

WSE School A

Through respectful relationships ... staff & pupils bring about a caring, warm and friendly ..atmosphere. For pupils whose additional special educational needs include behaviour problems, the consistent support they receive over time enables them to cope well with their frustrations. ..The principal reports that the school has now established a pupils' committee and this is to meet once a month. This is an exciting development and all involved in its inception are commended

WSE School B

Emphasis is placed on praise, reward, encouragement and reassurance. ..reflected in students' behaviour, which is generally good....

Given also that a number of students have been suspended for incidents of challenging behaviour, it is recommended that the behaviour policy continues to be reviewed on an ongoing basis.

This review should be undertaken in collaboration and consultation with parents and the National Educational Welfare Board (NEWB) in line with *Developing a Code of Behaviour: Guidelines for Schools (2008)*.

WSE School C

- The school's code of behaviour is sensitive to the ethos of the high support unit. Rules of behaviour are stated in positive terms, emphasising respect for self and others. The school's guidelines involve a graduated step-by-step approach, aimed at ensuring that behavioural difficulties are prevented or dealt with quickly and constructively within the classroom by the teacher, or within the school with the assistance of the principal or another teacher.

WSE School D

High expectations have been established in relation to student behaviour and their work in schools. The staff approach to the management of behaviour and discipline is guided by a carefully implemented school code of behaviour. Effective arrangements and strategies have been established to support positive student behaviour and to address unacceptable and challenging behaviour. The majority of teachers have developed classroom rules and procedures in conjunction with the students and these are displayed in a suitable and accessible format. ..

The school staff is commended for the positive and constructive manner in which behaviour is managed throughout the school. .. While staff have accessed training from the special education support services, further training will be required in the context of providing students who present with specific learning needs and challenging behaviour. It is also advised that the concerns of the school in this regard be raised with the National Council for Special Education.

WSE School E

A positive approach to behaviour management based on the principles of consideration, courtesy, respect and tolerance is evident. Pupils and staff are to be commended for the high standard of behaviour that was observed during the valuation. A strong sense of community is nurtured among pupils and staff. The roles of teachers and management, parents/guardians/carers and pupils in relation to the effective management of behaviour and the creation of a secure learning environment are clearly detailed in the school plan. ..

High expectations in relation to appropriate behaviour and standards of effort and achievement are affirmed. Clear communication, teacher-modelling and appropriate guidance are employed effectively in the management of pupils' behaviour. Reference is beneficially made to the proposed guidelines for a Code of Behaviour to be prepared by the National Educational Welfare Board and it is planned to review the code of behaviour with reference to these guidelines in April 2009.

WSE School F

The teachers and special needs assistants are highly knowledgeable and experienced in relation to the individual needs and concerns of the students and this is a significant factor in the positive relationships fostered between staff and students...

Members of staff are consistent in their supportive, affirmative and constructive interactions with students on a daily basis. Opportunities to promote appropriate interactions among the students themselves are fostered. Teachers display high expectations in relation to the students' learning and behaviour.

WSE School G

Relationships between the staff and students are very good. The care, education and behaviour of the students are very well managed. It is evident that all staff members are concerned for the students' welfare and development. Staff collaborates and interacts well to create a happy and caring atmosphere in the school. Classroom atmosphere, classroom layout and organisation of learning activities are highly supportive of students who have difficulty in managing their own behaviour and social interaction. Within classrooms there is a consistently positive approach to behaviour management. Clarity of routines and expectations are emphasised ...

WSE School H

....environment that is highly responsive to the pupils' learning needs. The school has devised a policy on the management of challenging behaviour that acknowledges the communicative aspects of such behaviour.However, the code of behaviour needs adjustment to take into account the requirements of Section 23 of the Education (Welfare) Act, 2000 by clearly stating what constitutes a minor or major breach of the code and the ensuing consequences for such breaches. It is recommended that consideration be given to carefully differentiating the code of behaviour in accordance with the special educational needs of the pupils in the school. Staff members have received training the management of pupil behaviour and this has assisted staff in catering for particular pupils.

