



PETNS – Draft COB

MARCH 2016

Positive COB in Powerstown ETNS.

Rewards are earned. Staff never “take back” these awards

- ▶ Weekly award at assembly for “Best Around the School.”
- ▶ Weekly award at assembly for “You Can Do It.”
- ▶ You Can Do It programme to promote and teach positive behaviours and life skills within SPHE
- ▶ Incredible Years Programme
- ▶ Class leaves
- ▶ Golden Time
- ▶ Individual Points System – e.g. Class Dojo
- ▶ Traffic Light System
- ▶ Mediation
- ▶ 2 stars and a wish
- ▶ Circle Time
- ▶ “Good news” notes
- ▶ Good news noticeboard
- ▶ Sharing of Good News on school website, class blogs social media
- ▶ *Please see the Positivity Programme Policy for further details*

New School Rules

School rules and sanctions have been devised by the school staff and children. They have also been discussed and evaluated with the parents in conjunction with the PTA. They are based on the Golden rules devised by Jenny Mosley and the You Can Do It Programme. The rules are as follows:

- ▶ Be respectful
- ▶ Be organised
- ▶ Be persistent
- ▶ Get along with others
- ▶ Be an active participant in mediation and restorative practices

Habits of Mind

These school rules are supported by the following expected behaviours and 'Habits of Mind'.

- ▶ Respect
- ▶ Organisation
- ▶ Emotional Resilience
- ▶ Getting Along
- ▶ Confidence
- ▶ Persistence
- ▶ Assertiveness

Respect

Respect

Respectful Behaviour

- Is gentle
- Uses good manners
- Uses kind hands, kind feet, kind words, kind actions
- Is helpful
- Is honest
- Tries ones best
- Follows instructions / directions
- Lines up calmly
- Walks carefully on the left of the hall and stairs
- Is polite to everyone
- Listens to others and takes turns to speak in class.
- Looks after own property and the property of others
- Is mindful of people's personal space i.e. no verbal or physical violence or aggression, or any form of bullying behaviour (see Anti-Bullying Policy).
- Is accepting of self and own feelings
- Is accepting of others, their feelings, their culture and their beliefs
- Remains within the designated playground boundaries during break times
- Demonstrates understanding towards children for whom some of these guidelines may be challenging e.g. children with special educational needs
- Is mindful that English and Gaeilge are the shared languages of our school community.
- Acknowledges that all languages are valued and should be used appropriately and respectfully.

Respect

Things to Say to Encourage Respectful Behaviour

- "Thank you for your help!"
- "You should be proud of yourself!"
- "You worked really hard to get this room clean!"
- "Thanks for helping set the table, that made a big difference."
- "I noticed you were really patient with your little brother."
- "What do you think about it?"
- "Your hard work paid off!"
- "That's a tough one, but you'll figure it out."
- "I trust your judgment"
- "I love being with you."
- "I enjoyed our maths lesson today"
- "Thank you for your lovely compliment"
- "That was really kind"
- "You really put a smile on her face with your kind words!"
- "That's a very good observation."
- "Thank you for your cooperation"
- "I can tell you spent a lot of time thinking this through."
- "I really feel like a team when we work like this!"

Teach the following Types of Thinking

- **Expectations:** Set realistic expectations with your children around their behaviour
- **Be Tolerant of Others:** Accept people who are different. Do not judge people who act wrongly as being bad people. Remember that we all make mistakes.

Organisation

Organisation

Organised Behaviour

- Brings home all materials needed for homework
- Brings homework and other important materials to class
- Gets started on class work right away
- Makes sure instructions are understood before beginning work
- Keeps a neat desk, school bag and study area at home
- Has all school supplies ready
- Plans enough time for completing homework on time and to review for quizzes/exams
- Finishes one activity and begins the next activity
- Knows schedule
- Listens when instructions are given
- Is aware of important “special events” at school

Organisation

Things to Say to Encourage

Organised Behaviour

- “You are organised.”
- “Doesn't it feel good to be organised?”
- “Being organised is helping you be successful”.
- “You really planned well”.
- “You really focussed to get your work in on time”
- “I bet it makes school easier when you have everything ready.”
- “You are really keeping your school bag clean and neat.”
- “I can see you are planning ahead so that you do not rush your work at the very last minute.”
- “When you are prepared, you can do a good job”.
- “You planned well. You finished on time”.

