



Code of Behaviour

The following Code of Behaviour has been devised for Dunboyne Junior Primary School following a review of the existing Code during the second term of the 2022-23 and the first term of 2023-24 school year. Representatives of the school staff and the Board of Management took part in the review.

Introductory Statement

Dunboyne Junior Primary School aims to provide a happy, secure, friendly, learning environment, where children, parents, teachers, Special Needs Assistants, ancillary staff and Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere.

The school community of parents, school staff and Board of Management have a central role to play in the children's social and moral development just as it does in their academic development. As a community we recognise that in seeking to define 'acceptable standards of behaviour' we acknowledge that these are *goals to be worked towards* rather than expectations that are either fulfilled or not. The children bring to school a wide variety of behaviour and it is our goal to guide and encourage each child towards standards of behaviour which are acceptable and in keeping with a school setting. As a school community, we aim to work towards standards of behaviour based on the basic principles of respect, honesty, consideration and responsibility for ourselves and for one another.

Rationale

The review of the Code of Behaviour was conducted to ensure that it is in compliance with legal requirements and good practice as set out in 'Developing a Code of Behaviour: Guidelines for Schools.' (National Education Welfare Board-2008.) It is also a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to the obligation on schools to prepare a Code of Behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:

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


The policy is also required to put in place procedures, which will ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in an ordered, secure and disruption-free environment.

Involving and encouraging all members of the school community in developing, formulating and reviewing this policy on behaviour will promote partnership, ownership and implementation of a 'living policy,' one which is actively implemented/promoted in the whole school community.


Links to School's Mission Statement

Dunboyne Junior Primary School is a co-educational, Catholic, primary school which strives to provide a

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well- ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the students are identified and addressed. The care of each child is of paramount importance to the staff. As partners, we aim to help the children to develop their holistic potential by providing opportunities for creative and academic development. The whole school community of staff, students, parents and Board of Management endeavours to make this school a welcoming place, which celebrates difference, tolerance and respect for others. Dunboyne Junior Primary School will endeavour to enhance the self-esteem of everyone in the school community, to imbue in the student's respect for people and property and to encourage them to take responsibility for their behaviour. Our overriding rule is Kind Words, Kind Hands, Kind Feet.

Where does the Policy Apply?

The standards and expectations contained in the Code of Behaviour policy apply in the school and in any situation where the student, although outside the school, is still the responsibility of the school. Examples include school tours, games and extracurricular activities and attendance at events organised by the school.

Our Vision

It is our vision to provide a happy and secure environment which is conducive to the learning and personal development of each child. To help us achieve this vision, the support and cooperation of students, parents and staff is essential. Our guiding vision is to inculcate in each student a sense of belonging to and pride in Dunboyne Junior Primary School. Students, parents, teachers and other staff are expected to uphold the ethos of the school in a spirit of cooperation and partnership.

The school places great emphasis on encouraging positive behaviour in students and programmes will be implemented in the classrooms which will encourage this (SPHE programme / Grow in Love religion programme etc.) Good behaviour is based on good relations among parents, children and the school staff. We agree that a high standard of behaviour requires a strong sense of community within the school and a high level of cooperation among staff, parents and students.

Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, fair and consistent manner where the limits of behaviour are clearly defined and children become familiar with the consequences of behaviour beyond these limits.

The overriding principle governing this code is respect - respect for ourselves and others, our own and others' property and for the environment.

While the Board of Management of the school has ultimate responsibility for behaviour in the school, within the school, the overall day-to-day responsibility for behaviour rests with the principal, staff and students. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises. Parents/guardians can support the school by encouraging their children to understand the need for school rules and by communicating any relevant concerns to the school.

Aims of the Code of Behaviour

- To create a positive learning environment that encourages and reinforces good behaviour.
- To create a positive and safe environment for teaching and learning.
- To facilitate the education and development of every child.
- To develop in all children the skill of respect - respect for ourselves and others, our own and others' property and for the environment.
- To encourage students to take personal responsibility for their learning and for their behaviour.
- To foster a sense of responsibility and self-discipline in students and to support good behaviour patterns based on consideration and respect for the rights and needs of others.
- To help young people to mature into responsible participating citizens.
- To promote self-esteem and positive relationships of mutual support among students, staff and parents.
- To ensure consistency of response to both positive and negative behaviour.
- To ensure that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Restorative Practice

Restorative Practice is at the core of our school's policy. This 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. It gives the children an opportunity to take responsibility for their own behaviour.