WSE School I

Staff maintain adult direction and control while encouraging pupil participation and independence. Daily routines are well managed to ensure the smooth operation of the day and to allow for a focus on care and education. Positive pupil behaviour was observed throughout the school and across all activities. Inappropriate behaviours are dealt with unobtrusively and confidently. Much recent staff development and policy development work has focussed on developing the school's capacity to respond positively to the needs of pupils who may exhibit challenging behaviour.teachers' proactive planning for behaviour management at classroom level. Class teachers list inappropriate behaviours that may be exhibited by individual pupils along with appropriate interventions and management strategies. This information is shared with staff members who are involved with the pupils concerned. The positive guidelines drawn up in the context of this recent work will provide a useful basis for reviewing the school's code of behaviour in due course.

WSE School J

The positive nature of the relationships ... management of pupil behaviour ... expressed in positive terms and have been reviewed in the light of experience and in response to the needs of individual pupils. Staff members are aware that the pupils require varying levels of support ... The efforts of pupils to establish and maintain patterns of appropriate behaviour are rewarded. Staff members take care to model positive behaviour and create a school climate that is conducive to learning...Appropriate attention is paid to the pupils' care needs..

WSE School K

A positive non-discriminatory approach to the management of behaviour is articulated in the code of behaviour and pupils are treated equally and with respect by all staff members. A clear concern for the pastoral care and welfare of all pupils is evident and attention is consistently directed towards pupils' holistic development. The emphasis on providing pupils with choice during all activities is particularly noteworthy and contributes positively to the development of pupils' self-esteem and self-confidence.

A whole school approach to the management of challenging behaviour has been developed and a copy of this policy is distributed to all classrooms to ensure consistency of approach is maintained. Attention is duly directed towards acknowledging, affirming and rewarding pupils' positive behaviours. Functional assessments of pupils' behaviour facilitate both antecedent and consequence analysis of undesirable behaviours and suggest appropriate environmental alterations, skills teaching, direct intervention and/or response procedures. It is suggested that the school's observed willingness to accommodate the behaviour of pupils stemming from a special educational need is documented in the code of behaviour. Displaying school rules in positive terms with visual cues on a consistent basis in all classrooms would further assist pupils in developing behaviour self-management strategies.

WSE School L

..good classroom organisation, good lesson planning and positive staff-student relationships... A calm, supportive and purposeful atmosphere is created and maintained in all classrooms. ..interact respectfully with the students, and students in turn respond warmly to staff and peers and participate actively in the learning activities organised. ..The weekly assembly fosters a community spirit, allows for the celebration of achievements, and facilitates an opportunity to reinforce school codes of behaviour and issue reminders to staff and students.

... and minor disruptive behaviour is dealt with unobtrusively. Staff is aware of the importance of looking at the context and possible causes of more challenging behaviour and are to be commended in having accessed whole-staff training in non-confrontational intervention approaches, such as the Crisis Prevention Intervention (CPI) funded by the Special Educational Support Service (SESS)

Doing an Audit

- Audit is starting point for any school with a code in place already
- To check whether code is in compliance with legal requirements
- Celebrate good practice
- Identify the gaps if any
- Plan for action
- Audit carried out by a small representative staff parents and BoM



