. Be punctual and prepared every day.
5. Share together, play together, in a fair and friendly way.
6. Treat our school, and everything in it, with care and respect.
7. Listen well and follow instructions without delay.
8. Treat all staff and other adults with respect and courtesy.

## **SAFETY RULES:**

- Always walk quietly and slowly around the school building
- Make sure your teacher always knows where you are.

## **YARD RULES:**

1. Always keep our Golden Rules.
2. Play safely and responsibly.
3. Take care and look where you're going.
4. Know each area and keep its rules.
5. Freeze, walk safely, wait quietly.

## REWARD/STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

- Verbal praise
- Involving pupils in drawing up class rules annually
- A positive written comment on behaviour book/homework journal.
- Random spot-checks of behaviour books by the principal and rewards/prizes for continuous greens
- Regular reflection and revision of the golden/safety rules.
- Traffic Lights behaviour management system in classes from Junior Infants – 5th: Every morning each pupil will begin on the green light which shows 'good behaviour'. A child's name will move to the orange light if, after two reminders, their behaviour is still causing difficulties. After 2 further reminders, if more positive behaviour still does not occur, the child's name will be put on the red light. We want to encourage and reward positive behaviour at all times in our school so children always have the chance to return to green when they make a genuine effort to improve their behaviour. Each afternoon your child will bring home their good behaviour book which will show how they behaved that day.
- A Senior, Transition-Style behaviour management system for 6<sup>th</sup> class based on a "Pie-Chart". Each pupil will have their own personal pie chart, with 6 "slices"/segments. On a Monday morning, every pupil will begin the week with a full pie. Every time a 6<sup>th</sup> Class pupil needs a reminder of a Golden Rule, a segment will be removed from the pie chart. 3 reminders will result in the loss of 3 segments, which will reveal the orange section of the pie. If behaviour does not improve, removal of the next 3 segments will reveal the red section of the pie. Slices of the pie will be replaced when behaviour improves. In 6<sup>th</sup> Class, pupils will start each morning as they finished the day before and do not automatically start each day with a full pie.
- A Senior, Transition-Style Personal Development Programme/Enrichment Activities for 6<sup>th</sup> Class, as a motivation and reward for good behaviour ("Pie Programme") – Only pupils who have a full pie on Friday afternoon will be allowed to take part in these activities.
- Weekly Assembly/Learn Together themes followed by end of week assemblies (Friday) to reward the positive behaviours and efforts of pupils.
- Shining Star certificates and awards – for behaviour and regular attendance.
- Modelling of good behaviour by all school staff
- Golden Time
- 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.
- 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.
- Wall of excellence
- Yard Stars for the best lines and Golden Time for the class with the most stars on Friday

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

## UNACCEPTABLE BEHAVIOURS AND SANCTIONS:

### Some examples of Minor Misbehaviours:

- Being disobedient
  - Litter
  - Running inside the building
  - Arriving late to school
  - Not completing homework, without a note
  - Disrupting class
  - Not staying on task
  - Making noise on corridors/stairs
  - Not following the Healthy Eating Policy
  - Breaking the Yard Rules
  - Not having homework journal signed
  - Leaving your seat without permission
- (\*This is not, and cannot be, an exhaustive list\*)*

### 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
  - Continuous minor misbehaviour automatically becomes a serious misbehaviour
- (This is not, and cannot be, an exhaustive list)*

### 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)*

## Sanctions and Strategies for Dealing with Unacceptable Behaviour:

Our school believes that a sanction should:

1. aim to stop the inappropriate behaviour
2. communicate to the pupils, parents 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

Castaheany Educate Together 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.

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

- Reasoning with the pupil by reminding them of the positive behaviour we expect in the school while referring to the golden rules and using the traffic light system in each classroom from Junior Infants – 5<sup>th</sup> Class. (see page 7). If children need three reminders regarding their behaviour, the child's name is removed from 'green' to 'orange'. If the child fails to return to green, a temporary separation to the back 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 another classroom for a short period, as a calming measure, and their name will be moved to "red.
- Temporary separation to the back of the classroom and removal to another room will also apply as sanctions in 6<sup>th</sup> Class.
- If anger/tantrums are an issue then, following consultation with class teacher, Special Education teacher and parents/guardians, the child may undertake the 'Trouble With Tempers' programme (copyright Therese Hegarty 2005), or work with our school counsellor, with parental consent.
- The teacher keeps a written record of continuous unacceptable behaviour whilst verbally keeping the child's parents/guardians and the principal informed.
- Time-Out at the wall in the yard, as a sanction for misbehaviour in the yard.
- Teachers keep a written record of yard misbehaviours in yard safety books (one for each area A – D) These yard books are monitored and reviewed at weekly Senior Management meetings.
- Detention during a break-time, as a sanction for misbehaviour in the yard or during break-time on a wet day.
- Class teacher requests a meeting with child's parents/guardians.
- Child is asked to write/illustrate about the unacceptable behaviour (to be signed by parent/guardian) – see sample letter attached.
- Parents/guardians are requested to meet with class teacher and Principal.
- Referral to the Board of Management.
- Suspension may used to deal with continuously disruptive pupils or with serious misbehaviour.(see section below) The principal of Castaheany Educate Together N.S. has been delegated the authority by the Board of Management to suspend for up to 3 days.
- Expulsion may be used to deal with exceptionally disruptive pupils or with gross misbehaviour (see section below)
- 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.

## Special 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.

## 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 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

## 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:

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

#### 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)

### **Communication of the Code of Good Behaviour to Parents/Guardians:**

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

- i. Upon registration of their child, all parents/guardians will be given a copy of the Code and asked to sign that they have read, understood and agree to support it.
- ii. A behaviour note may be sent to parents/guardians 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*)
- iii. Behaviour books
- iv. Detention notes
- v. Personal contact with class teacher informally before and after school.
- vi. Personal contact with class teacher/Principal in the form of a letter/phone call
- vii. Formal meeting by appointment with class teacher and/or Principal and parents/guardians.

### **Conclusion**

As with all policies at Castaheany Educate Together National School, the Code of Good Behaviour is child-centred. It has been prepared democratically and collaboratively with all members of the school community, and is also informed by the two other core principles of our ethos – Multi-Denominational and Co-Educational. Many thanks to everyone who helped to revise and prepare of this new Code of Good Behaviour.

## 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)
- 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 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 Teacher 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.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## 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

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.\*\***