Code of Behaviour

The Code of Behaviour covers the following areas:

- Student behaviour in class
- Student behaviour in the playground
- Student behaviour in the school environment and on school outings
- Promoting positive behaviour in the school
- Dealing with unacceptable behaviour
- Suspension / Expulsion

Student Behaviour in Class

Children will be supported in being courteous and respectful in class. In saying that, we acknowledge that some children will need additional support in this regard. Children will also be encouraged to make their needs known to the teacher as this can help the teacher to support them. Students however should respect the right of other students to learn. Disrespectful behaviour towards another student or towards a teacher or another member of staff is not acceptable.

Classroom Rules / Expectations

Guiding Principles:

- Use good manners at all times -respect, honesty, consideration and responsibility for ourselves and for one another.
- Always do your best and allow others to do the same.
- Be aware of others, be a friend to everybody.
- Raise your hand, wait and listen to the person who is speaking.
- Take good care of personal and classroom property.
- Ensure you are safe in class and make it safe for others.
- Pick up any belongings off the class room floor before going home.

At the beginning of each year, the class teacher and the children will discuss the need for and devise a list of class expectations / rules. These will be few in number, positively phrased, and displayed in a prominent position in the classroom where all the children can see them. Where possible a visual cue should accompany the text of the rules/expectations. These are referred to regularly throughout the year by the teacher particularly at establishment times (after holidays, mid-term breaks).

Playground Rules / Expectations – General Comment

Students should treat others, as they would like to be treated themselves. Any behaviour, which endangers or offends others, is not permitted. Rough behaviour e.g. fighting, kicking, spitting is forbidden. Games or activities considered dangerous are not allowed. Any behaviour, which interferes with other students' play, is not permitted. Students may not leave the playground for any reason during breaks without permission of the supervising teacher; this includes re-entering the school building without permission.

Out of Class / Playground Expectations

Break time and Playground

- Walk on the corridors and in the yard. Avoid running as this can lead to accidents.
- Stay within the boundaries in the yard i.e. each year group remain in their section of the yard.
- Children must be respectful of each other's personal space on the yard.
- Play safely and fairly. Treat others fairly, the way you would like to be treated.
- Keep the yard and school environment litter-free and tidy.
- Respect every child's and all school property.
- Line up quickly and quietly and leave and return to your classroom in an orderly fashion.
- Children remain inside for breaks on wet / severe weather conditions are severe.
- Children eat their lunch inside each day and place any food waste and packaging from their lunches back into their lunch boxes to take home.
- Children line up before going to the yard and do not proceed to the yard until led out by their teacher.
- Children are encouraged to be inclusive in their play.
- No 'rugby tackles' nor is any type of tackle or catch which involves catching someone around the neck area are allowed on the playground.

- Under no circumstances are children allowed to get an item that has gone outside the playground area i.e. into the Senior School football pitch without alerting and seeking the permission of the teacher on duty first.
- Children must cooperate with the staff on the yard.
- Children line up quietly at the end of break and wait for their teacher to lead them into class.
- Children must use the equipment on the yard in the correct manner.
- Children are asked to be respectful of visitors and staff in the school e.g. holding the door open, letting visitors/ staff pass.

Behaviour in the School Environment and on School Outings

Respect and courtesy towards others is expected. When on school outings, students are expected to behave in an orderly manner and show respect for public property. Students should always cooperate with their teachers and support staff.

School Attendance

Under the Education Welfare Act 2000, absences must be explained by a brief note via Aladdin. Absences of 20 days or more must be referred by the school to the **Education Welfare Board / Tusla Education Support Service (TESS)**.

Promoting Positive/Acceptable Behaviour

Promoting positive behaviour is the main goal of the Code of Behaviour. Students are more likely to benefit from their education and to be happy in a structured, caring environment, where high standards of behaviour are expected and adhered to. In Dunboyne Junior Primary School we recognise that the quality of relationship between students and teachers is one of the most powerful influences on student behaviour. Children will be encouraged, praised and listened to by adults in the school. Praise will be given generously. Praise will be directed towards the appropriate behaviour as opposed to the child e.g. *'Well done, you waited quietly while I was organising the maths equipment.'* instead of *'You are a great girl.'* When behaviour is praised, there is a greater chance of that behaviour being repeated in the future. When behaviour is praised, children will also be clear about the reason for the praise and other children will strive to copy that behaviour.