These Guidelines were issued to
all teachers in June 2008

Developing a Code of Behaviour: Guidelines for Schools

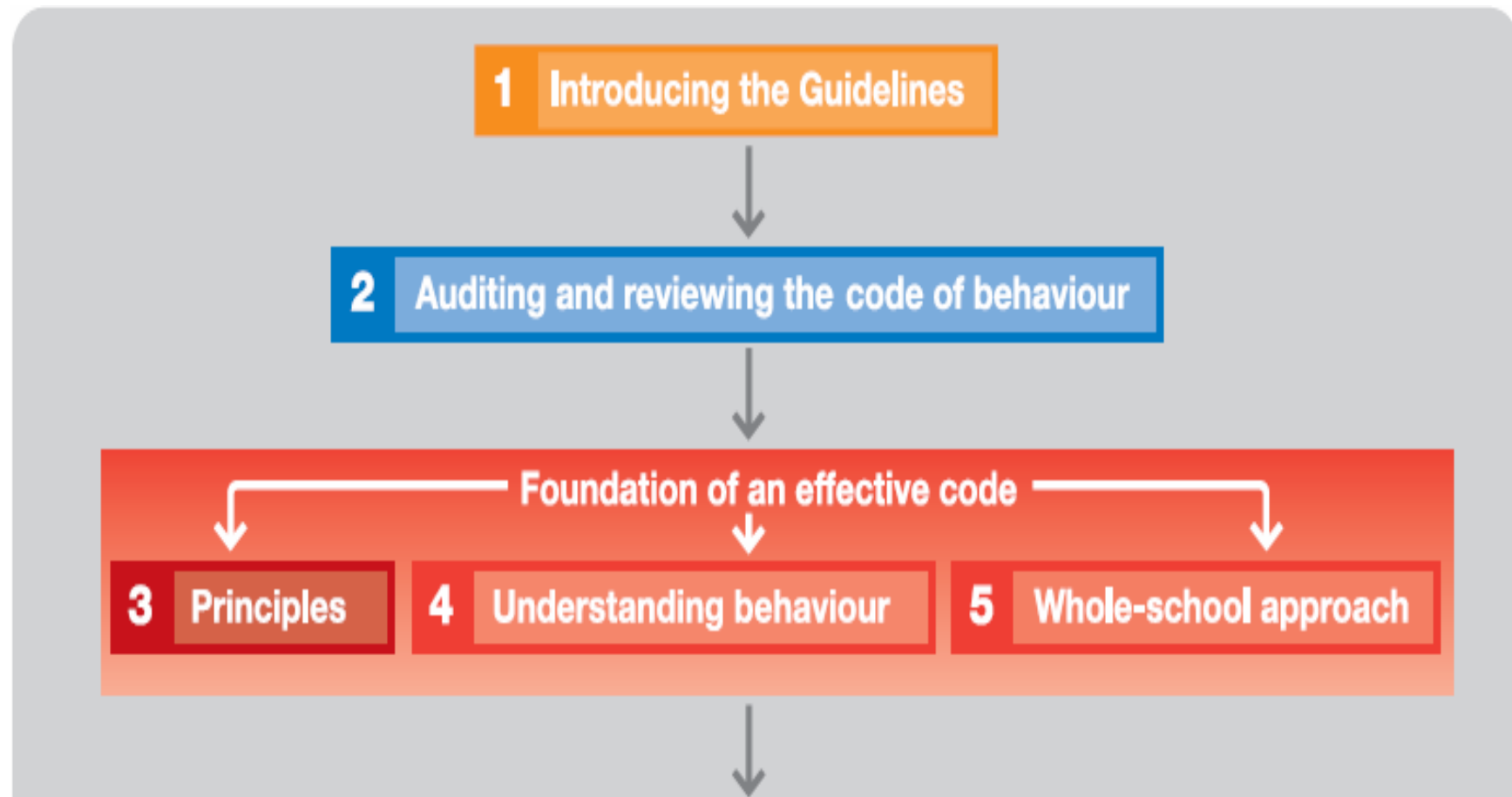
Education (Welfare) Act 2000

Section 23 (2) : A code of behaviour shall specify

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

List of relevant legislation and legal instruments - Guidelines pp.7-9

Structure of the Guidelines



Structure of the Guidelines



Structure of the Guidelines

9 Implementing the code of behaviour

10 Suspensions and expulsions: legal and procedural requirements

11 Suspension

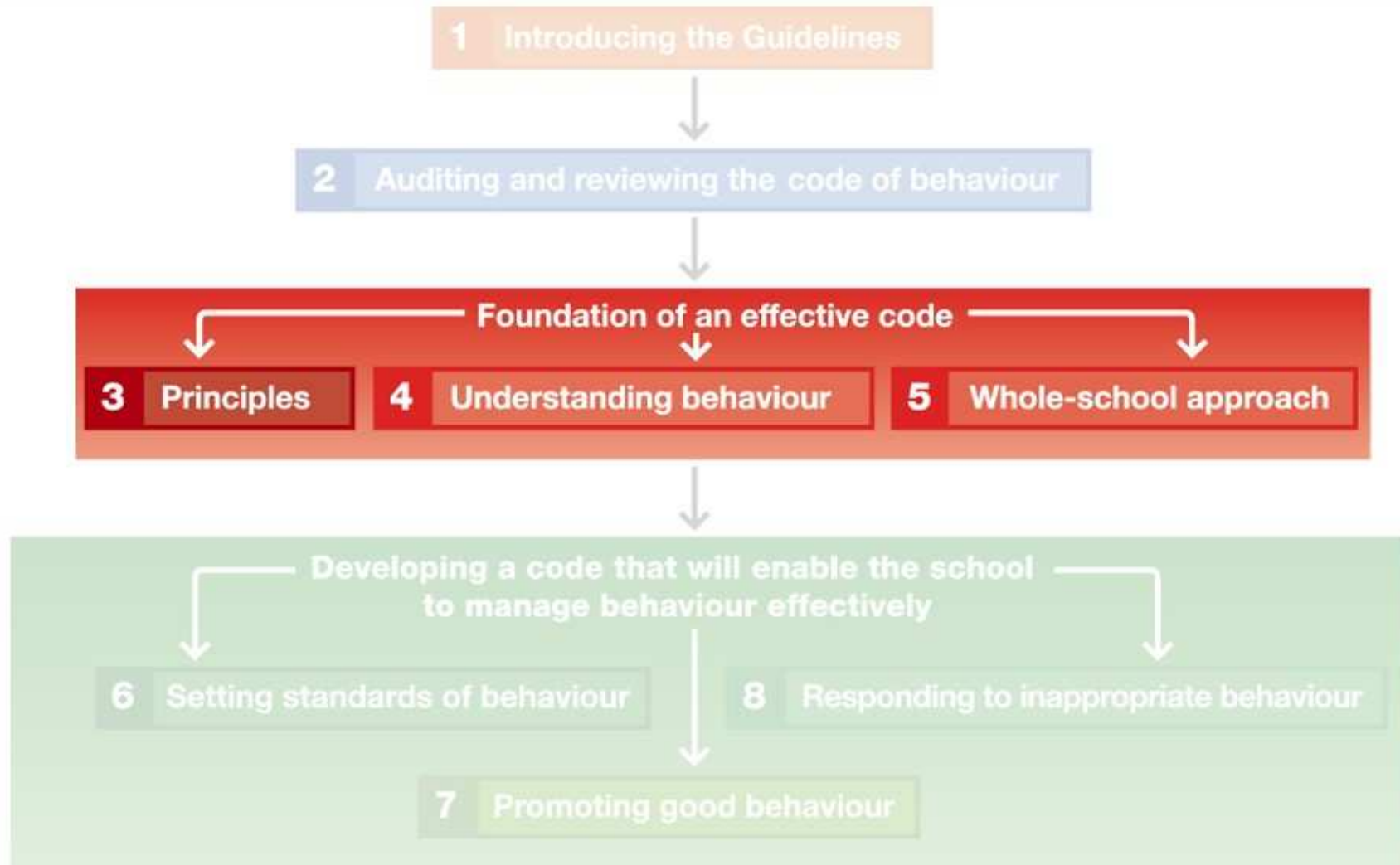
12 Expulsion

**Auditing and Reviewing
the
code of behaviour**

Auditing and reviewing the code of behaviour

- **Auditing an existing code of behaviour:** As a first step in implementing these guidelines, Boards of Management are required to arrange for an audit of the existing code of behaviour. The audit will enable the school to identify how well its current code reflects good practice and meets relevant legal obligations.
(Audit checklist on NEWB website www.newb.ie)
- **Reviewing an existing code of behaviour:** When the audit identifies aspects of the code that need to be reviewed, the Board of Management, together with the Principal, should prioritise areas for review.
- **Developing a code of behaviour for the first time:** the Guidelines should be used to inform the development work.

Foundation of an effective code



Basic Principles

Basic principles that underpin an effective code of behaviour:

- Providing clarity
- Affirming that everyone's behaviour matters
- Focusing on promoting good behaviour
- Balancing needs
- Recognising that relationships are crucial
- Focusing on personal responsibility
- Ensuring fairness and equity
- Promoting equality
- Recognising educational vulnerability
- Attending to the welfare of students
- Attending to the welfare of staff
- Promoting safety and freedom from threat

Goals of an effective code might include

- creating a climate that encourages and reinforces good behaviour
- creating a positive and safe environment for teaching and learning
- encouraging students to take personal responsibility for their learning and their behaviour
- helping young people to mature into responsible participating citizens
- building positive relationships of mutual respect and mutual support among students, staff and parents
- ensuring that the school's high expectations for the behaviour of all the members of the school community are widely known and understood

Understanding behaviour...

