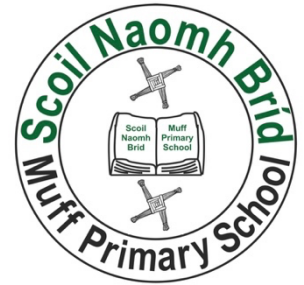


Scoil Naomh Bríd

Code of Behaviour

A Whole School Approach



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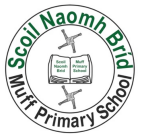
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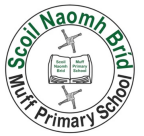
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INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, Scoil Naomh Bríd staff have prepared and made available a Code of Behaviour for its Pupils, Staff, Parents and Board of Management.

As per Section 23 (2) the Code of Behaviour details:

- The standards of behaviour that shall be observed by each pupil attending the school
- The whole school approach in promoting positive behaviour
- The measures that shall be taken when a pupil chooses to not observe those standards
- The procedures to be followed before a pupil may be suspended or expelled from the school
- The grounds for removing a suspension imposed in relation to a pupil

The Code of Behaviour of Scoil Naomh Bríd has been developed in accordance with 'Developing a Code of Behaviour: Guidelines for Schools,' National Educational Welfare Board, 2008.

POLICY FORMATION

A working group formed in January 2019 at Croke Park Meeting with Helen Ginty (National Behaviour Support Service) to review the Code of Behaviour. The group met several times throughout 2019. Staff discussions and updates were held at a Croke Park meeting in December 2019, where several ideas were discussed and decisions made regarding the piloting of new strategies in response to challenge areas highlighted by the school staff. A review meeting regarding the strategies piloted was conducted with the staff in 2020.

The Student Council were consulted in January 2020 re the school rules, rewards that they like and consequences they felt were fair for different inappropriate behaviour scenarios. They conducted discussion meetings in their classrooms (1st-6th) and brought their ideas back to the working group. The intention was to share the draft 'Child-Friendly Policy' with the Student Council members for feedback in October 2020, however due to Covid-19, it was not possible to meet at this time. Some further aspects of the updated policy will be brought to the Student Council again for their feedback when this is possible after Covid-19.

An additional Code of Behaviour audit conducted with staff at Croke Park on 5th February 2020. A draft of the updated policy was completed during the summer term in 2020 – November 2020, and was shared with staff members for review in November 2020. A parent questionnaire was shared with parents for feedback on the draft policy in November 2020. The Board of Management reviewed the updated draft in November 2020.



RELATIONSHIP TO THE CHARACTERISTIC SPIRIT OF THE SCHOOL

We, as a Catholic School aim at promoting the full and harmonious development of all aspects of the person of the pupil; intellectual, physical, cultural, moral and spiritual including a living relationship with God and with other people. The school models and promotes a philosophy of life inspired by a belief in God and in our patron St. Brigid. We provide a caring environment where each pupil has a very real sense of belonging and feel important for the person he/she really is. We see all pupils as an integral part of the whole human family and we seek to involve their parents in a supporting and caring way to fully realise their potential regardless of colour, creed, class and culture.

AIMS

The ethos of our school establishes and supports a strong sense of community between school, Board of Management and parents/guardians, as well as the cultivation of a mutual relationship of respect between staff, children and parents/guardians.

The school hopes to achieve the following:

- To ensure the right of each child to education in a safe and relatively disruption-free environment
- To ensure that all children will share an understanding of the high standard of behaviour which is expected in the school environment
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To develop in the children, qualities of independence, self-reliance, tolerance and self-discipline
- Through the development of decision-making, problem solving, goal setting and self-management skills, we aim to empower our students to become independent and active learners, capable of managing, monitoring and regulating their own behaviour
- To inculcate in the children, a sense of personal responsibility for their behaviour and for each other's wellbeing and the wellbeing of the teachers
- To create an atmosphere of respect, tolerance and consideration for one another and the environment
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences wherever possible
- To ensure the right of staff members to work in a safe environment
- To ensure the safety and wellbeing of staff and all members of the school community
- To assist the whole school community in understanding the values underpinning the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures.
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school

THE PROMOTION OF POSITIVE BEHAVIOUR

WHOLE SCHOOL APPROACH TO PROMOTING POSITIVE BEHAVIOUR

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community.

This Code of Behaviour affirms a positive, proactive approach to the question of discipline in our school. This means that there is greater emphasis on rewards rather than sanctions or punishments. The concept of promoting positive behaviour is based upon an empowering approach, which nurtures a culture of self-discipline among children. An atmosphere of cooperation and mutual respect is central to the philosophy of Scoil Naomh Bríd.

The elements of a whole school approach to behaviour include:

- An ethos, policies and practices that are in harmony
- A teamwork approach to behaviour
- A whole-school approach to curriculum and classroom management
- An inclusive and involved school community
- A systematic process for planning and reviewing behaviour policy

The overall responsibility for establishing a positive and affirming climate within the school rests with the principal and teachers. Parents/guardians play a crucial role in shaping the attitudes which produce good behaviour in school and together with pupils, have an essential role to play as well. The heart of every discussion around behaviour is a careful consideration of what is best for the children of the school as individuals and as a learning community. Parents are asked to trust the teachers' and principal's professionalism. Lines of communication are always open.

ROLES, RIGHTS AND RESPONSIBILITIES IN THE PROMOTION OF POSITIVE BEHAVIOUR

As outlined above, all members of the school community have a responsibility in the creation of a positive and affirming climate within the school.

The Board of Management of Scoil Naomh Bríd will:

- Provide a comfortable, safe environment for staff and pupils
- Treat all students, parents, guardians and staff in our school community with respect and dignity
- Support the principal and staff of the school in the application of the Code of Behaviour and sanctions used
- Review the Code of Behaviour on a regular basis and support other reviews of the policy as necessary
- Facilitate and support the revision and implementation of any updated policy
- Ensure the school has a policy on, and procedures for, the use of suspension and expulsion that are in line with the NEWB Guidelines (2008,) and with any additional requirements set down by the Patron



- Take special care to ensure that the fair procedures are accessible to people with disabilities or those from different language or cultural backgrounds
- Provide opportunities for staff development by facilitating staff to attend relevant courses and organising in-school staff training
- Discuss serious breaches of discipline, as required, at Board of Management meetings
- Honour their duty of care to school employees and will act to support staff in the promotion of positive behaviour and the management of challenging behaviour

RIGHTS

We all have rights, and with those rights, come responsibilities.

Pupil Rights

- To be educated in a safe and disruption-free classroom
- To be treated fairly, consistently and with respect
- To have their individual differences recognised and provision to be made for these differences
- To be listened to and ask questions, at appropriate times
- To have their positive behaviour affirmed and their negative behaviour choices addressed appropriately

Teacher Rights

- To be treated with respect and dignity by pupils, parents, colleagues and all members of the school community
- To be able to teach in a safe, well-maintained environment, free from disruption
- To have the support and cooperation of all colleagues, parents and the Board of Management, in order to achieve the aims and objectives of the school
- To work in an atmosphere which encourages professional conduct
- To have their professional judgement valued
- To consult with pupils and parents informally and formally, when their professional judgement deems it necessary

Parent/Guardian Rights

- To be treated with respect
- To have a safe and welcoming environment provided for their child
- To expect that there will be a recognition of the individual differences among pupils
- To expect that there will be fairness and consistency in the way pupils are treated
- To communicate with teachers by appointment on matters of mutual interest or concern
- To be contacted at an early stage to discuss difficulties and/or problems



RESPONSIBILITIES

We all have rights, and with those rights, come responsibilities.

Pupil Responsibilities

- To attend school regularly and punctually
- To work quietly and safely, to the best of their ability
- To listen to their teachers and to act on instructions and advice
- To listen to other pupils and to wait their turn to speak
- To show respect for all members of the school community
- To respect the rights of other pupils to learn
- To care for their own property and to respect all school property and the property of other pupils
- To avoid behaving in a way, which would endanger themselves or others
- To contribute to good order in the school, by moving quietly around the school and by keeping the school clean and tidy
- To bring the correct materials and books to school
- To contribute to the drafting of rules for the classroom
- To follow school and class rules and procedures
- In the case of poor behaviour choices - to engage in school procedures to make things right again

Teacher Responsibilities

- To support and implement the school Code of Behaviour consistently and for the duration of the academic year
- To create a warm, safe, welcoming environment for each pupil
- To maintain discipline within his/her own classroom, while sharing a common responsibility for good order within the school premises.
- To make efforts to develop and nurture a sense of self-esteem in each pupil
- To facilitate each pupil to reach their full academic potential, by recognising and providing the individual talents and differences among the pupils
- To recognise and affirm good work and behaviour
- To be courteous, consistent and fair, while keeping opportunities for disruptive behaviour to a minimum and addressing poor behaviour choices appropriately
- To model positive behaviour in how they speak and interact with the children
- To use their professional judgement, to decide when it is necessary to communicate with parents and to provide reports on matters of mutual concern
- To keep a record of instances of serious misbehaviour or repeated misbehaviour
- To report repeated instances of misbehaviour to the Principal
- To work as part of a team with colleagues and engage with procedures outlined in the Code of Behaviour as part of the whole school management of behaviour at Scoil Naomh Bríd

Parent/Guardian Responsibilities

- To remind the children to abide by the school rules, and to be respectful to their teachers
- To encourage pupils to have a sense of respect for themselves and others, and for their property and that of others
- To ensure their children attend school regularly
- To park in a safe way outside the school when delivering and collecting children
- To ensure that children are wearing school uniforms on all occasions unless informed otherwise by the school
- To show interest in their child's education by ensuring their child has the correct books and materials and by signing homework journals and other relevant materials
- To support the school in the implementation of the school Code of Behaviour. It is a condition of enrolment in the school that the parents agree to comply with the school's Code of Behaviour (Education Welfare Act, 2000, Section 23 (4))
- To cooperate with teachers in instances where their child's behaviour is causing difficulties for themselves or others
- To communicate with the school in relation to any issues which may affect their child's progress or behaviour
- To attend meetings at the school if requested
- To show good example to our school community. Parents are expected to model the standards that students are asked to respect
- The ways in which parents and teachers interact will provide students with a model of good working relationships



THE CODE OF BEHAVIOUR AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

- Children who have special educational needs which include behavioural difficulties may have specific targets included in the twice annual Individual Education Plan (IEP).
- Class teachers, special education teachers and special needs assistants support the child with special educational needs or behavioural difficulties through promoting an understanding of expectations and teaching and role-modelling the expected behaviour.
- Teachers support children with special educational needs in interpreting the code and help them understand clearly the purpose of the sanction and the reason why certain behaviours may be unacceptable.
- Professional advice from NEPS psychologist and recommendations from any psychological report, will be used to guide best practice.
- Social Stories, roleplay and videos may be used to explain aspects of the Code of Behaviour to children with special educational needs
- The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

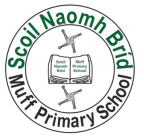
POSITIVE STRATEGIES FOR MANAGING BEHAVIOUR

RESPONSIBILITY OF ALL: TO ENSURE UNDERSTANDING

Schools are all about learning. To facilitate the best opportunities for all children to learn, it is vital that all adults in the school community communicate clear expectations on positive behaviour. It is very important to define clear limits for children to enable them to understand boundaries, and to help create a safe space for them. Positive behaviour helps create a positive learning environment and a safe and secure place for the children to learn and grow.

To facilitate this:

- Teachers, parents and guardians will ensure that students understand how they are expected to behave
- The adult members of the school community will understand how they themselves are expected to behave and model this behaviour for the children
- The school will ensure that a clear system of acknowledging and rewarding acceptable behaviour and sanctions for unacceptable behaviour is in place
- There is an ongoing commitment to make sure children are aware of and understand the behaviour policy, are assured of its fairness and that their voice will be heard



DEFINING CLEAR RULES

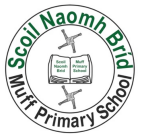
Rules are necessary to ensure the school will be a place where everyone can feel safe and secure.