The following are some examples of how positive behaviour may be acknowledged.

- A verbal acknowledgement of the effort and of good behaviour.
- A positive comment in a student's copy.
- A mention to parent (written or verbal.)
- A word of praise in front of a group or class.
- A visit to another member of Staff or to the principal's office to acknowledge the positive behaviour/effort.
- Giving a star or other merit sticker.
- Delegating some special responsibility or privilege to the student.
- Additional 'Golden Time' given to preferred activity chosen by the child or class.

Note to Parents: Promoting Positive Relationships - Birthday Party Invitations:

The policy review recommends that when birthday party invitations are being handed out, they are not handed out in class / school. Not including a particular child or a number of children can cause great upset.

All everyday instances of a minor nature are dealt with by the class teacher or the supervising teacher. For repeated incidents of minor misbehaviour or for incidents of a more serious nature, parents will be contacted at an early stage so that they can support their child in bringing about a change of behaviour. All staff are aware of the importance of using a 'Restorative Practice' approach when attempting to resolve incidents of misbehaviour. When using this approach, the child will be reasoned with and given an opportunity to reflect on how his/her behaviour is affecting others or affecting his/her own learning. The use of the Reflective Logs (Appendix 3) will allow the child to reflect on his/her behaviour and will help in the dialogue between the teacher and the child.

The child will be praised for his/her effort in changing behaviour. If the teacher perceives that the child is having difficulty in changing behaviour, the teacher should access support from other members of staff with the view to creating an 'action plan' to bring about the desired change. Every effort will be made by the teacher and other staff members to 'catch the child being good.' Visual reinforcement (stickers, stars) may also be useful with some children. This will allow them to see their progress in their notebook/chart.

The class teacher will record cases of repeated minor misbehaviour and incidents of a more serious nature in the school's 'Behaviour Report Form.' (Ref Appendix 2 – Behaviour Report Form.) This 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 will be recorded, including contact with parents. The form will be kept securely in the principal's office in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003. (Ref p. 62- Developing a Code of Behaviour Guidelines for Schools 2008)

Where a child doesn't succeed in changing his/her behaviour, having had supportive interventions from the class teacher and staff and parents, an assessment may be required from an outside agency e.g. School Psychological Service, School Psychiatric Service, and Occupational Therapy service, where available as there may be a reason for the child's inability to behave appropriately.

Sanctions will be used sparingly and only in a way that helps students to understand the consequences of their behaviour and to take responsibility for changing that behaviour. Sanctions are part of a plan to change inappropriate/unacceptable behaviour. (Ref: Chapter 8, Developing a Code of Behaviour / Guidelines for Schools.) The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable.
- helping them to recognise the effect of their actions and behaviour on others.
- helping children (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences.
- helping them to learn to take responsibility for their behaviour.

A sanction may also reinforce the boundaries set out in the Code of Behaviour and signal to other students and staff that their wellbeing is being 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.

Sanctions should be used at all times in a respectful way that helps students to understand the consequences of their behaviour and to take responsibility for changing that behaviour. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the student devise strategies for this. The following steps may be taken when a child behaves inappropriately:

- Reasoning with student, stating inappropriate behaviour and advice on how to change his/her behaviour. Use of a reflective log may be of benefit at this stage. (Appendix 3)
- Contact parents-agreed behavioural support plan put in place. (Change of specific behaviour rewarded)
- Verbal reprimand including advice on how to improve
- Prescribing of additional suitable work
- Temporary separation from peers- at the back of the classroom or supervised by a SET teacher. ("Time Out") - Children should not be sent to a different class. (Shames the child!)
- Loss of privileges- further sanctions needed (e.g. Golden Time)

A. Suspension / Expulsion from school

(Reference Chapter 11 and 12 of Developing a Code of Behaviour for Schools, National Educational Welfare Board, 2008)

Section 21 (4) of the Education (Welfare) 2000 Act requires that if a pupil is suspended for a period of not less than 6 days The Education Welfare officer shall be informed, by notice in writing. While the BoM has the authority to suspend, they have delegated this authority to the Principal together with either the chairperson of the BOM or in his/her absence the Deputy Principal for periods of up to three days. Where the cumulative total of day's suspension reaches 6, the Child and family Agency will be notified. The following procedures as outlined in the current Túsla (Child and family Agency, formerly NEWB) guidelines will apply:

- Investigation of the facts to confirm serious misbehaviour.
- Parents will be informed by phone or in writing about the incident.
- Parents will be given an opportunity to respond.
- If suspension is still decided upon the Principal notifies parent in writing of the decision to suspend. The letter should confirm.
 - a) The period of the suspension and the dates on which the suspension will begin and end.
 - b) The reasons for the suspension.
 - c) Any study programme to be followed.
 - d) The arrangements for returning to school, including any commitments to be entered into by the student and the parents.
 - e) The provision for appeal to the Board of Management or secretary general of the Department of Education (DE). (Only where the total number of days for which the student has been suspended in the current school year reaches 20 days.)

Factors which influence a decision to suspend are as follows:

- The nature, seriousness, impact and context of the behaviour.
- The interventions tried to date.
- Whether suspension is the appropriate response.
- Whether the pupil's behaviour has had a seriously detrimental effect on the education of other pupils e.g. shouting at teacher, being disruptive, refusing to work, not allowing others to work, taking up teacher's teaching time due to inappropriate behaviour.
- Whether the pupil's continued presence in the school at the time constitutes a threat to the safety of pupils/staff e.g. physical fights in school yard, leaving school premises without permission, serious consistent incidents of bullying or racism, use of bad language to any member of school community

B. Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the student reinstated to the school. The parent(s) must give a satisfactory undertaking that a suspended student will behave in accordance with the school code and the principal must be satisfied that the student's reinstatement will not constitute a risk to the student's own safety or that of the other students or staff. The principal will facilitate the preparation of a behaviour plan for the student if required and will re-admit the student formally to the class.

Expulsion

The decision to permanently exclude a pupil from Dunboyne Junior Primary School will be made solely by the Board of Management (B.O.M). Expulsion is a very serious step and is only taken in extreme cases of unacceptable behaviour and only after the school has taken significant steps to address the behaviour. These steps include the following:

- Meeting with parents and pupil to explore ways of helping pupil change his/her behaviour.
- Making sure that the pupil understands the possible consequences of the behaviour, (if it should persist).
- Ensuring that all other possible options have been tried.
- Seeking the assistance of support agencies e.g. National Educational Psychological Service (NEPS), Health Service Executive Community Services (HSE), NCSE formerly National Behavioural Support Service (NBSS). The grounds for expulsion and the factors which need to be considered are similar to those for suspension, however where expulsion is concerned the school will already have tried a series of other interventions including suspension which unfortunately have not changed the pupil's behaviour.

Expulsion for a first offence

The following kinds of behaviour may warrant such expulsion:

- A serious threat of violence against another pupil or staff member.
- Violence or serious physical assault.
- Supplying of alcohol / drugs.

Procedures in respect of expulsion

1. A detailed investigation carried out under the direction of the principal.
2. Inform parents in writing of alleged misbehaviour, how it will be investigated and that it could result in expulsion.
3. Give parents and students the opportunity to respond before a decision is made.
4. A recommendation to the B.O.M. by the principal (see page 84 National Educational Welfare Board guidelines)
5. Consideration by the B.O.M. of the principal's recommendations and the holding of a hearing. (see page 84 NEWB Guidelines)

6. B.O.M. deliberations and actions following the hearing. (page 85 NEWB Guidelines)
7. If B.O.M. is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing, of its opinion and the reasons for this opinion. The intention to expel a student does not take effect until 20 school days have elapsed after Túsla have received written notification. Túsla should be notified using a Notice of Intention to Expel form which is available on www.schoolreturn.ie or from their helpline (1890 36 3666). This form should be completed and sent to Educational Welfare Services, Túsla - Child and Family Agency, Floor 4, Brunel Building, Heuston South Quarter, Dublin 8
8. Consultations arranged by the EWO.
9. Confirmation Board of Management of the decision to expel.

Appeals

Parents may appeal the decision to expel to the Secretary General of Department of Education and Skills. The appeals process under Section 29 of the Education Act 1998 begins with the appointment of a mediator. An appeal may also be brought by NEPS on behalf of the pupil.

C. Children with Additional Needs

All children are required to comply with the Code of Behaviour. However, the school recognises that children with Additional needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/ resource teacher, and/or principal as appropriate. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable. The children in the class or school may be taught strategies to assist a student 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.