A common understanding will provide a sound foundation for a whole school approach to promotion of good behaviour and for responding to inappropriate behaviour

- **Staff Members** – *plan and implement a team approach*
- **Parents** – *enable parents to gain insights into factors that affect a student's behaviour... home values and parental attitudes, cultural differences*
- **Students** – *building pupils' capacity to have responsibility for their own behaviour*

Learning, relationships and behaviour are linked

- Behaviour has meaning. It is not random. It serves a purpose and has goals, though these goals may not be easy to recognise.
- Behaviour can be learned. This means it can change.
- Behaviour takes place within a particular context and in relation to other people. Understanding the context is central to understanding the behaviour.
- What teachers, other adults and other students do in response to a student's behaviour is critical in influencing the choices students make about how they behave.
- Effective teaching and learning are closely linked to good behaviour.
- Positive acknowledgement is a very effective way of influencing and promoting good learning behaviour.
- The quality of relationships affects behaviour

A whole-school approach to behaviour

- Ethos, policies and practices in harmony
- Teamwork approach to behaviour
- Whole-school approach to curriculum and classroom management
- Inclusive and involved school community
- Systematic process for planning and reviewing behaviour policy.

pp.32-34 Guidelines

Developing a Code that manages behaviour effectively



Setting standards of behaviour

- Developing a set of standards for behaviour in the school
- Involving the school community in discussions about standards
- Involving the students in developing school and classroom rules
- Modelling the standards
- Teaching students about the standards and how to live up to them
- Having ways of ensuring that students with special needs understand what is expected of them

Promoting good behaviour

- A whole school approach
- Strategies for strengthening student and parental involvement
- Having ways to communicate high expectations for students
- Having ways to review the quality of relationships between students and staff

Responding to inappropriate behaviour

- Developing a policy on how sanctions will be used to help students change inappropriate behaviour
- Having an agreed set of strategies for intervening positively to help students to change inappropriate behaviour
- Having clearly defined roles and responsibilities for members of staff in relation to behaviour and communicating these roles widely
- Agreeing a standardised way of recording matters to do with students' behaviour

Suspensions and Expulsions

9 Implementing the code of behaviour



10 Suspensions and expulsions: legal and procedural requirements



11 Suspension



12 Expulsion

Suspension / Expulsion

- Policy & procedures - approval of BoM, in line with Guidelines and requirements of Patron
- Communication of policy
- Develop and document good practice
- Fair procedures - investigation & decision making
- Right to appeal (*Section 29*)
- Review of use of suspension / expulsion