- Classroom rules are developed by the pupils and teacher collaboratively each year, and the children may be invited to sign the classroom rules
- School rules are discussed with the children at the beginning of each school year and at other times during the year as appropriate
- Teachers and pupils discuss issues involving inappropriate behaviour
- Circle time and assemblies are used successfully throughout the school to promote a positive atmosphere
- The SPHE curriculum supports the Code of Behaviour. It helps pupils develop communication and conflict-resolution skills and appropriate ways of interacting and behaving. It fosters self-esteem and helps children accommodate differences and develop citizenship

Classroom Rules

Forming rules in collaboration with children gives them a sense of ownership over their behaviour. Each teacher will work with their class to formulate a set of class rules which take into account the following principles:

- Rules should be few in number and written in age appropriate language
- Rules should be positively stated
- Rules can outline what to do and what not to do
 - e.g. Do be kind, don't hurt anybody's feelings
 - Do be gentle; don't hurt anybody
 - Do be honest; don't cover up the truth
 - Do look after property; don't waste or damage things
 - Do work hard; don't waste time
 - Do listen; don't interrupt
- The right of all to be heard at a suitable time
- The feelings of others
- The health and safety of all
- The need to act quickly on the teacher's instruction or request
- Learning from one's mistakes
- The need to help one another to learn
- Respect for all visitors
- The protection and respect of property



School Rules

Scoil Naomh Bríd school rules are few in number and displayed in the hall and each classroom.

1. Pupils must be kind to one another and show respect for one another.
2. Pupils must respect and follow directions of adults working in the school.
3. Pupils must follow school procedures.
4. Books and all school property must be treated with care.
5. No mobile phones, cameras, or any electronic equipment. No chewing gum or penknives.

School Opening & Supervision Times

The school gates will open to receive pupils at 9.20 am.

Pupils are not permitted to be on school grounds before that time.

No responsibility is accepted for pupils arriving before 9.20.

Morning bell:	9.30am
Infant day ends:	2:10pm
All other classes:	3:10pm

Children make their way to the gate at 3:10pm.

The school cannot accept responsibility for the supervision of children after 3:10pm.

* During Covid-19

- Parents/guardians have been informed of the revised entry and exit routines for Scoil Naomh Bríd due to Covid-19. Cooperation is much appreciated.

School Uniform

The full official school uniform must be worn at all times when children are in school or representing the school.

Formal School Uniform	PE Uniform – Worn only on Class PE days <i>(not for lunchtime sport activities)</i>
<ul style="list-style-type: none"> • Bottle green jumper or cardigan - with school crest • White shirt or blouse • Green & yellow elasticated tie • Dark grey trousers, skirt or pinafore • Grey or white socks • Black shoes/trainers • Green school jacket with school crest 	<ul style="list-style-type: none"> • Bottle green tracksuit jumper with school crest • Yellow polo shirt with school crest • Bottle green tracksuit trousers

GENERAL BEHAVIOUR EXPECTATIONS

IN THE CLASSROOM

Stay in Seats

- While in the classroom, the children will sit on their seats.
- Children ask permission to go to the toilet/bin.
- Only one child is permitted in the toilet at one time.
- Children are not allowed to run around the classroom.

Take Care of Property

- Children keep their desks tidy.
- Children use the bins provided for rubbish.
- Children respect other people's belongings and do not take them without asking.
- Children respect classroom furniture and walls by not writing on them or damaging them.

Be Respectful

- Children show respect in the classroom when a visitor comes to the door to talk to the teacher.
- The children are not permitted to shout in the classroom/school building.
- Children listen to messages given and do as requested.
- Children show respect for themselves and others by being honest and truthful at all times.
- Children listen when others are speaking.

Participate Enthusiastically

- Children participate to the best of their ability in all subjects/homework and school activities.

IN THE PLAYGROUND

Walk

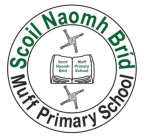
- Children exit classrooms by walking to the playground.

Play Kindly

- Rough play or hurtful behaviour is forbidden (e.g. wrestling, headlocks, all forms of the game bulldog, play-fighting, bullying, intimidation, teasing, jeering, fighting, spitting, kicking, charging in groups, bad language, exclusion)

Follow Procedures

- Children report incidents to teachers on duty.
- Children are not allowed to enter the school during break without permission from teacher on duty.
- One set of toilets is designated for use in each yard during breaktimes.
- A toilet pass system is in operation at lunch. Toilet passes are obtained from the teacher on duty.
- Children are not allowed to go outside the school grounds unless they have permission to do so.



- Children are not permitted to cycle within school grounds (unless during supervised lessons,) to walk on the walls or to sit on the fence.
- If a football goes out of the playground area, children must inform the supervising teacher.
- Children line up in an orderly manner on hearing the bell at the end of breaks when the class teacher will bring them back into the classroom.

Take Care of Our School

- Children take care of the school building, its environment and its contents.

Supervision

- Adequate supervision is provided in the yard.
- Supervision needs are assessed each September depending on new pupil intake and availability of staff. Certain children may be identified as needing closer supervision or to have learning targets around yard behaviour addressed in their IEP. Children are visible in the yard at all times.
- SNAs help children who have special educational needs to play safely with their friends and help the teacher on duty to observe the general safety of the pupils.
- On rainy days, the class teacher ensures each class is engaged in meaningful social play in their classrooms or are watching a movie which has been set up by their class teacher.

IN ALL AREAS OF THE SCHOOL

Participate Enthusiastically

- Children are required to arrive to school on time, bring the necessary materials and not leave during the day without permission.
- Children are expected to participate in all school activities.

Be Respectful

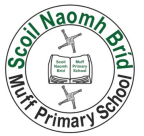
- Use of bad language is not allowed.
- Children are expected to show all staff members and visitors courtesy and respect. Children should give way to adults.
- Bullying is prohibited in the school and will not be tolerated in any form. Students are encouraged to report incidents to staff members, and they will be dealt with in line with our Anti-Bullying Policy.

Take Care of Our School

- Children are required to respect all school property and where damage occurs, parents/guardians will be required to pay for such.

Be Safe

- In the interest of safety and hygiene, glass bottles, bottles of nail polish, aerosols and Tippex are not allowed.
- Chewing gum and pen knives are not allowed.
- Mobile phones, cameras and electronic equipment are not allowed.



Represent Our School Well

- When participating in extra-curricular school activities, represent our school well. Be mannerly, kind and respectful to everyone you encounter.
- When leaving the school grounds for extra-curricular activities on a bus: children line up and follow the teacher to the bus in an orderly manner. While on the bus, all children sit on their seats. No standing or kneeling is allowed.

Leave Safely

- On leaving the classroom at the end of the day, pupils will walk with their teacher in an orderly manner. They join the appropriate bus or walking line. When all classes have joined the line the principal/deputy principal will ask children to proceed out the designated gate.

DURING EXTRA-CURRICULAR ACTIVITIES

Pupils are expected to follow the school's Code of Behaviour during school tours, extra-curricular activities and all other school-linked events. The highest standard of behaviour is necessary on all school outings because of the increased risk to the safety of the children and in order to achieve the purpose of the outing. In individual cases where the teacher, in consultation with the Principal, cannot be fully satisfied that such behaviour will be forthcoming on an outing with a particular child, the child may not be allowed on the outing.

Lunchtime Sports Activities

- Pupils wear their sports clothes under their uniform and change in their classroom
- Pupils must return to their classroom as quickly as possible after lunchtime activities
- Pupils must put their sports shoes in a plastic bag and leave outside their classroom porch before returning to their classroom
- Pupils must bring spare socks to school on sports activity days
- On very wet days, one person at a time may change in the bathroom

THE SCHOOL RULES & STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Class teachers and specialist personnel (such as Special Education Teachers and Special Needs Assistants) should check that standards and rules are communicated in a way that students with special educational needs can understand. It will be helpful to check for this understanding from time to time, especially where a student with special needs is acting in a way that would usually be seen as being in breach of the rules. Teachers may need support in understanding how best to help a student with special educational needs to conform to the behavioural standards and expectations of the school. For some students, visual prompts or pictures may be needed. Some students may need opportunities to practise observing the rules, with feedback on their progress.



Summary: What Good Behaviour Looks Like in Our School

In Our Classrooms	In Our Common Spaces	In Our Interactions
We all work together to make our school a happy place		
<ul style="list-style-type: none"> • Class rules are made by staff and students together • We follow the rules to keep everyone safe • We follow the rules to help create a nice space for everyone to learn • We are always honest • We take responsibility for our behaviour and work to make things right again • We work quietly when it is time to work quietly • We are fair and kind when working in pairs or groups • We wear our proper school uniforms on the correct days • We listen to others • We take care of our own property and that of others 	<ul style="list-style-type: none"> • We walk around the school – we do not run • We move around the school quietly • We listen to adult instructions in the yard and common spaces • We play together kindly outside • When playing with others, we are fair • We are always honest • We take responsibility for our behaviour and work to make things right again • We sit quietly in the hall when events are taking place • We keep our hands to ourselves in the hall • We work together to take care of our school property • Pupils 'Give Me 5' straight away when signal given 	<ul style="list-style-type: none"> • We say 'Maidin Mhaith' in the morning to each other • We say 'Slán leat' to each other • We greet other adults when they come into our classrooms/spaces • We hold doors open for people if we are close by • We step out of the way to let others past • We take turns • We are respectful and kind to each other • We always tell the truth

* **Please note:** Additional Specific Routines/Procedures developed by the working group to ensure staff consistency in the promotion of positive behaviour are outlined in Appendix 1.

BEHAVIOUR STANDARDS THAT SIGNAL UNACCEPTABLE BEHAVIOUR

Standards are also a way of clearly signalling to members of the school community the kinds of behaviours that are not acceptable in the school, for example:

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Theft



APPLICATION OF BEHAVIOUR STANDARDS

Standards, expectations and rules contained in the Code of Behaviour apply in any situation where pupils are still the responsibility of the school i.e. school tours, games and extra-curricular activities, other school-linked events etc. Parents, SNAs, coaches etc. are asked to abide by the Code of Behaviour when helping out in the school and/or with school related activities.

The above list of rules and behaviour expectations may vary slightly from time to time, depending on circumstances and as the need arises. The final interpretation of these regulations rests with the Board of Management, the Principal and the staff. Further school regulations or changes in the existing ones may be made when necessity warrants it.

STRATEGIES, REWARDS AND DEALING WITH INAPPROPRIATE BEHAVIOUR

Our school's emphasis is on clearly communicating positive behaviour expectations and affirming positive behaviour. Recommended good practice is to intervene early and positively if a student's behaviour does not meet the standards expected in the school. Ultimately, children are encouraged to develop intrinsic motivation, however use of positive strategies and rewards can also be used effectively increase motivation.

As outlined above, the staff of Scoil Naomh Bríd use the following positive strategies to effectively manage behaviour in our school:

- Positive everyday interactions between teachers and students
- Good school and class routines
- Clear boundaries and rules for students
- Helping students themselves to recognise and affirm good learning behaviour
- Recognising and giving positive feedback about behaviour
- Exploring with students how people should treat each other
- Involving students in the preparation of the school and classroom rules
- Use of reward systems
- Class circle time & restorative circles
- Restorative meetings
- Contracts agreed between children
- Written reflections



EXPLICITLY TEACHING GOOD BEHAVIOUR

Teachers take opportunities to explicitly teach positive behaviour and help empower the children learn to monitor and self-correct their own behaviour.