D. Roles and Responsibilities

The Board of Management is responsible for ensuring that the policy is in place and is implemented in the school. The whole school community of staff, students, parents and others is responsible for supporting and implementing the policy on an ongoing basis in the school.

E. Adult Behaviour: Responsibility of Adults/Expectations of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

Board of Management

The Board of Management is expected to:

- Provide a comfortable, safe environment.
- Uphold the characteristic spirit of the school and be accountable to the patron in this respect.
- To consult and keep the patron informed of decisions and proposals.
- Support the Principal and staff in implementing the code.
- Ratify the code.
- Ensure the code is communicated to the whole school community. (Ref: Section V)

The Principal

The Principal is expected to:

- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.

- Arrange for a review of the code every four years. (Board of Management term).

School Staff

- support and implement the school's Code of Behaviour.
- be cognisant of their duty of care.
- create a safe, welcoming atmosphere for their students.
- praise desirable behaviour.
- facilitate students to reach their full academic potential.
- be courteous, consistent and fair with students and parents.
- keep opportunities for disruption to a minimum.
- keep record of serious/gross misbehaviour or repeated instances of minor misbehaviour.
- provide support for colleagues.

All teachers in the school are members of the Teaching Council and are obliged to follow the 'Code of Professional Conduct for Teachers' published by the Teaching Council in accordance with Section 7(2) (b) of the Teaching Council Act, 2001.

Parents/Guardians

Parents are expected to:

- ensure their children attend school regularly and on time and that they are collected from school on time.
- encourage their children to follow the school's Code of Behaviour.
- make an appointment beforehand if they need to see a teacher.
- treat all members of the school community with respect.
- provide a note on Aladdin for all absenteeism.
- inform the class teacher/ school office of any change to the collection procedure for their children.
- cooperate with teachers in instances where their child's behaviour is causing difficulty to others.
- communicate to the school change in circumstances instead which may affect their child's behaviour.

Expectations

Staff can expect to:

- be treated with respect.
- work in a well-maintained physical environment relatively free from disruption.
- get support and cooperation from colleagues and parents in order to achieve the school's aims and objectives.
- be listened to and participate in decision-making which affects their own work and that of the school in general.
- work in an atmosphere that encourages professional development.
- get support and professional advice from the Board of Management, Department of Education, the National Education Welfare Board, the National Council for Special Education and the National Educational Psychological Services to help to cater for the psychological, emotional and physical needs of their students.
- have grievances dealt with in a systematic manner – referral to Principal/Chairperson/Board of Management. Ref: Catholic Primary School Management Association (CPSMA Grievance Procedure)

Parents

Parents can expect to:

- be treated with respect.
- have a safe and welcoming environment for their child.
- obtain recognition for individual differences among students having due regard for the resources that are available.
- have fair and consistent procedures applied to the school's dealings with students.
- receive progress reports in accordance with agreed school.
- receive information on school's policies and procedures.
- have grievances dealt with according to INTO and the principal management bodies agreed procedures.

Communication of the Code of Behaviour (including Anti Bullying Policy) to the School Community.

- ◇ Incoming students: A digital copy of the school's Code of Behaviour and Anti-Bullying Policy will be given to the parents of the incoming Junior Infant class prior to the open day via Aladdin each year.
- ◇ Parents/guardians will be required to sign an undertaking supporting the policy on Aladdin.
- ◇ A copy of the school's Code of Behaviour/Anti-Bullying Policy will be uploaded to the school's website following review. Parents/guardians will be contacted by the principal and their attention drawn to changes in policy.
- ◇ All staff have been involved in this review. A digital copy of the Code of Behaviour/Anti-Bullying Policy will be distributed to all staff members and to members of the Board of Management following ratification of the policy.
- ◇ A copy will be available to parents and others on request from the school office.
- ◇ The school's Code of Behaviour/Anti-Bullying Policy is available online at: www.dunboynejps.ie

Success Criteria

The success of this policy will be measured against its success in promoting positive behaviour in the school and in preventing and dealing with inappropriate behaviour when it occurs. Its success will be measured against the practices and procedures listed in this policy being consistently implemented by teachers and being supported by the parent body of the school. Feedback from students, parents and staff will also inform this decision.

Review and Evaluation

The effectiveness of the policy will be reviewed on an annual basis by the Board of Management.