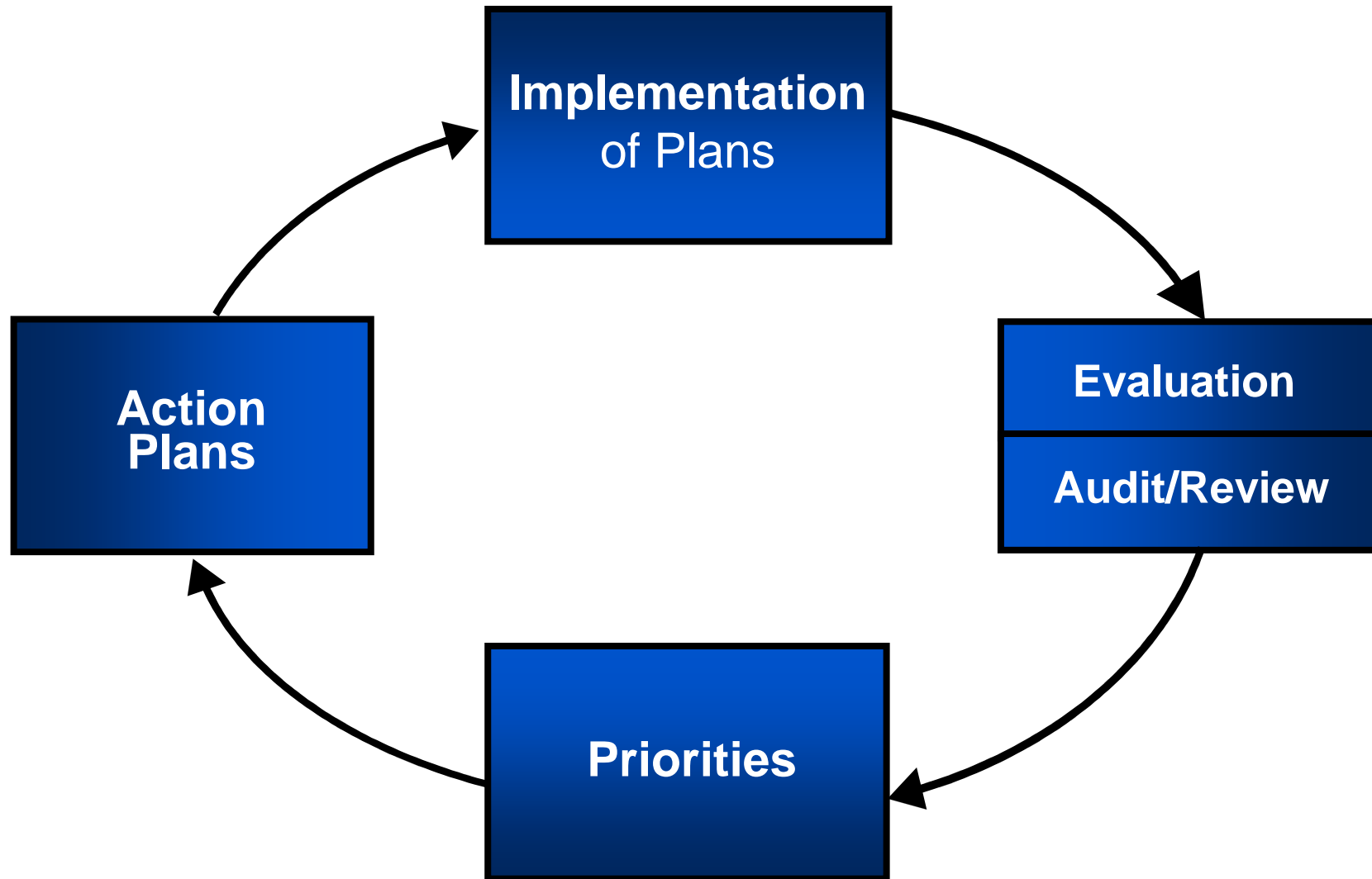
Suspension pp. 70-78 / Expulsion pp. 80-87

Key Messages

- Inclusive process
- Shared understanding of behaviour – pupils, teachers, parents, Board of Management ...
- Agreed standards of behaviour
- Build relationships of trust
- Teach the code
- Recognise and reward good behaviour
- Have good ways for helping students to change behaviour
- Use fair procedures
- Keep the code up to date

Process

The School Development Planning Process



Auditing your Code

An audit is an examination of every area of the content and operation of the code of behaviour to check for completeness and compliance with legal requirements and good practice as set out in the Guidelines.

p. 12 Guidelines and Audit Checklist on NEWB website

Reviewing specific aspects of the code

- Describe current practice
- Evaluate its effectiveness
- List options for improvement
- Devise action plans for improvement and implementation

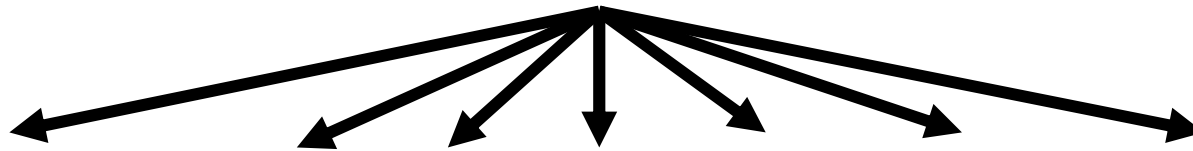
Implementation requires ...

- Communication
- Written code
- Parental support for code
- Teaching programme - skills & knowledge
- Attention to students who are vulnerable
- Monitoring and analysing patterns of behaviour
- Procedures for notification of absences

Identified Priorities



Implementation



**Individual Teachers'
Dealing with pupils**