Teach the following types of Thinking

- **Setting Goals:** Setting a goal can help you to be successful.
- **Planning My Time:** Think about how long it will take to do your schoolwork, and plan enough time to get it done

Emotional Resilience

Emotional Resilience

Emotional Resilience Behaviour

- Does not get too down when schoolwork results are not good
- Keeps trying in the face of setbacks
- Handles teasing or social difficulties without getting too upset
- Manages frustration when he/she does not understand something right away
- Manages frustration of having a lot of work to do
- Controls anger when treated unfairly
- Manages nerves when taking exams or performing in public
- Is able to say “no” and stand up to negative peer pressure
- Calms down quickly after getting very upset

Emotional Resilience

Things to Say to Encourage Emotional Resilient Behaviour

- “You didn’t let yourself get too angry.”
- “You’ve learned how not to get too nervous.”
- “You didn’t let that setback stop you from trying.”
- “Even though you didn’t do as well as you wanted, you are still positive.”
- “You seem not to have blown that negative event out of proportion.”
- “Keeping your cool helps.”
- “You see, you can get through the tough stuff.”
- “You chose not to upset yourself about what happened.”

Eliminate the Following Types of Thinking

- **Self – Downing:** Don’t put yourself down when something bad happens.
- **Need to Be Perfect:** Mistakes are normal along the road to success. It doesn’t have to be perfect.
- **Needing Approval:** Don’t be too worried about what others think of you. You are you.
- **I Can’t Do It:** If you think you can’t, you can’t
- **I Can’t be bothered:** Doing things you don’t like to do is the key to your success.
- **Being Intolerant of Others:** Do not judge people. It is good to find out more about them.

Getting Along

Getting Along

Getting Along Behaviour

- Works well with friends
- Takes turn
- Listens when someone is talking
- Respects important school/home rules
- Helps someone with their work
- When faced with a problem, talks rather than fights
- Shares material
- Includes someone in a group activity
- Is courteous and kind to peers, teachers, and parents
- Helps others in need
- Is sensitive to the feelings of others
- Tells the truth
- Does things to make the community a better place to live

Getting Along

Things to Say to Encourage Getting Along Behaviour

- “You are a good listener.”
- “You work well in a group.”
- “Sharing helps you be a good friend.”
- “You are a helpful person.”
- “Solving this problem without fighting shows you are really getting along.”
- “You have a real talent for getting along.”
- “You are taking time to find out more about a person without judging them.”
- “You think before you act. What a great attribute.”
- “Empathy is being able to stand in someone’s shoes. You try to see things from another’s point of view.”
- “You care about your community.”

Teach the Following Types of Thinking

- **Be Tolerant of Others:** Accept people who are different. Do not judge people who act wrongly as being bad people. Remember that we all make mistakes.
- **Think First:** When someone treats you badly, think about the different ways you can act, the consequences of what you plan to do, and how your actions affect another person’s feelings.
- **Play by the Rules:** By following important school/home rules, you will live in a better and safer place where everyone can learn.
- **Be Socially Responsible:** Be sensitive to the needs and feelings of others, act honestly, and help make your community a safer and better place to live and learn.

Persistence

Persistence

Persistent Behaviour

- Continuing to try, even when schoolwork is hard
- Not being distracted by others
- Checking schoolwork when finished to make sure it is correct
- Trying and completing work found to be “boring”
- Finishing work instead of playing
- Not giving up too quickly
- Doing what you say you are going to do
- Drafting, redrafting and publishing work
- Putting things away
- Trying as hard as you can to understand or complete something
- Take your time and work carefully

Persistence

Things to Say to Encourage Persistent Behaviour

- “You didn’t give up!”
- “You kept trying. Great effort.”
- “Making that extra effort will help you learn”.
- “You sure don’t give up easily.”
- “Your effort is so important. It will help you succeed.”
- “See persistence pays off.”
- “I see you understand that to be successful, you sometimes have to do things you don’t feel like doing.”
- “The more you practice, the better you become.”