Examples of explicit teaching include:

- Rules for good behaviour formally taught at start of school term
- Regular revision of rules at class and whole-school level
- Class signatures of classroom rules
- Explicit teaching of whole school listening signal 'Give Me 5'
- Modelling, prompting and praising appropriate behaviour/manners
- Modelling and encouraging age-appropriate conflict resolution strategies in line with our Restorative Practice Policy
- Discussion/role play of appropriate behaviours with class as part of S.P.H.E. programme
- Visual reminders around the school
- Class meetings/circle time discussions
- Restorative meetings 1:1 / with small groups / with the whole class
- Drama/Role play
- Brainstorming solutions together

* A list of programmes available in the school is listed in Appendix 2.

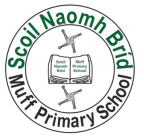
USE OF REWARDS

As previously stated, we will endeavour to develop each child's intrinsic motivation to support the creation of a positive and caring learning community. Therefore positive techniques of motivation and encouragement are utilised by teachers, but an over-reliance on external rewards will be actively avoided.

Classroom merit systems at the teacher's discretion may include:

- Class Marble Jar
- Class Dojo
- Golden Time Chart
- Reward Charts
- Individual 'I'm working for' charts for children with special educational needs

Rewards for students with special needs should take account of their particular learning style. In the case of students with a sensory disability, the reward should be communicated in ways that take account of that. For all students, and especially those with learning difficulties, reward will have an impact when it is closely linked in time to the behaviour that is being rewarded. Targeted and limited use of stickers, stars or other merit systems on a temporary basis and with the assurance that all children will be able to succeed in achieving these merits.



Staff will take the following information into account in the use of rewards:

Effective Use of Rewards	Ineffective Use of Rewards
<p>Reward systems are more likely to motivate students when:</p> <ul style="list-style-type: none"> • They are meaningful to the individual student or group • The student understands what the reward is given for • They acknowledge behaviour that is valued and wanted • They are closely linked in time to that specific behaviour • They are based on a knowledge of the individual and are sensitive to personal, developmental and cultural factors • They are given for effort and not only for achievement • They are used in an inclusive way • Whole-school rewards are used consistently by all staff 	<p>Care is needed to ensure that rewards do not:</p> <ul style="list-style-type: none"> • Become the goal of learning • Result in unhelpful competition • Repeatedly award the same students • Seem unattainable to some students, and as a result, demotivate them

From Developing a Code of Behaviour, Guidelines for Schools, NEWB 2008

REWARDS

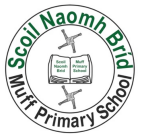
Teachers can choose from a variety of ways to promote positive behaviour including:

Individual Rewards

- Praise & attention, verbal and non-verbal
- Giving positive feedback about behaviour
- Affirming comments, smiley faces or stickers on pupil's work
- Choosing a treat from the 'Good News Box' (vouchers for fun activities)
- Note in the class 'Good News Golden Book'
- Specific and targeted praise through certificates or other forms of recognition
- Praise in front of class group
- Praise from peers
- Display of children's work
- Visit another class to show good work
- Special duties e.g. class jobs
- Choice of activity
- Positive note home / to the office
- Positive comment in homework diary
- Personalised letters to parent(s)/guardian(s)
- Pupil of the Week Award

Whole-Class Rewards

- Trip to the park
- Movie afternoon
- Popcorn treats
- Homework passes
- Extra free time
- Extra PE/games
- Golden Time
- New equipment for classroom e.g. new library book, new game



Whole-School Rewards

- Strategies to promote good attendance e.g. certificates
- Certificates for participation in cross-class buddy reading programmes
- Certificates during assemblies for: Handwriting, Maths Mentions, Gaeilgeoir na Míosa
- Prizes during assemblies for: class with most 'Catch You Being Good' tokens in Junior & Senior yards
- Personalised letters to parent(s)/guardian(s)
- Homework passes
- 'Catch You Being Good' positive token system

RESPONDING TO INAPPROPRIATE BEHAVIOUR

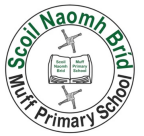
Understanding Behaviour: Behaviour is Communication

All behaviour is communication. A key step in getting back on track with positive behaviour is trying to understand the purpose of the challenging behaviour.

We are all are communicating something through our behaviour during every moment in every day, even if we are not aware of it. A child's problematic or inappropriate behaviour is a sign that he/she is upset and that something is not right. Children sometimes have trouble communicating, because they may not be able to verbally describe the problem or know what to do in a situation. At these times, children may act out their feelings or needs. Children engage in challenging behaviour for a reason. The purpose may be getting someone's attention, stopping an activity they don't like, or satisfying sensory needs. There can be many reasons behind one specific behaviour. The important thing to understand is that children with challenging behaviour are sending adults the message that something is not right or that their needs are not being met.

Most Common Functions of Behaviour	
<p>To obtain/get:</p> <ul style="list-style-type: none"> • Peer attention • Adult attention • Desired activity • Desired object/items • Sensory stimulation: auditory, tactile, etc. 	<p>To escape/avoid:</p> <ul style="list-style-type: none"> • Difficult task • Boring task • Easy task • Physical demand • Non-preferred activity • Parental and family patterns & relationships • Peer • Staff • Reprimands

Since children often use their behaviour to tell us what they need, adults can help the child by figuring out the meaning behind the child's behaviour. All children, but especially those who display challenging behaviour, need the consistency of a reliable and caring adult who will provide support and guidance, especially during difficult times.



Once adults understand what children are communicating through their behaviour, they can respond better. Support can be provided to help the child find alternative ways to act in difficult situations. When adults help children find positive ways to communicate their needs to others, children learn important social and problem-solving skills that will help them throughout their life. Some children need more support than others, and a staged approach to behaviour support is employed in Scoil Naomh Bríd.

Our Approach to Responding to Inappropriate Behaviour

In its approach to supporting good learning behaviour and responding to inappropriate behaviour, the school needs a systematic way of attending to both the impact of inappropriate behaviour on other students and staff, and the impact of a sanction on the student.

Scoil Naomh Bríd operates a protocol of resolving issues at the lowest level when student behaviour does not meet the standards expected in the school / when things go wrong, i.e. by the class teacher. The vast majority of issues will be resolved at this point.

Where teachers feel there may be issues with inappropriate behaviour developing, they need to be proactive.

We use a problem-solving approach:

1. Gather information. Try to understand the context and the factors that may be affecting behaviour.
2. Generate ideas about possible solutions that take account of the reasons why it may be happening.
3. Decide and agree on specific strategies.
4. Implement the agreed strategy consistently.
5. Review progress: evaluate the impact and effectiveness of the intervention.
6. Throughout, keep the relationship with the student as positive as possible; involve the student and parent.

Whole-School Strategies for Responding to Inappropriate Behaviour

Elements of a whole-school approach to inappropriate behaviour include:

- Agreed ways of describing behaviour
- Arrangements for recording behaviour
- A ladder of intervention

Agreed Ways of Describing Behaviour

In order to establish a common understanding and consistent response, the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that may be employed.

A staged approach to dealing with inappropriate behaviour may be used. The aim is to change the behaviour and empower the child to take responsibility for their actions. The teacher (and sometimes the



teacher together with the Principal) will investigate matters and the teacher and sometimes the pupil (and sometimes the teacher with the Principal) will decide on the appropriate sanction depending on the nature of the inappropriate behaviour.

The view taken about how serious any particular behaviour is will depend on several factors besides the actual behaviour itself. These factors will include:

- the frequency, duration and persistence of the behaviour
- whether it is part of an escalating pattern of poor behaviour
- the context of the behaviour

It is important to remember that all children are different, different incidents require different responses and so a general approach needs to be followed. Consistency across the school is crucial but is not about a 'one size fits all' single sanction for a particular offence. Consistency means that in *that* particular situation, with *that* particular child, at *that* particular time, actions taken by the school will follow the same process. The same action from a different child at a different time may result in a different response. In the same way, some children may have modified reward systems in place to support their behaviour choices.

A 'Menu of Consequences' has been prepared, with the input of the students, to involve the child engaging in inappropriate behaviour in having an input into choosing an appropriate consequence.

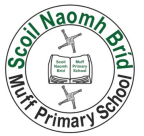
See Appendix 7 for the Major Minor Breakdown

See Appendix 8 for the Menu of Consequences

Arrangements for Recording Behaviour

A simple recording system is in place that allows the school to track, systematically and consistently, any student's behaviour that is a cause of concern. This consists of:

- Yard notebook & tick sheet
- Classroom template for 'Pupil Behaviour and Observations Record' to be kept in each teacher's blue folder
- Behaviour Reflection Sheets (at class teacher's discretion, to be completed at school and a copy sent home to be signed. Principal must be informed when a behaviour reflection sheet is used and when returned. Returned sheets to be stored in blue folders. Incident to be logged in 'Log of Actions') (Appendix 9)
- Think Time Meeting with Teacher Templates (Inform Principal when used, log in 'Log of Actions,' store in blue folder) (Appendix 10)
- Classroom Support Plan template
- Templates of letters to be sent home informing parents at different stages of process (Appendix 3)
- Each teacher has access to the various recording & parental communication templates in this policy and in the online shared folders.
- Other checklists/assessments/supports that may be used:
 - School Support Checklist
 - My Thoughts About School Checklist (NEPS)



- Social Skills Observation Profile (NEPS)
- Basic Needs Checklist (NEPS)
- Frequency Charts
- ABC Behaviour Record
- SNIP Behaviour Audit
- Spence Anxiety Scale
- Spence Behavioural Inhibition Questionnaire
- Behaviour Contract/Improvement/Support Plan

Record Keeping

A standardised record system will allow the school to track an individual student’s behaviour and to check whether efforts to change behaviour are working. All interventions aimed at helping the student to deal with unacceptable behaviour should also be recorded, including contact with parents or referral to other agencies. Positive responses by a student, and evidence of changed behaviour, should be recorded, as should any sanction used, together with the reason why the sanction was imposed. Students should be told when a record is being made about their behaviour, and the reasons for keeping a record.

- Any contact made or received from Parent(s)/Guardian(s) re behaviour must be noted in child’s ‘Log of Action’ in blue continuum folder
- When a behaviour reflection sheet is used or a think time meeting, the Principal should be informed and the Behaviour Record (Appendix 11) to be filled in.

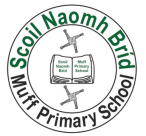
A Ladder of Intervention

As part of the whole-school approach, school staff have an agreed ladder of intervention in response to inappropriate behaviour. This allows for consistency among staff as well as ensuring that there is a planned approach to helping students to change their own behaviour.

Behavioural, emotional and social difficulties occur on a continuum from mild, transient difficulties to difficulties which are significant and persistent. The responses detailed below are incremental, moving from classroom-based interventions to more intensive and individualised interventions. The timing and pace of implementation may vary depending on the level of need, and the nature of the presenting problems. Thus the following framework should be used flexibly, with interventions tailored to the individual needs of pupils.

Three levels at which intervention may take place are outlined below:

Levels of Intervention	
Level 1: Support for All	Most pupils behave appropriately, with the help of consistent and clear routines in class and in school. Occasional, minor misbehaviour should be attended to routinely and effectively through the skill of the classroom teacher
Level 2: Additional Support for Some Students	Some pupils need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing – behaviourally, socially and educationally. Additional inputs or



	<p>interventions might include:</p> <ul style="list-style-type: none"> • Referral to another teacher or adult who can work with the student • Setting targets for behaviour and monitoring them with the student in a supportive way • Behaviour contracts
<p>Level 3: Specialised Support for a Small Minority of Students</p>	<p>A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home</p> <p>The Principal and staff should build good links with any local support services that may be able to assist in responding to the needs of a student with behavioural difficulties. Sources of support may include the National Educational Psychological Service, HSE Community Psychology Services, the National Behavioural Support Service, the National Council for Special Education, Child Guidance Services or Adolescent Mental Health Services</p>

From Developing a Code of Behaviour, Guidelines for Schools, NEWB 2008

Level 1: Support for All

When a teacher becomes aware that a pupil is showing significant behavioural, emotional and social difficulties, the following is recommended:

- Establish and maintain good communication with pupil and his/her parent(s)/guardian(s).
- Review whole class structures to promote key social skills, including use of rewards and incentives.
- Consult with relevant support teachers, with NEPS/NCSE on an informal basis as required, for advice on supporting pupils in the classroom.
- Draw up a classroom support plan, implement, and review as necessary.