Teach the Following Types of Thinking

- **I Can Do It:** When trying difficult activities, it is helpful to think you are more likely to be successful than to fail
- **Giving Effort:** The harder you try, the more successful you will be.
- **Working Tough:** To be successful in the future, you may sometimes have to do things that are boring or not fun

Confidence

Confidence

Confident Behaviour

- Chooses to participate in new activities
- Does hard work without asking for help
- Continues to work on a difficult assignment without asking for help
- Shares a new idea with teacher, class, or family
- Makes a presentation to class
- Introduces him/herself to someone new
- Speaks loudly and clearly when asking or answering a question
- When answering questions, provide a non-conforming, creative answer
- Greets adults with good eye contact and uses their name
- Offers to take responsibility for organising a family event

Confidence

Things to Say to Encourage Confident Behaviour

- “That took confidence.”
- “That wasn’t easy to do, but you did it.”
- “You are not afraid to take risks.”
- “You had a confident voice when you spoke.”
- “You really stood up for what you believed!”
- “You were not afraid to make a mistake. Good for you.”
- “Predicting success helps you get there.”
- “You have a positive approach to your work.”
- “You did not get too upset with yourself for not achieving a good result.”
- “You looked confident.”

Teach the following Types of Thinking

- **Accepting Myself:** Do not think badly of yourself when things go wrong.
- **Taking Risks:** When learning new things, do not be afraid to make mistakes.
- **Being Independent:** It is important to try new activities, no matter what other people think.
- **I Can Do It:** When trying difficult activities, it is helpful to think you are more likely to be successful than to fail

Assertiveness

Assertiveness

Assertive Behaviour

- ✔ Is honest
- ✔ Is respectful
- ✔ Is trusting
- ✔ Is open - minded
- ✔ Is empowered
- ✔ Is empathetic (looks at situations from the prospective of others)
- ✔ Is tolerant
- ✔ Has integrity
- ✔ Understands the need to resolve own problems
- ✔ Has the ability to resolve own problems
- ✔ Accepts diverse experiences and points of view
- ✔ Values one another
- ✔ Listens without interrupting
- ✔ Shares Ideas
- ✔ Accepts that mistakes happen and we learn from them
- ✔ Recognises the importance of feelings, needs and rights
- ✔ Is approachable
- ✔ Asks, without assuming another point of view
- ✔ Uses the following strategies to help resolve conflict on yard
 - Rock, paper, scissors
 - I-messages
 - Peace path
 - Peer Mediators

The Script

- What happened?
- What were you thinking at this time?
- What have you thought about it since?
- How do you feel?
- Who has been affected and in what way?
- What do you need (to do) so that things can be put right and everyone can move on?
- Do you agree?

Remember:

- Be Fair: Everything will work much better
- Engage with everyone who is affected (by decision)
- Explain why the decision needs to be made and any contributing factors
- Make sure everyone knows what is expected of them in the future

Assertiveness

Things to Say to Encourage Assertive Practices

- "I appreciate that you are waiting patiently"
- "I'm grateful for the way you helped your sister"
- "I'm impressed by the way you are engaging with me"
- "Well done you for being honest."
- "I am feeling a little uncomfortable" (Level 3 emotional thermometer)
- "It makes me uncomfortable when I hear you teasing Ann"
- "I am frustrated that you aren't listening to me"
- "I feel sad when you say something like that to Barry"
- "I get angry when you talk and joke when I am speaking"
- "I was shocked to see you hurt Pete"
- "How are you feeling today?"
- "What are your goals for the day?"
- "How can we make this right?"
- "How interesting, we differ on that. Tell me more."
- "Tell me more. I'm not sure I understand."
- "Go on, can you say a bit more about that?"
- "That's an interesting question, what do you think/others think?"
- "I am interested in hearing your opinion on that"
- "I value your opinion on this"
- "Can you explain how you came to that idea?"
- "I do not come to the same conclusion as you on this one. Can you explain your reasoning?"
- "We differ on the answer here. Can you talk me through how you got to your answer and then maybe I can do the same?"
- "Do you need to take a moment" (to help child calm down)
- "Why don't we count to 10 and talk then?"

Teach the following types of Thinking

- Genuineness - honesty, openness, sincerity.
- Positive regard for all individuals - valuing the person for who they are.
- Empathic understanding – trying to understand another's experience.
- Individual responsibility and shared accountability.
- Self-actualisation - the human capacity for positive growth.
- Optimistic perspectives on personal development - that people can learn and can change for the better.

Yard Rules

- ▶ Kind hands, kind feet, kind words, kind actions
- ▶ We play safely
- ▶ We always show respect
- ▶ We are always honest
- ▶ We ask children on their own to join in
- ▶ We use mediation to resolve our problems
- ▶ We speak with an adult if we need help
- ▶ We respect our boundaries
- ▶

General guidance on expected yard behaviour

- ▶ Upon hearing the bell we **WALK** quietly to our line.
- ▶ If we get an injury, we tell an adult on duty
- ▶ If we are not happy, we tell an adult on duty and they will help.
- ▶ If we run into someone else, we check that they are okay and tell them we are sorry and that it was an accident.
- ▶ If someone falls to the ground, we ask if they are ok and help them up.
- ▶ If we see rough play, we ask them to stop and tell an adult.
- ▶ If anyone is not following our rules in the yard they may be asked to do a timeout at the designated timeout stop in the yard.
- ▶ If we are lonely, we ask someone to play or we go to the friendship stop in the yard.
- ▶ If we see a child at the friendship stop we can go over to them and ask them to join our game.
- ▶ If we have ideas to make yard time better, we tell the teachers, principal or the student council.

Minor Misdemeanours

- talking out of turn,
- inappropriate comments,
- lack of attention in class or yard,
- distracting others in class or yard,
- interfering in others' games in yard
- spitting on the ground,
- throwing things (other than at people),
- climbing furniture, fences, walls etc
- Running in corridors / quiet areas
- Ignoring staff

- leaving seat without permission,
- homework not done or incomplete,
- eating during lessons,
- chewing gum,
- rough play e.g. mock fighting / jostling and pushing,
- shouting and loudness in class,
- bad language
- derogatory language
- not following instructions

Strategies and sanctions for minor misdemeanours include:

▶ **Staff Strategies (in order)**

- ▶ Increase proximity to the child.
- ▶ Complimenting positive behaviour of another child
- ▶ Ignore muscle: *Teachers may use the strategy of planned ignoring (ignoring attention seeking behaviour, that is not a danger to other pupils), followed by discussion at an appropriate time.*
- ▶ Re-directing pupil
- ▶ Verbal reprimand, together with advice on how to improve (i.e. expected behaviour). Indicate that child has received first warning and if behaviour continues, child's name will be moved to orange
- ▶ Implementation of traffic light system. Child's name moved to orange.
- ▶ If behaviour continues, a third warning is issued. Child's name is moved to red.
- ▶ Mediation: Discussion with pupil and agreement on a more appropriate way to act in future
- ▶ Child completes Stop, Think, Choose, Do Worksheet
- ▶ Incident Report logged on Aladdin.
- ▶ Appropriate sanction is implemented

Any or all of the following sanctions are used as appropriate

- ▶ Confiscation of item
- ▶ Extra work
- ▶ Loss of privileges, for example, not being allowed to do jobs, not being allowed to participate in clubs/activities, etc.
- ▶ Communication with parents
- ▶ Informal word with the principal, who has a quiet word with the child
- ▶ Time out (in class or on yard) – ***Incident report and STCD worksheet must be complete and behaviour communicated with parents if time out is deemed an appropriate sanction***

Please note that being excused from curriculum subjects, including PE and Art is not an appropriate sanction.

Roles and Responsibilities Minor misdemeanours

- ▶ The “**Mediation Script**” is used to investigate all incidents, observations and reports of inappropriate behaviour
- ▶ Minor misbehaviour in the classroom should be dealt with by the class teacher/staff member using mediation script.
- ▶ Minor misbehaviour on the yard should be dealt with by staff on yard duty using mediation script.
 - ▶ Minor yard incidents should be resolved on yard before child returns to classroom.
 - ▶ If sanctions need to be implemented during/after break time, class teacher should be informed
 - ▶ If incident needs to be recorded on Aladdin, witnessing staff member must type up incident and email same to class teacher.
- ▶ Sanctions should be in line with the school Code of Behaviour.
- ▶ Should this not resolve the issue, the advice of the principal/deputy principal is sought. Steps at this stage may include meetings with the class teacher and/or principal.
- ▶ In general, the principal should not be involved in minor incidents of inappropriate behaviour (unless he/she witnesses such behaviour). However, the principal may offer advice at any time to members of staff dealing with inappropriate behaviour of any sort.
- ▶ In general sanctions should be associated with the misdemeanour, for example running in the corridor might mean child has to hold adult's hand when walking in corridor, not handing up homework might mean completing the work during break time.