Level 2: Additional Support for Some Students

This level involves more systematic gathering of information relating to the pupil's behaviour and the development and monitoring of a support plan (in collaboration with the SET, Principal, etc.)

- Carry out a school based assessment of key behaviours using observation schedules, interviews and checklists.
- Use this information to develop strategies for managing the behaviours, including whole-class, group and individual reward systems and teaching of key social/communication skills in order to promote more adaptive behaviours.
- Review responses to misbehaviours, including tactical ignoring, redirecting and use of consequences for negative behaviours.
- Involve the pupil in the process through an exploration of his/her individual strengths and interests, and in setting specific goals to build self-esteem and a sense of achievement.
- Consult with parents to develop a shared understanding of his/her child's behaviour and involve them in the intervention process.
- Liaise, as required with NEPS and other professionals on an advisory/consultative basis.
- Draw up the pupil's school support plan, implement and set regular review dates.

Level 3: Specialised Support for a Small Minority of Students

This involves a more intensive, individualised response for those with more severe and/or persistent needs and will often include liaison with outside agencies and professionals.

- Consult with the pupil, parents, principal, SETs, NEPS and/or other professionals, as required, when planning and implementing the pupil's education/behaviour plan.
- Use interview and observation along with relevant records and checklists to explore causes and triggers of the pupil's behaviour and to obtain baseline data (e.g. in relation to the frequency and intensity of the behaviour). Involving the pupil in this process helps increase understanding and awareness around his/her own behaviour.
- Agree realistic, achievable targets with the criteria and timeframe for their achievement clearly stated, along with identifying the necessary resources and supports.
- Agree strategies for teaching appropriate behaviours and social and emotional skills.
- Agree approaches to promote pro-social behaviours, including use of rewards and incentives; and strategies for responding to misbehaviours that are clearly articulated and managed by all relevant adults in the school.
- Draw up, implement and review an individual education plan, with an agreed understanding of how interim progress will be recorded and assessed.

Students with special educational needs and/or severe behaviour problems, may have a Behaviour Improvement/Support Plan. The Behaviour Improvement/Support Plan will be a component of their individual Education Plan if it is felt that their behaviour impedes their safety and learning or interferes with the safety and learning of others.

The Behaviour Improvement/Support Plan must include:

- A precise description of the behaviour selected for deceleration and precise description of the behaviour to be developed.
 - A component, which considers the student's school environment and any possibilities for alterations, which will reduce the need for inappropriate behaviours.
 - A positive teaching strategy which serves to teach the pupil specific, socially acceptable behaviour.
 - Details of how appropriate behaviours will be reinforced, how often and by whom.
- These plans will be discussed with parents and all staff working with these students will be made aware of these plans.

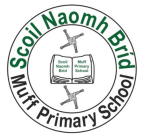
GOOD PRACTICE IN THE USE OF SANCTIONS

The Purpose of Sanctions

The main objective of a sanction is to help the student to learn. Where possible, pupils will be involved in a discussion around appropriate sanctions and part of the decision.

The purpose of sanctions is to bring about a change in behaviour by helping students to:

- Learn that their behaviour is unacceptable
- Regain their calm before dealing with the issue
- Recognise the effect of their actions and behaviour on others



- Understand (in ways appropriate to their age and development) that they have choices about their own behaviour and that all choices have consequences
- Reflect and learn to take responsibility for their behaviour
- Explore alternative ways to act
- Change a pattern of unacceptable behaviour
- Know that there is consistency between home and school around behavioural expectations

A sanction may also:

- Reinforce the boundaries set out in the Code of Behaviour
- Signal to other students and to staff that their wellbeing is protected

In instances of more serious breaches of school standards, sanctions may be needed to:

- Prevent serious disruption of teaching and learning
- Keep the student, or other students or adults, safe

Restorative Practices

Restorative practices are used in our school to provide a focus on developing positive relationships between all members of our school community. Inappropriate behaviour happens and can be disruptive. Serious misbehaviour can have damaging and long-lasting effects including disruption of the pupil's own learning and the learning of others. It can cause distress, anxiety or even pose a threat to the safety of students and teachers. Our policy is to intervene early and positively using the principles of Restorative Practice.

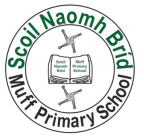
Restorative Practice gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence.

In all cases across the school, the basic steps of the Restorative Practice Approach should be followed – children need to be supported in accepting responsibility for what they have done and enabled to find ways to repair the harm or damage in order to rebuild and strengthen relationships.

Use as a Learning Opportunity

Along with delivering consequences for problem behaviour, in order to bring about a change and reduce problem behaviours, teachers must always:

- Define, teach and acknowledge the expected positive behaviour e.g. 'I know you can work quietly'
- Discuss with the child how to specifically improve behaviour and give advice if necessary
- Use negative consequences to achieve the following four functions:
 1. Prevent a problem behaviour from being rewarded
 2. Prevent a problem behaviour from escalating
 3. Prevent a problem behaviour from interrupting instruction for others
 4. Provide a teaching opportunity ('this behaviour is not being respectful, what does being respectful look like?')



Sanctions and Students with Special Educational Needs

Sanctions may be needed to help a student with special educational needs to learn about appropriate behaviour and skills, as in the case of any student. However, teachers should take particular care that they help the student with special needs to understand clearly the purpose of the sanction and the reason why the behaviour they have chosen is unacceptable. The school and classroom practices that support good learning behaviour are valid for all students, including those with identified special educational needs.

It is important for adults and children to understand that some children may exhibit certain behaviours as their only means to communicate. Whilst we do not accept these behaviours, we may need to make reasonable adjustments to consequences to meet the needs of the individual child. We will make reasonable adjustments to understand why the behaviour has occurred and support the child appropriately. It is important to realise that it is not only the child's academic curriculum that requires differentiation, but that of their social skills too. We also spend the time to discuss these issues with other children to raise awareness of additional needs in order for other children to understand the complexity of the situation.

STRATEGIES TO PREVENT THE ESCALATION OF MISBEHAVIOUR

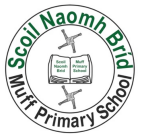
Strategies should:

- Ideally defuse and not escalate a situation
- Be applied in a fair, consistent and transparent way
- Be timely
- Be proportionate to the nature and seriousness of the behaviour

Students and parents should know what sanctions are used in the school. A student should know when they have breached the Code and that the breach warrants a sanction.

The following strategies may be utilised in any particular order, to prevent misbehaviour escalating:

1. Non-verbal signs such as a warning look, a change in tone of voice or stopping speaking and waiting for attention
2. Moving to stand in the vicinity of the pupil
3. Planned ignoring poor behaviour, while praising a pupil demonstrating appropriate behaviours
4. 2:1 teaching (two positive comments praising good behaviour for every correction)
5. Moving the pupil to a quiet spot to work
6. Regular reminders and class discussions about the class/school rules
7. Arrange a 'Think Time' meeting between pupil and class teacher to discuss the behaviour
8. Menu of Consequences

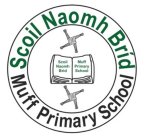


Scoil Naomh Bríd Menu of Consequences				
A Chance	Time Out	Loss of Privileges	Logical Consequences	Getting Serious
Verbal warning	Bench time: 5 mins / 10 mins / 15 mins	Change of seat: temporary / permanent	Clean it	Call home to Parent(s)/Guardian(s)
First warning card	How long: 1 day, 2 days, 3 days, 4 days, longer	Loss of special classroom duties	Fix it	Letter home to Parent(s)/Guardian(s)
Second warning card	Time out in classroom	Missing a class reward	Pay for it	Parent & Teacher Meeting
Behaviour Reflection Sheet & Meet	Time out in another classroom	Loss of Golden Time	Apologise: verbal / letter	Student & Principal Meeting
Think Time Meeting with Teacher		No participation in extra-curricular activities	Finish your work at home	Behaviour Improvement Plan
1 st & 2 nd letter home		Not playing on football team	Extra work for home	Behaviour Improvement Programme
3 rd letter home inviting parent(s)/ guardian(s) to come for meeting with class teacher		Not going away to matches/activities	Writing lines	Formal Report to the BoM
				Suspension
				Expulsion

All sanctions are in line with guidelines from the National Educational Welfare Board

To ensure consistency across the school, a specific response to inappropriate behaviour in the yard has been developed:

	Good Lining Up I am lining up safely and silently	General Yard Behaviour I am playing kindly and respecting property
	Inappropriate Lining Up 5 mins on Junior Bench next break Recorded in yard notebook Class Teacher deals with it	Inappropriate Behaviour Yellow card shown (at teacher discretion for minor behaviours)
	If inappropriate behaviour continues, name is called once Child stands on line facing link Recorded in yard notebook Class Teacher deals with it	Continued Inappropriate Behaviour / Talking Back to Adult on Yard Red card (+5 mins Junior Bench) Recorded in yard notebook & tick sheet
		3 ticks in fortnight Standard note sent to inform parents



SUMMARY: WHAT RESPONDING TO INAPPROPRIATE BEHAVIOUR LOOKS LIKE IN SCOIL NAOMH BRÍD

Step 1:	<ul style="list-style-type: none"> The class teacher deals with incidents in the first instance
	<ul style="list-style-type: none"> Pupils are invited to view the menu of consequences and choose an appropriate consequence in conjunction with their teacher / the adult dealing with the incident
	<ul style="list-style-type: none"> The chosen consequence is noted in the child's behaviour observation sheet in each teacher's blue folder
Step 2:	<ul style="list-style-type: none"> In the case of major or repeated instances, the pupil may engage in a 'Think Time' meeting with their teacher/other staff member, where efforts will be made to: understand the reason for the behaviour, think about who, think about what happened, discuss whether the behaviour is major or minor and discuss an appropriate consequence from the 'Menu of Consequences.'
	<ul style="list-style-type: none"> A review date will be set for a further meeting to monitor the changes.
	<ul style="list-style-type: none"> This is recorded on the 'Think Time Meeting' template that each teacher has a copy of.
Further Steps	<ul style="list-style-type: none"> Parent(s)/guardian(s) will be informed by the class teacher in the case of escalating behaviour/major incidents and may be invited to a meeting to try to find ways to support the child to make better behaviour choices.
	<ul style="list-style-type: none"> In the case of repeated instances, escalating behaviour or major incidents, a levelled intervention approach may be taken whereby the pupil may receive support to make better behaviour choices from additional staff members.

MANAGING AGGRESSIVE OR VIOLENT BEHAVIOUR

- If a child is presenting as aggressive the staff may engage the assistance or advice of the SENO, NEPS, HSE to find strategies to deal with the behaviour, manage aggression, protect other children and staff.
- The NBSS/NCSE may be contacted to provide appropriate training for staff.
- Guidance is also provided in 'Towards Positive Behaviour in Primary Schools' and 'Managing Challenging Behaviour INTO 2004:11.'
- In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff, the staff may need to consider removing the child from class/school setting.

INVOLVING THE GARDAÍ

Where allegations of criminal behaviour are made about a student, these will usually be referred to the Gardaí who have responsibility for investigating criminal matters. The Juvenile Liaison Officer can be a significant source of support and advice for the school and the student.



SUSPENSION

The Board of Management has the authority to suspend a pupil and may do so for up to 10 consecutive school days at one time or for 20 days in a school year. Any suspension for which the pupil has been suspended in a school year for 20 days or more is subject to appeal under section 29 of the Education Act 1998.

Suspension should be a proportionate response to the behaviour that is causing concern. Normally other interventions will have been tried before suspension.

The decision to suspend a pupil requires serious grounds such as:

- The pupil's behaviour has had a seriously detrimental effect on the education of other pupils
- The pupil's continued presence in the school at this time constitutes a threat to safety
- The pupil is responsible for serious damage to property
- A single incident of serious misconduct may be grounds for suspension

PROCEDURES FOR SUSPENSION

The school will observe the following:

- Inform the pupil and their parents about the complaint
- Give parents and pupil an opportunity to respond
- Initial suspension no longer generally than 3 days (except in exceptional circumstances)

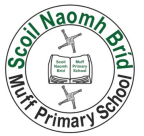
IMPLEMENTING THE SUSPENSION

The principal will notify the parents in writing of the decision to suspend their child and the letter will confirm:

- the period of suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school including any commitment to be entered into by the pupil and the parents
- the provision for an appeal

On return to school the pupil will be given the opportunity and support for a fresh start. The school will then expect the same behaviour of this pupil as of all other pupils.

In exceptional circumstances an immediate suspension may be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school (p.73 NEWB).



RECORDS AND REPORTS

Records of investigation and decision-making	Formal written records should be kept of: <ul style="list-style-type: none"> • the investigation (including notes of all interviews held) • the decision-making process • the decision and the rationale for the decision • the duration of the suspension and any conditions attached to the suspension.
Report to the Board of Management	The Principal should report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.
Report to NEWB	The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (<i>Education (Welfare) Act, 2000, section 21(4)(a)</i>).

AUTHORITY TO SUSPEND

The Board of Management of Scoil Naomh Bríd delegate the authority to suspend a pupil to the principal teacher, Mrs. Teresa Ward.

The Principal may suspend a child for a period of up to but not exceeding 3 days. The Chairperson of the Board of Management is to be informed. The Principal will inform the Chairperson of the grounds for suspension. If the Principal wishes the period to exceed 3 days, she must refer to the Board of Management for approval.

Signed John Farren
Fr J. Farren
Chairperson of Board of Management

EXPULSION

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of Section 24 of the Education (Welfare) Act 2000.

The Board of Management has the authority to expel a pupil.

Before expelling a pupil, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil including, as appropriate:

- Meeting with parents and the pupil to try to find ways of helping the pupil to change their behaviour
- Making sure that the pupil understands the possible consequences of their behaviour, if it should persist
- Ensuring that all other possible options have been tried
- Seeking the assistance of support agencies, if appropriate



A proposal by the Board of Management to expel a pupil requires serious grounds, such that:

- The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- The pupil's continued presence in the school constitutes a real and significant threat to safety
- The pupil is responsible for serious damage to property

The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- A serious threat of violence against another pupil or member of staff
- Actual violence or physical assault
- Supplying illegal drugs to other pupils in the school
- Sexual assault

Appendix 5: Factors to consider before expulsion of a student may be explored as part of the process.

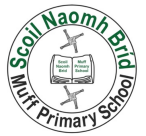
PROCEDURES FOR EXPULSION

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the following procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal (includes contacting parents re behaviour as with suspension)
2. A recommendation to the Board of Management by the Principal (parents informed of the same)
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing
4. Board of Management deliberations and actions following the hearing (incl. informing Educational Welfare Officer. The pupil cannot be expelled before the passage of 20 school days from the date the EWO receives the written notification)
5. Consultations arranged by an Education Welfare Officer (BOM may consider suspending the pupil during this period if the continued presence of the pupil will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff)
6. Confirmation of the decision to expel. (Notifying parents, info on right to appeal-section 29)

APPEALS

Under Section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education and Science against suspension (for 20 days or more in one school year) and expulsion decisions.



RECORDS AND REPORTS

Records of investigation and decision-making	Formal written records should be kept of: <ul style="list-style-type: none"> • the investigation (including notes of all interviews held) • the decision-making process • the decision and the rationale for the decision • the duration of the suspension and any conditions attached to the suspension.
Report to the Board of Management	The Principal should report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.
Report to NEWB	The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (<i>Education (Welfare) Act, 2000, section 21(4)(a)</i>).

PROCEDURES FOR NOTIFICATION OF PUPIL ABSENCES FROM SCHOOL

The Education Welfare Act, 2000, Section 23 (2)(e) states that the code of behaviour must specify, ‘*the procedures to be followed in relation to a child’s absence from school.*’ In relation to explanation of pupil absence parent(s)/guardian(s) must inform the school of absences via the Aladdin Connect app, stating the reason for this absence. Under the Education Welfare Act 2000 the school must inform the National Education Welfare Board in writing of any child who is absent for twenty days or more.

COMMUNICATION

Good communication between home and school is an important part of the whole community approach to positive behaviour management. Efforts will be made to engage with parent(s)/guardian(s) early in relation to concerns about a child’s behaviour. Agreed templates for letters home to inform parents are used for incidents in the yard and using these for class behaviour is at the discretion of each teacher. Parent(s)/guardian(s) are encouraged to contact the school to make an appointment if they would like to discuss something about their child. Parents should be encouraged to talk in confidence to teachers about any significant developments in a child’s life, in the past or present, which may affect the child’s behaviour. If a child is receiving additional support with behaviour as part of a staged approach, parent(s)/guardian(s) will be informed and invited to participate in the process.

Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are reviewed regularly.

The following methods are to be used at all levels within the school:

- Informal parent/teacher meetings
- Formal parent/teacher meetings
- Through children’s homework journal (1st – 6th class)
- Letters/notes from school to home and from home to school
- Aladdin Connect App



A teamwork approach involving the school, home and relevant professionals (where necessary) will be the most effective in the management of challenging behaviour. The school requests and values parental involvement and engagement as a vital element of its approach to behaviour management. Where parental support is not forthcoming, at any stage of the behaviour management response, the Board of Management will be informed and may take action as necessary.

Temporary Staff

- New or temporary staff members are made aware of the Code of Behaviour when starting work. The Code of Behaviour is available on our website and in the staff shared online folder.

STUDENT VOICE

Student Council

Our student council were consulted in the updating of this policy. Following Covid-19, the plan is to engage them in an assembly informing the school community about the Code of Behaviour. The Student Council meet regularly to discuss school issues and work together with staff and the pupils of their classes to find solutions to challenges. It has been very successful and is very welcomed by staff at Scoil Naomh Bríd.

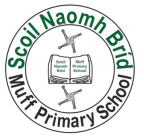
The Student Council were consulted regarding an issue re the misuse of playground equipment in the senior yard and were very helpful in solving the problem. They were also consulted about rewards and consequences that they would like to be available in the school.

Child-Friendly Version of Code of Behaviour Policy

- In order to ensure that all pupils understand the Code of Behaviour, Junior and Senior Child-friendly versions of the policy have been written.
- This child-friendly version is sent home for the children to read and discuss with their parents and formally sign up to each year.
- It is also used for lessons in school.
- 'Think Time Meetings' serve to involve the children in discussions around their behaviour choices and to help empower them to make better behaviour choices in future.

SIGNING UP TO THE CODE OF BEHAVIOUR

Parent(s)/guardian(s) of newly enrolled children receive a copy of the Code of Behaviour. It is a condition of enrolment that each family confirm in writing that the Code of Behaviour is acceptable to them and they



shall make all reasonable efforts to ensure compliance with the Code by the child. (Appendix 6.) The Code of Behaviour is available on our website.

Each year, the Child-Friendly Version of the Code of Behaviour Policy is sent home to be discussed with the children to help ensure their understanding. It will also be discussed in class each year with the pupils and they will sign up to it as part of their classroom rules, which are underpinned by this document.

RELEVANT DOCUMENTS

- Developing a Code of Behaviour: Guidelines for Schools, National Educational Welfare Board (2008)
- Towards Positive Behaviour in Primary Schools
- Managing Challenging Behaviour INTO 2004:11
- Code of Behaviour Working Group Summary (December 2019)
- Code of Behaviour Audit (February 2020)

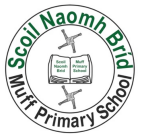
- Restorative Practice Policy
- Anti-Bullying Policy
- Child Safeguarding Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Attendance Policy
- Admissions Policy

RATIFICATION & REVIEW

Review of Scoil Naomh Bríd Code of Behaviour:

Staff reviewed the school Code of Behaviour policy in 2011 to ensure that the existing policy was in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*. It has been reviewed on regular basis since then.

28th June 2011
27th June 2012
11th September 2012
29th November 2013
October 2014
October 2015
October 2016
October 2017
October 2018
December 2019 – June 2020
November 2020
March 2023



In 2019-2020, a major review of the Code of Behaviour was conducted and the new policy was ratified by the Board of Management.

This policy was ratified by the Board of Management on:

10th December 2020

Signed:

A handwritten signature in cursive script, appearing to read 'John Farnham', written over a horizontal line.

Chairperson, Board of Management



APPENDIX 1

SPECIFIC ROUTINES/PROCEDURES IN SNB FOR THE PROMOTION OF POSITIVE BEHAVIOUR

The working group that met to review the Code of Behaviour in 2019-2020 introduced, piloted, refined and defined several new school procedures in response to identified problem areas. All school staff were involved in developing and implementing the changes and report great success in behaviour improvement.

The specific routines and procedures introduced are outlined below:

Target:

To improve behaviour in the breaktime lines

To implement a system to consistently award good behaviour & school citizenship outside of the classroom

1. Introduction of 'Catch You Being Good' positive token system

- Tokens are awarded for:
 - Best line (can be more than one per break)
 - Mannerly behaviour outside
 - General good school citizenship behaviour e.g. picking up rubbish, being kind in our school community
 - Tokens for distribution are kept in the duty pack
 - Awarded tokens are kept in each classroom in a jar or polypocket
 - Class teacher counts tokens before assembly and updates Principal
 - Homework pass is given to class with most tokens in each yard
 - Note:
 - Green tokens are for Gaeilge, white tokens are for behaviour
 - Tokens should be kept and counted separately
 - After assembly, tokens are returned to that class yard duty pack

Results: Pupils have engaged very well with the tokens and staff have noted much more sharing, cooperation, kindness, litter picking and good playing in the yard. Pupils strive to get the best line token and lining up has improved considerably.

2. Clarifying procedures on how to line up well at Scoil Naomh Bríd, with clear, consistent steps for dealing with poor behaviour choices

Note: Staff Meeting March 2023 – removed from current practices as children stand on Xs now

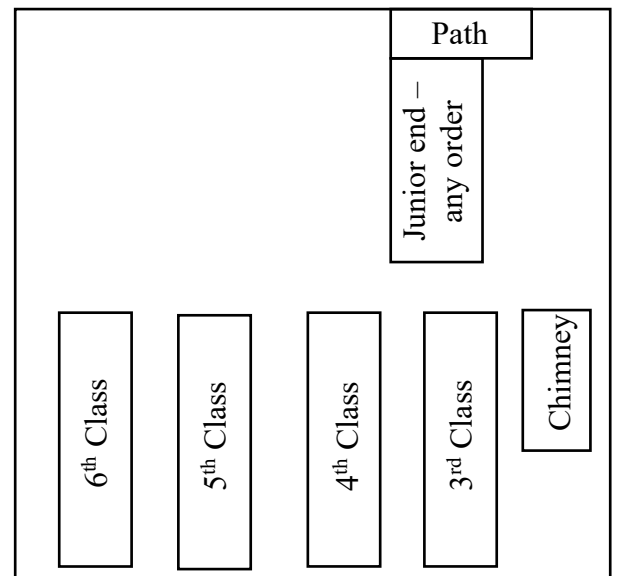
- Children stand on the path line
- For classes with no line, put out arm to touch wall, stand & then put arm down
- Junior end: facing their classroom doors / Senior end: facing the link doors
- No leaning against wall
- No talking, whispering or noise
- One warning can be given: Teacher calls name of pupil
- Second time name called for poor line behaviour, stand on line facing link doors
 - 5 mins time out at next break on junior yard bench
 - Class teacher to speak to child about behaviour on way into class
 - Duty teacher to record in yard notebook & tick sheet
 - If wet play: write on Post-it & put on front of yard book for next break
 - If 1pm: write on Post-it & put on front of yard book for next break

- 6th class teacher can decide if children get the opportunity to monitor other classes depending on behaviour

Results: Behaviour in the lines has hugely improved. Children stand straight and are attentive, quiet and settled before their return to the classroom. All teachers are consistent with high expectations for good lining up, having no noise in the lines, and this has made a huge difference.