Major misdemeanours

- Persistent minor misdemeanours (see above)
- Leaving the class, yard, park or activity without permission
- Abusive / threatening or violent language directed to a person
- Persistent refusal to take instructions
- Bullying (see Anti-bullying policy)
- Use of (personal) electronic devices in class without permission
- Having mobile phone in your possession (e.g. in pocket or hand)
- Threats or physical hurt to another person
- Inappropriate gestures or body language
- Continuous (after warning) disregard for others' personal space
- Intentionally moving or knocking over furniture, slamming doors,
- Hitting out in a threatening manner at another person
- Deliberately damaging property
- Bringing any dangerous objects to school
- Sexual harassment of a person by words, actions or gestures
- Breach of school's Acceptable Usage Policy e.g. inappropriate use of internet,
- Racism
- Homophobia
- Theft
- Continuous (after warning) interference with teaching and learning
- Disrespect (after warning)
- Continuous (after warning) physical contact with another person
- Intentionally throwing something at a person
- Kicking or hitting walls or furniture

Major misdemeanours that are grounds for an immediate suspension as a first offence are

- Sexualised language directed at a person
- The use of an offensive weapon or material to inflict injury or harm on another person
- To threaten to inflict injury or harm on another person.
- The defiant refusal to carry out the instructions of a teacher.
- Risk to the safety of the pupil or other pupils or staff.
- The deliberate destruction of school property.
- Level 3 of Anti-Bullying Policy

1. Sexual assault.
 2. Possession or supply of illegal drugs or substances to other pupils in the school.
 3. Actual violence or physical assault or verbal abuse.
 4. Serious threat of violence against another pupil or member of staff.
- In line with 'Children First: National Guidance for the Protection and Welfare of Children' offences 1-4 above will be reported to Gardaí.

Strategies and sanctions for major misdemeanours

- ▶ Mediation: Mediation is implemented by a staff member.
- ▶ Written reflection worksheet (Stop, Think, Choose Do) is completed by child
- ▶ Incident is recorded on Aladdin.
- ▶ Discussion with parents and staff including the principal.
- ▶ Pupil, parents and child sign Stop, Think Chose Do Worksheet.
- ▶ This worksheet is added to Incident Report on Aladdin.
- ▶ Copy of incident report can be made available to parents
- ▶ Appropriate sanction is implemented

Any or all of the following sanctions are used as appropriate

- ▶ Removal from class and referral to principal/deputy principal
- ▶ Formal communication with parents / guardians
- ▶ Implementation of Daily or Weekly Behaviour Tracking with set targets
- ▶ Implementation of Continuum of Support (See SEN Policy)
- ▶ Implementation of behavioural plan procedure – COS School Support Plus (see below)
- ▶ BOM informed
- ▶ Suspension
 - ▶ Sent home early (informal suspension) with parent
 - ▶ Formal suspension for up to three days
 - ▶ Immediate suspension for up to three days
 - ▶ Restorative Circle on return to school
 - ▶ Agree to Behaviour Contract and/or behaviour plan on return to school
- ▶ Report to Gardaí (as necessary)
- ▶ Expulsion

Roles and Responsibilities:

Major misdemeanours

- ▶ Staff use the “**Mediation Script**” is used to investigate all incidents, observations and reports of inappropriate behaviour
- ▶ Persistent minor infringements are classified as a major misdemeanour. *In such incidents it is important that minor infringements are recorded by staff on Aladdin.*
- ▶ Parents should always be informed of and consulted on persistent minor infringements.
- ▶ The principal should be informed of all observed/reported incidents of major misdemeanours and of persistent minor infringements and consulted on appropriate action.
- ▶ An **incident report** (Appendix 5) should be completed of all major misdemeanours and persistent minor misdemeanours by staff member. This is recorded on school database, Aladdin.
- ▶ In addition to the sanctions for the offending child, as set out in this document, support may also be offered to the child who is the subject of the incident, and to the class if appropriate. This might include a whole school/class/small group lessons dealing with respect, self-esteem, bullying, building a better understanding of Special Educational Needs (SEN) or implementation of Continuum of Support Guidelines (COS). *Please see Special Educational Needs Policy for more information.*

Mediation Script



Powerstown ETNS

Remember to

- ✓ Ask each individual to take a turn to speak
- ✓ Reflect what is been said

- ▶ *Who would like to speak first?*
- ▶ *What happened?*

- ▶ *What were you thinking at the time?*
- ▶ *What have you thought about since?*

Feelings:

- ▶ *How do you feel?*

Affect of actions

- ▶ *Who has been affected by what you have done?*
- ▶ *In what way have they been affected?*

Resolution:

- ▶ *What do you need (to do) so that things can be put right and everyone can move on ?*
- ▶ *Do you both agree?*
- ▶ *Thank each child*