3. Improvement in lines going up to pitch

- Junior Yard:
 - Form one long line starting at ramp and going back along library to chimney
- Senior Yard:
 - Form parallel lines at chimney
 - One line per class
 - 3rd closest to chimney
 - 6th closest to grass
 - Duty teacher tells which line to go when
 - Children stand quietly and quietest line goes first
 - Children walk up to the pitch in a line, one line at a time



4. Improvement of lines coming down from pitch

- Junior line on bottom pitch line
- Senior line parallel
- All children walk down
- Junior line goes down first
- Senior line joins after

Result: Much safer movement of children up and down from the pitch. Running and passing out does not happen.

Target:

To introduce a consistent system to record and monitor instances of challenging behaviour in the yard

5. Introduction of Yard Notebook

- To be written in daily by duty teachers
- 3 columns on each page: 😊, ☹️, Falls
- If entry made involving poor behaviour, date inserted in tick sheet to monitor yard behaviour at a glance
- **Update Following Staff Meeting March 2023:**
- Use of Yellow and Red Card system on yard
 - Inappropriate behaviour warning = yellow card.
If yellow card shown: date and Y inserted on tick sheet
 - Second incidence of inappropriate behaviour/one serious incident = red card.
If red card shown: date and R inserted on tick sheet

- Repeated yellow cards: Class teacher may do a Think Time Meeting or address the inappropriate behaviour through a social story (if appropriate)
- 3 red ticks in one fortnight:
 - Duty teacher tells class teacher the day three ticks have been received & draws a line in the tick sheet to show that these ticks have been counted
 - Principal is also informed
 - Reflection meeting between pupil and class teacher
 - Standard letter (with additional information on the incident/behaviour added by Class Teacher) is sent home by class teacher informing parents
 - A copy of the letter is put in a folder in the office (to monitor trends over time)
 - Letter home is recorded in child's log of action in the blue continuum folder
 - The letter should be signed and returned to school the following day
 - If not, a note is put in diary by class teacher querying where the letter is
 - After 4 days, class teacher phones home to ask for letter to be returned
 - Returned letters are kept in the blue continuum folder in that child's section

If little improvement:

- After 2 notes home, a second standard letter is sent home informing the parents that the behaviour has not improved and inviting them in for a meeting

Using the staged approach:

- A classroom support plan for behaviour is put in place for a set time
- If necessary, pupil will progress to receiving School Support

- This approach can otherwise additionally be used on the professional judgement of the school staff and should be listed as an option in the consequences section.

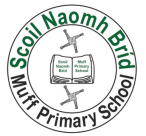
Result: Incidents in the yard are recorded daily by teachers and trends can be monitored over time. Duty teachers have found the notebook helpful and think it is working well.

Target:

To develop a consistent approach to using time out on the bench at breaktime

6. Consistency with Bench time-outs

- All bench time at lunch time (whether given by class teacher or duty teacher) is to be completed on the junior yard benches
- Child reports to duty teacher in their yard that they are on the bench
- Child reports to duty teacher on junior yard and they tell them which bench to sit on and time their time out
- Junior yard duty teacher tells the child when their time is up
- If multiple children are on the bench, they must be spread out and on different benches if possible
- If child wishes to attend lunchtime activities, bench time must be completed first
- Child put on bench by Class Teacher for something in the classroom:
 - Teacher should write Post-It informing yard teacher that child is on bench
 - If for multiple days, Post-It should be put on the outside of the yard notebook
 - Duty teachers should tick to show that the child was on the bench that day
- If wet play: write that and then extra day can be added to the end



Result: Moving all bench time to the junior end has been helpful in the senior yard. Procedures are working well and efficiently.

Target:

To implement a whole school listening signal to get attention quickly en masse when needed

7. Whole School Listening Signal

- Give Me 5: eyes watching, ears listening, voices quiet, body still, hand up
 - Adult signal: raise one hand in the air, children all copy and are quiet until adult puts hand down, then children put hands down and listen to the speaker
 - All teachers teach the signal each year (2019/2020)
 - A poster is displayed in the hall to communicate signal visually

Result: Teachers report this has been very effective before assembly or an event in the hall. SETs find it very useful when working in different classes as it is a universal signal that the children all understand.

Target:

To clarify procedures for the use of Behaviour Reflection Sheets

8. Behaviour Reflection Sheet

- Revised template prepared
- Each teacher has a copy
- Behaviour reflection sheets are usually given at the discretion of the class teacher
- Behaviour reflection sheet to be given by class teacher
- Behaviour reflection sheets are to be filled out at school during the day
- They are taken home to be signed by parents
- The Principal is to be updated on when they are given out and returned
- Returned signed reflection sheets are to be kept in the blue Continuum folder

Target:

To develop a consistent method of describing behaviour in Scoil Naomh Bríd and classifying as major/minor

9. Major / Minor Behaviour Categorisation

- The working group worked on classifying behaviour into Major & Minor categories
 - Facilitated staff discussion this during Croke Park hour
 - Tried to relate to the school rules
 - Most things were falling into the major categories
 - Concern re moving up the consequence hierarchy too soon
 - Proposed a 'Menu of Consequences' available to adult and pupil to negotiate together
 - See Appendices 7 & 8

Results: A table of major/minor behaviours has been created. A 'Menu of Consequences' has been created.



APPENDIX 2 - List of Programmes Available in the School

Different school programmes are available for use at different stages in the levelled approach as part of the whole school approach to positive behaviour management

Programmes that may be used for: School-Wide Support for All Students

Stay Safe

- A personal safety skills programme for primary schools
- Abuse prevention education that addresses personal safety issues such as physical, emotional and sexual abuse, as well as bullying and stranger danger
- Delivered annually as part of the SPHE curriculum

Circle Time

- Circle Time is used to help develop positive relationships between children. It aims to give them tools to engage with and listen to each other.
- It is often used as an opportunity to solve problems that are affecting the class, for example too much talking during lessons, or someone being picked on.
- The whole class takes part in Circle Time at the same time, usually led by their teacher, who sits in the circle with their pupils.
- The circle encourages unity, respect, turn-taking and working together towards a shared vision.

Friends for Life

- Evidence-based school positive mental health programme
- Helps children develop effective strategies to deal with worry, stress and change & teaches skills required to reduce anxiety and promote resilience
- 6 teachers attended NEPS training course
- Whole class, small group, or individual level

Wellbeing Programme

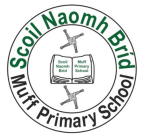
- 9-week whole-school Wellbeing Programme created by Scoil Naomh Bríd teachers
- One theme per week
- Based on some themes from Friends for Life

Get Up Stand Up (Full staff training 2019)

- A social skills learning programme for young adolescents
- Staff received training by NEPS psychologist (Sept. 2019)
- For 6th class
- Delivered in 7 one-hour sessions
- Delivered to small groups
- Needs Class Teacher and Special Education Teacher
- Can be implemented depending on current needs in the school e.g. availability of SET time

Stop Think Do

- Social skills programme for children who have emotional, social behavioural difficulties that affect their ability to make friends
- Whole class intervention



Programmes we may use for:

- Additional Support for Some Students

- Specialised Support for a Small Minority of Students:

ALERT Programme

- 'How Does Your Engine Run?'
- Helps students identify their sensory needs and preferences and encourages student use of sensory motor strategies to support self-regulation so that their engines are running 'just right'
- Can be implemented with individual students, small groups and whole class groups
- Recommended by NEPS psychologist

Retracking

- Resource pack designed to promote student effectiveness and support students who have experienced difficulties at school, which may have led to, or be leading towards their exclusion
- Recommended by NEPS psychologist
- 1:1 programme

Practical Ideas for Emotional Intelligence

- Emotional literacy lesson resource book
- Recommended by NEPS psychologist
- Can be used for designing & implementing individual behaviour plans
- Topics: changing, behavioural change, self-esteem, bereavement, family change, study skills, stress busting, motivation, self-learning, drug awareness, bullying, school refusal and frustration
- Can be delivered in group and individual settings

Check and Connect Mentoring Intervention / One Good Adult

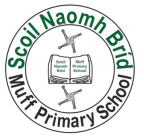
- Studies show that young people who do not feel connected to those around them are more vulnerable to experiencing mental health difficulties
- School questionnaire can help child identify an adult at school that could help to support the child
- Weekly check in that aims to promote student engagement at school and with learning

Socially Speaking

- Social skills programme aimed to increase self-esteem and improve listening skills and expressive language abilities
- Small groups

What to Do When You Worry Too Much

- Interactive self-help book designed to guide 6-12 year olds and their parents through cognitive-behavioural techniques used to help anxiety
- Completed at home with parents
- 1:1



Drawing and Talking

- Drawing and Talking Therapy Training is an experiential programme designed for anyone working with children, young people or adults who may be suffering from trauma or poor mental health.
- Staff member trained (2018)
- 1:1

Nurture Group

- Principal received training (November 2020)
- Staff member trained (November 2020)
- Small group intervention



APPENDIX 3

Letter 1 to Parent(s)/Guardian(s)

Dear Parent(s)/Guardian(s),

I am writing to let you know that _____ has engaged in unacceptable behaviour on 3 occasions within a fortnight.

_____ was responsible for:

- Repeated rowdiness
- Rude interactions with an adult
- Not following instructions
- Deliberately hurting/causing injury to another pupil
- Using inappropriate language
- Repeatedly disrupting/spoiling playtime for the other pupils
- Repeatedly disrupting the learning experience of the other pupils
- Disrespectful and insolent behaviour to a member of the school community
- Other

Comments

Please talk to your child and remind them of the importance of following the school rules. Further consequences and steps will be in line if there is not a significant improvement in behaviour choices.

Informing parent(s)/guardian(s) early is a very important part of our whole school approach to positive behaviour management. Please return this letter tomorrow/the next school day. If the letter is not returned within two days, we will put a reminder note in your child's diary. If it is not returned within four days, we will phone home.

Thank you,

Signed: _____

Dated: _____

I have spoken to _____ about his/her unacceptable behaviour. He/she promises to follow the school rules in future.

Signed: _____

Dated: _____



Letter 2 to Parent(s)/Guardian(s)

Dear Parent(s)/Guardian(s),

I am writing to let you know once again that _____ has engaged in unacceptable behaviour on 3 occasions within a fortnight.

_____ was responsible for:

- Repeated rowdiness
- Rude interactions with an adult
- Not following instructions
- Deliberately hurting/causing injury to another pupil
- Using inappropriate language
- Repeatedly disrupting/spoiling playtime for the other pupils
- Repeatedly disrupting the learning experience of the other pupils
- Disrespectful and insolent behaviour to a member of the school community
- Other

Comments

Please talk to your child and remind them of the importance of following the school rules. The next step would be the implementation of a classroom support plan to specifically target an improvement in behaviour choices. If this is the case, you will be invited in for a meeting on developing the plan.

Informing parent(s)/guardian(s) early is a very important part of our whole school approach to positive behaviour management. Please return this letter tomorrow/the next school day. If the letter is not returned within two days, we will put a reminder note in your child's diary. If it is not returned within four days, we will phone home.

Thank you,

Signed: _____

Dated: _____

I have spoken to _____ about his/her unacceptable behaviour. He/she promises to follow the school rules in future and is aware of the next steps that will be taken if there is not a good improvement in behaviour choices.

Signed: _____

Dated: _____



Letter 3 to Parent(s)/Guardian(s)

Date _____

Dear Parent(s)/Guardians(s),

You have received two notes regarding _____ behaviour. I am concerned that there has been little improvement. I would like to meet with you to discuss this, with a view to moving forward in the future.

To facilitate good behaviour choices, the next step to as part of our school Code of Behaviour is that your child will have a Support Plan put in place.

Please contact the school to make an appointment to meet as soon as possible.

Thank you for your support and cooperation.

Class Teacher



Letter 4 to Parent(s)/Guardian(s)

Date _____

Dear Parent(s)/Guardians(s),

It has come to our attention that _____ chose to break a main school rule, which could have had very serious consequences. Rules are in place to keep everybody safe. When one of our main school rules is broken, it must be taken very seriously.

School Rule(s) broken:

Home school communication is very important to help the child to make good behaviour choices in future.

A 'Think Time' meeting happened today with your child in an effort to facilitate good behaviour choices in future and to help the child to learn. As part of this, a discussion around how to put things right happened and agreeing consequences is a part of putting things right.

The consequence(s) your child chose was/were:

Attached are some notes from today's conversation with your child.

Further and more serious consequences will be necessary if these rules are broken again.

Please discuss this matter with your child and sign the agreement at the bottom.

Please sign and return this letter tomorrow/the next school day.

Thank you for your support and cooperation.

Class Teacher

I have spoken to _____ about his/her unacceptable behaviour. He/she promises to follow the school rules in future.

Signed: _____

Dated: _____



Letter 5 to Parent(s)/Guardian(s)

Date _____

Dear Parent(s)/Guardians(s),

It has come to our attention that _____ chose to break a main school rule, which could have had very serious consequences. Rules are in place to keep everybody safe. When one of our main school rules is broken, it must be taken very seriously.

School Rule(s) broken:

Brief Summary of what happened:

Home school communication is very important to help the child to make good behaviour choices in future.

A 'Think Time' meeting happened today with your child in an effort to facilitate good behaviour choices in future and to help the child to learn. As part of this, a discussion around how to put things right happened and agreeing consequences is a part of putting things right.

The consequence(s) your child chose was/were:

Attached are some notes from today's conversation with your child.

Further and more serious consequences will be necessary if these rules are broken again.

Please discuss this matter with your child and sign the agreement at the bottom.

Please sign and return this letter tomorrow/the next school day.
Thank you for your support and cooperation.

Class Teacher

I have spoken to _____ about his/her unacceptable behaviour. He/she promises to follow the school rules in future.

Signed: _____

Dated: _____



Letter 6 to Parent(s)/Guardian(s)

Date _____

Dear Parent(s)/Guardians(s),

It has come to our attention that _____ chose to break a main school rule, which could have had very serious consequences. Rules are in place to keep everybody safe. When one of our main school rules is broken, it must be taken very seriously.

School Rule(s) broken:

Home school communication is very important to help the child to make good behaviour choices in future.

A 'Think Time' meeting happened today with your child in an effort to facilitate good behaviour choices in future and to help the child to learn. As part of this, a discussion around how to put things right happened and agreeing consequences is a part of putting things right.

The consequence(s) your child chose was/were:

Attached are some notes from today's conversation with your child.

A restorative meeting was also held with the other child to find a way to help that child feel safe. Both children talked about what happened in a safe space and an agreement was made about what could be done to help put things right.

Further and more serious consequences will be necessary if these rules are broken again.

Please discuss this matter with your child and sign the agreement at the bottom.

Please sign and return this letter tomorrow/the next school day.
Thank you for your support and cooperation.

Class Teacher

I have spoken to _____ about his/her unacceptable behaviour. He/she promises to follow the school rules in future.

Signed: _____

Dated: _____



Letter 7 to Parent(s)/Guardian(s)

Date _____

Dear Parent(s)/Guardians(s),

It has come to our attention that _____ chose to break a main school rule, which could have had very serious consequences. Rules are in place to keep everybody safe. When one of our main school rules is broken, it must be taken very seriously.

School Rule(s) broken:

Brief summary of what happened:

Home school communication is very important to help the child to make good behaviour choices in future.

A 'Think Time' meeting happened today with your child in an effort to facilitate good behaviour choices in future and to help the child to learn. As part of this, a discussion around how to put things right happened and agreeing consequences is a part of putting things right.

The consequence(s) your child chose was/were:

Attached are some notes from today's conversation with your child.

A restorative meeting was also held with the other child to find a way to help that child feel safe. Both children talked about what happened in a safe space and an agreement was made about what could be done to help put things right.

Further and more serious consequences will be necessary if these rules are broken again.

Please discuss this matter with your child and sign the agreement at the bottom.

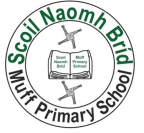
Please sign and return this letter tomorrow/the next school day.
Thank you for your support and cooperation.

Class Teacher

I have spoken to _____ about his/her unacceptable behaviour. He/she promises to follow the school rules in future.

Signed: _____

Dated: _____



APPENDIX 4: Factors to Consider Before Suspending a Student

The nature and seriousness of the behaviour:

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been?
- Has the problem behaviour escalated, in spite of the interventions tried?

The context of the behaviour:

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
- What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- What is the age, stage of development and cognitive ability of the student?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

The impact of the behaviour:

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?
- Does the behaviour have a particular or greater impact on some students or teachers?
- Does the student understand the impact of their behaviour on others?

The interventions tried to date:

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of those interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent services)?

Whether suspension is a proportionate response:

- Does the student's behaviour warrant suspension?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

The possible impact of suspension:

- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the student to change the inappropriate behaviour?
- How will suspension help teachers or other students affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?



APPENDIX 5: Factors to Consider Before Expelling a Student

The nature and seriousness of the behaviour:

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been and over what period of time?
- Has the problem behaviour escalated, in spite of the interventions tried?

The context of the behaviour:

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
- What factors may have triggered or provoked incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

The impact of the behaviour:

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?

The interventions tried to date:

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of these interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?
- Is the Board satisfied that no other intervention can be tried or is likely to help the student to change their behaviour?

Whether expulsion is a proportionate response:

- Is the student's behaviour sufficiently serious to warrant expulsion?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?
- To what extent may expulsion exacerbate any social or educational vulnerability of the student?
- Will the student be able to take part in, and benefit from, education with their peers?
- In the case of a student who is in care, what might be the implications of expulsion for the care arrangements?

The possible impact of expulsion:

- To what extent may expulsion exacerbate any social or educational vulnerability of the student?
- Will the student be able to take part in, and benefit from, education with their peers?
- In the case of a student who is in care, what might be the implications of expulsion for the care arrangements?



APPENDIX 6: Signing up to the Code of Behaviour Policy on Enrolment of Child

Certificate of Co-Operation with the Code of Behaviour Policy

I have read and understood the school rules and this Code of Behaviour. I accept that they are essential for the efficient running of the school. Accordingly, I will make sure that my child/children is/are aware of the rules and procedures laid out in this Code of Behaviour and will abide by them.

Parents of: _____

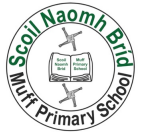
Signed: _____

Dated: _____

APPENDIX 7: Major Minor Breakdown

School Rule(s)			
Pupils must be kind to one another and show respect for one another. Pupils must respect and follow directions of adults working in the school. Pupils must follow school procedures.		We take responsibility for our own behaviour at Scoil Naomh Bríd	
Behaviour	Positive Behaviour Expectation	Minor Challenging Behaviours	Major Problem Behaviour
Interactions with Adults & Others in Our School	We treat ourselves and others with respect: <ul style="list-style-type: none"> We listen to each other We speak kindly to each other We are always honest 	<ul style="list-style-type: none"> Brief or low intensity failure to respond to adult request Socially rude interactions <ul style="list-style-type: none"> Talking back Comments under breath Rolling eyes Using poor tone of voice Persistent annoyance of peers / playful or malicious mocking Not telling the truth 	Any of the minor activities on a repeated basis and/or <ul style="list-style-type: none"> Arguing Refusal to follow directions, procedures or rules Defiance Non-Compliance Engagement in bullying behaviour Wilfully hurting another person in word or deed Unwanted/disrespectful messages verbal or gestural to another person that include threats and intimidation, obscene gestures, pictures, or written notes Breaking a main school rule Continuing to lie when given extra chances to be honest
Disruptive Behaviour	We cooperate to make our classrooms good learning environments for everyone and a safe, happy place to work	Brief or low-intensity: <ul style="list-style-type: none"> Lack of effort to complete tasks Lack of effort to participate Disruption of learning Talking when not supposed to be Talking while others are speaking Shouting Making other noises/noise with materials Being out of seat without permission Involving others in disruptive behaviour 	Any of the minor activities on a repeated basis and/or <ul style="list-style-type: none"> Throwing objects in the classroom/hall Deliberate disruption of others Refusal to follow directions, procedures or rules Defiance Non-Compliance
Inappropriate Language	We use kind words when we speak to each other We always use language that is socially appropriate and respectful	<ul style="list-style-type: none"> Using inappropriate language when speaking to an adult Once-off accidental cursing in gesture or language not directed at another person 	Any of the minor activities on a repeated basis and/or Inappropriate language directed at another person including: <ul style="list-style-type: none"> Using swear words Name calling / use of words in an inappropriate way Using words/names that might offend another person Writing offensive words on any medium in the school Using an inappropriate tone Threatening others

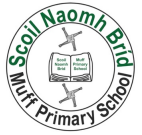




Physical Contact	We keep our hands to ourselves We do not touch other people inappropriately	Inappropriate Physical Contact including: <ul style="list-style-type: none"> • Rough, boisterous or rowdy play • Jumping on someone's back • Pulling, pushing or shoving 	Any of the minor activities on a repeated basis and/or <ul style="list-style-type: none"> • Fighting: Hitting, punching, hitting with an object, kicking, hair-pulling, scratching, nipping, shoving, spitting, tripping, etc. • Any serious physical contact with intent to cause physical harm or injury to another person • Wilfully hurting another person physically • Inappropriate touching of self or others • Exposure or attempted exposure of someone else
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Books and all school property must be treated with care.			
Behaviour	Positive Behaviour Expectation	Minor Challenging Behaviours	Major Problem Behaviour
Respect for Property	We take care of our property, that of others and work together to keep our school clean and cared for	Disrespect for Property <ul style="list-style-type: none"> • Littering 	Disrespect for Property <ul style="list-style-type: none"> • Writing on/defacing books • Writing on/defacing school equipment • Misuse of another's belongings: snatching, etc. • Deliberate or malicious destruction of property • Theft of school or others' property • Any buying, selling, exchanging or trading of property

No mobile phones, cameras, or any electronic equipment. No chewing gum or penknives.			
Behaviour	Positive Behaviour Expectation	Minor Challenging Behaviours	Major Problem Behaviour
Bringing in inappropriate items to school	We do not take in things to school that we are not allowed to	N/A - Bringing inappropriate items to school is a major problem behaviour	Possession of Inappropriate Items <ul style="list-style-type: none"> • Mobile phone • Camera • Electronic equipment • Chewing gum • Penknives • Any illegal substances



APPENDIX 8: Menu of Consequences

Scoil Naomh Bríd Menu of Consequences

A Chance	Time Out	Loss of Privileges	Logical Consequences	Getting Serious
Verbal warning	Bench time: 5 mins / 10 mins / 15 mins	Change of seat: temporary / permanent	Clean it	Call home to Parent(s)/Guardian(s)
First warning card	How long: 1 day, 2 days, 3 days, 4 days, longer	Loss of special classroom duties	Fix it	Letter home to Parent(s)/Guardian(s)
Second warning card	Time out in classroom	Missing a class reward	Pay for it	Parent & Teacher Meeting
Behaviour Reflection Sheet & Meet	Time out in another classroom	Loss of Golden Time	Apologise: verbal / letter	Student & Principal Meeting
Think Time Meeting with Teacher		No participation in extra- curricular activities	Finish your work at home	Behaviour Improvement Plan
1 st & 2 nd letter home		Not playing on football team	Extra work for home	Behaviour Improvement Programme
3 rd letter home inviting parent(s)/guardian(s) to come for meeting with class teacher				Formal Report to the BoM
		Not going away to matches/activities	Writing lines	Suspension
			Expulsion	



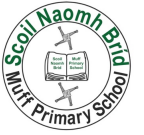
Behaviour Reflection Sheet

Description of My Behaviour
What happened?
Reasons for my behaviour
The School Rule I chose not to follow
What were you thinking then?

Consequences of My Behaviour
What have you been thinking since?
What might have happened?
Who could have been affected/hurt /sad/upset?

Putting Things Right
What could you have done differently?
What needs to happen now to make things right?

Pupil	_____
Parent	_____
Teacher	_____



Think Time Meeting with Teacher

Pupil: _____

Staff Member: _____

Date: _____

Let's start:

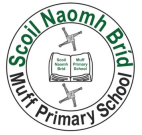
We are having this discussion because: the behaviour you have chosen is not acceptable and you will be given a chance to think about it and make the choice to change something and make better behaviour choices.

Let's try to understand:

What happened? Which school rule did you choose not to follow? What do you think is trying to be achieved through this behaviour? What are you looking for? What might have happened? What happened just before? What have you been thinking since?

Let's think about who: Is anybody else being affected by your behaviour choices?

Let's think about what: Is this inappropriate behaviour major or minor? Is this a once-off or has something like this happened before? What could you have done differently?



Let's think about how to make it right: There are consequences for every action. Let's choose something appropriate together:

Scoil Naomh Bríd Menu of Consequences			
Time Out	Loss of Privileges	Logical Consequences	Getting Serious
Bench time: 5 mins / 10 mins / 15 mins	Change of seat: temporary / permanent	Clean it	Call home to Parent(s)/Guardian(s)
How long: 1 day, 2 days, 3 days, 4 days, longer	Loss of special classroom duties	Fix it	Letter home to Parent(s)/Guardian(s)
Time out in classroom	Missing a class reward	Pay for it	Parent & Teacher Meeting
Time out in another classroom	Loss of Golden Time	Apologise: verbal / letter	Student & Principal Meeting
	No participation in extra-curricular activities	Finish your work at home	Behaviour Improvement Plan
	Not playing on football team	Extra work for home	Behaviour Improvement Programme
	Not going away to matches/activities	Writing lines	Formal Report to the BoM
			Suspension
			Expulsion

In consultation with the teacher, I have chosen this consequence: _____

Let's think about the future: We know you are capable of making good behaviour choices and we can help.

Let's check in again on: _____

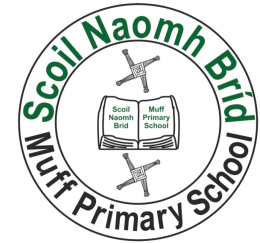
Signed:

Pupil: _____

Staff Member: _____



Our School Rules

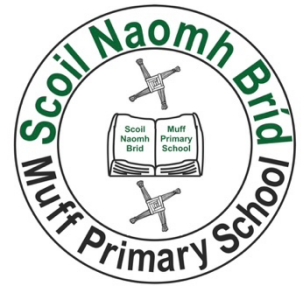


1. Pupils must be kind to one another and show respect for one another.
2. Pupils must respect and follow directions of adults working in the school.
3. Pupils must follow school procedures.
4. Books and all school property must be treated with care.
5. No mobile phones, cameras, or any electronic equipment. No chewing gum or penknives.

Scoil Naomh Bríd

Junior Child-Friendly Version

Code of Behaviour

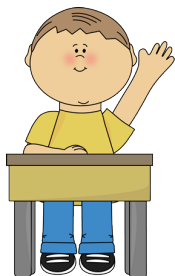
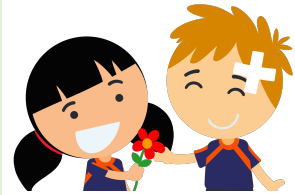
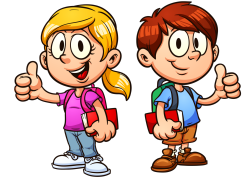


Scoil Naomh Bríd is a happy place to grow and learn.

We keep everyone safe by following the school rules.

Here are our rules:

1. Pupils must be kind to one another and show respect for one another.
2. Pupils must respect and follow directions of adults working in the school.
3. Pupils must follow school procedures.
4. Books and all school property must be treated with care.
5. No mobile phones, cameras, or any electronic equipment. No chewing gum or penknives.



I know that if I have any questions about this, I can ask my teacher.
Our teachers help us to follow the rules.
We listen to our teachers and do what we are told.



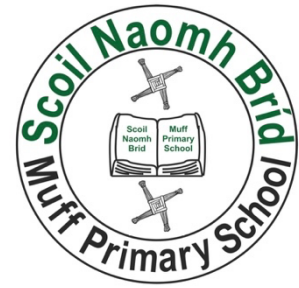
When we follow the rules:

Our teachers are happy and proud.
Our parents are happy and proud.
We are happy and proud.



Scoil Naomh Bríd

Senior Child Friendly Version Code of Behaviour



When everyone in our school shows good behaviour, our school is a happy and safe place to be. We all need to work together to make it a nice place to be.

All students have the right to learn and play in a happy and safe environment where everyone behaves well. We all have rights and we all have responsibilities. We try our best to make things fair.

We all make behaviour choices and should take responsibility for our behaviour. If we sometimes make poor behaviour choices, we can learn to change and make better choices.

All children have the right to be listened to. If we have a problem, we should talk to the teacher or an adult at school and see if they can help us.

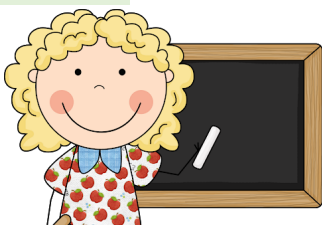
Our children have the right to learn in a safe and happy place.
Our teachers have the right to work in a safe and happy place.
Our parent(s)/guardian(s) are happy when we come to learn in a happy school.

We have some school rules. They make it clear to everyone how we are expected to behave at our school. Here are our rules. They are easy to remember.

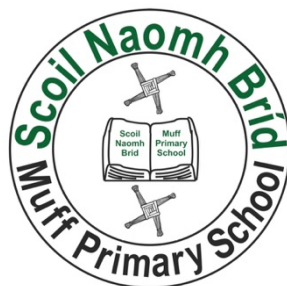
- 1. Pupils must be kind to one another and show respect for one another.**
- 2. Pupils must respect and follow directions of adults working in the school.**
- 3. Pupils must follow school procedures.**
- 4. Books and all school property must be treated with care.**
- 5. No mobile phones, cameras, or any electronic equipment.
No chewing gum or penknives.**



Be kind



Follow adult
directions



Follow school procedures



Take care of
property



Do not take
in things you
are not
supposed to

We make our classroom rules with our teachers. We follow procedures to make sure that our school functions well and we can all learn and have fun together. There are lots of procedures, but our teachers help us to make sure that we follow them.

Some of them are:

Summary: What Good Behaviour Looks Like in Our School		
In Our Classrooms	In Our Common Spaces	In Our Interactions
We all work together to make our school a happy place		
<ul style="list-style-type: none"> • Class rules are made by staff and students together • We follow the rules to keep everyone safe • We follow the rules to help create a nice space for everyone to learn • We are always honest • We take responsibility for our behaviour and work to make things right again • We work quietly when it is time to work quietly • We are fair and kind when working in pairs or groups • We wear our proper school uniforms on the correct days • We listen to others • We take care of our own property and that of others 	<ul style="list-style-type: none"> • We walk around the school – we do not run • We move around the school quietly • We listen to adult instructions in the yard and common spaces • We play together kindly outside • When playing with others, we are fair • We are always honest • We take responsibility for our behaviour and work to make things right again • We sit quietly in the hall when events are taking place • We keep our hands to ourselves in the hall • We work together to take care of our school property • Pupils 'Give Me 5' straight away when signal given 	<ul style="list-style-type: none"> • We say 'Maidin Mhaith' in the morning to each other • We say 'Slán leat' to each other • We greet other adults when they come into our classrooms/spaces • We hold doors open for people if we are close by • We step out of the way to let others past • We take turns • We are respectful and kind to each other • We always tell the truth • If we are outside of the school e.g. at sports, we represent the school well and show exemplary manners



Rewards & Consequences



Making poor behaviour choices might mean our school is not happy place to be for someone – maybe our teachers, or maybe our classmates. Usually poor behaviour choices mean we are trying to communicate something. It is better if we find words to explain what we are trying to say and tell an adult in our school.



**We know that there are consequences for making poor behaviour choices.
Just like there are rewards for making good choices.**

The best reward is that you are happy with yourself and proud of what you have done. Other rewards you might get at school might include: praise, smiley faces, certificates, tokens in the yard and for good behaviour, Golden Time, getting fun jobs around the school, something from the 'Good News Box,' a special treat, a trip to the park, a party, extra free time or a good news note home. You will be able to think of lots more treats with your teacher.



Some consequences that might happen for making poor behaviour choices might be: a verbal warning, a behaviour reflection sheet, a Think Time meeting with your teacher, time on the bench, time out, missing a class reward such as Golden Time, fixing whatever has been broken, extra work, a letter home or a meeting with the Principal.

We are very careful about how we play together in the yard and how we line up. We are always kind and respectful to others. Here is a summary of what happens if you do not line up or play kindly in the yard:



	<p align="center">Good Lining Up I am lining up safely and silently</p>	<p align="center">General Yard Behaviour I am playing kindly and respecting property</p>
	<p align="center">Inappropriate Lining Up 5 mins on Junior Bench next break Recorded in yard notebook Class Teacher deals with it</p>	<p align="center">Inappropriate Behaviour Yellow card shown (at teacher discretion for minor behaviours)</p>
	<p align="center">If inappropriate behaviour continues, name is called once Child stands on line facing link Recorded in yard notebook Class Teacher deals with it</p>	<p align="center">Continued Inappropriate Behaviour / Talking Back to Adult on Yard Red card (+5 mins Junior Bench) Recorded in yard notebook & tick sheet</p>
		<p align="center">3 ticks in fortnight Standard note sent to inform parents</p>

Sometimes different consequences might be needed for different actions or people, depending on how serious the action is or maybe if something like this has been happening a lot. There will be a menu of consequences that can be discussed with the teacher and together you can select one. Consequences are used to help us learn and to make better choices the next time.



Scoil Naomh Bríd Menu of Consequences				
A Chance	Time Out	Loss of Privileges	Logical Consequences	Getting Serious
Verbal warning	Bench time: 5 mins / 10 mins / 15 mins	Change of seat: temporary / permanent	Clean it	Call home to Parent(s)/Guardian(s)
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Think Time Meeting with Teacher		No participation in extra-curricular activities	Finish your work at home	Behaviour Improvement Plan
1 st & 2 nd letter home		Not playing on football team	Extra work for home	Behaviour Improvement Programme
3 rd letter home inviting parent(s)/ guardian(s) to come for meeting with class teacher		Not going away to matches/activities	Writing lines	Formal Report to the BoM
				Suspension
				Expulsion

Your teachers will teach you all about how to meet the school's behaviour expectations lots of times during the year. They will also remind you if you forget something once or twice. If you forget a lot, then some different steps might have to be taken to make sure you can make more good behaviour choices. These steps are quite serious and we hope that we do not have to use these often. This might be a special 'think time' meeting with you, a meeting with your parents, making a special plan to help you stay on track, or working with a special education teacher on behaviour. Sometimes, poor behaviour choices may lead to suspension or maybe even expulsion. We hope that we can all work together and take responsibility for our behaviour long before we have to consider something like this.

Our school should be a happy and safe place for our pupils to learn and our staff to work. We all need work together to make sure this happens.



All students will discuss the Student Friendly Code of Behaviour with their teachers and sign up to it. We do this every year, so that everyone remembers what they are signing up to and we can be sure Scoil Naomh Bríd is a safe and happy place to be.