Approval by the Board of Management

This revised document was approved by the Board of Management on 9th April 2024.

Signed Chairperson: 

Appendix 1: Reference Document: Factors to consider before suspending a student. (Page 72 of *Developing a Code of Behaviour, Guidelines for Schools*)

The Board of Management will consider:

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 2: Behaviour Report Form.

Investigating teacher(s): _____

Date: _____

Child/parent/staff reporting incident: _____

Child(ren) involved (aggressor/target/bystanders)

Name(s)

Incident Details /Notes of interview with child / children (attach additional sheets to this form if required. Seek answers to what, where, when and why)

Conclusion arrived at:

Date parents were informed of outcome of investigation: _____

Action Plan: Agreed steps with child/parents taken to resolve incident.

Follow-up:

Principal's signature _____ **Teacher's signature** _____

Follow-on support provided (date and sign)

Appendix 3. (b) Time-Out Sheet Cool-Off Time. *(For younger child)*

What did I do?

Why did I do it?

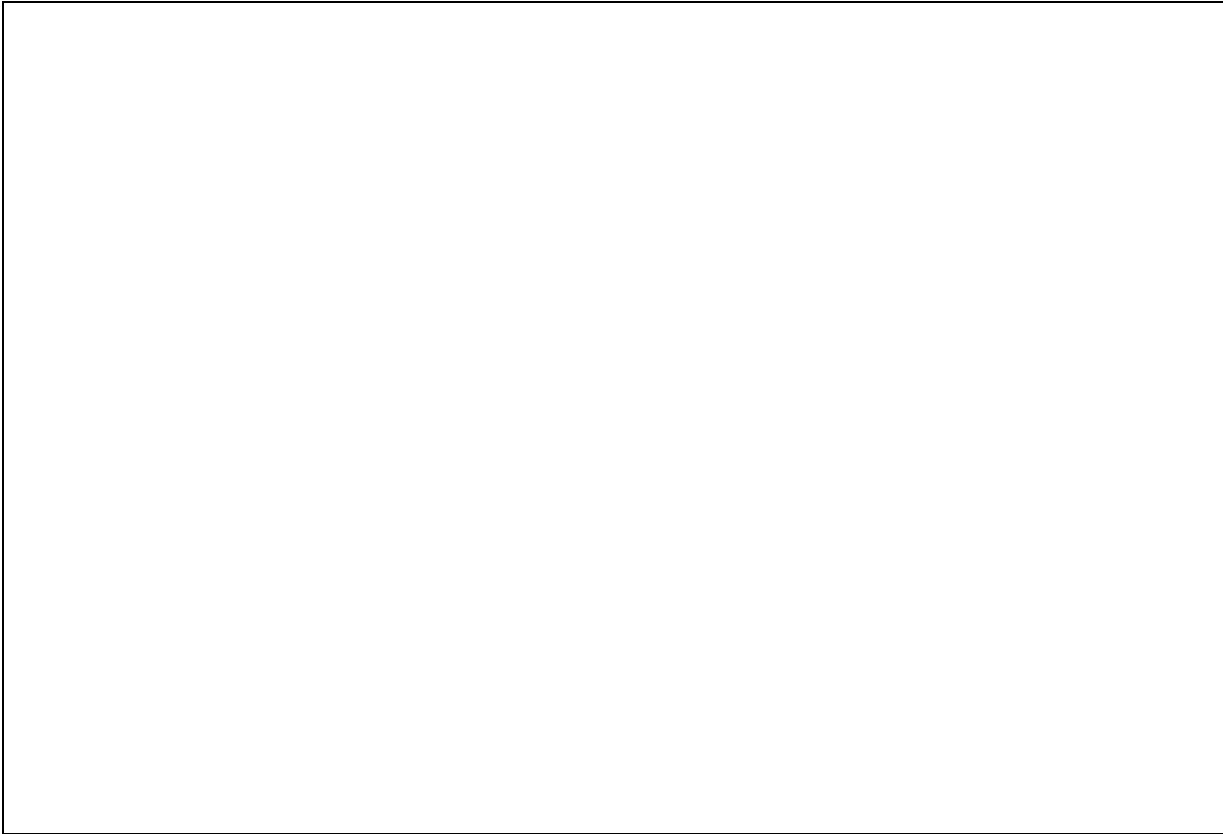
Who did I upset?

What rule did I break?

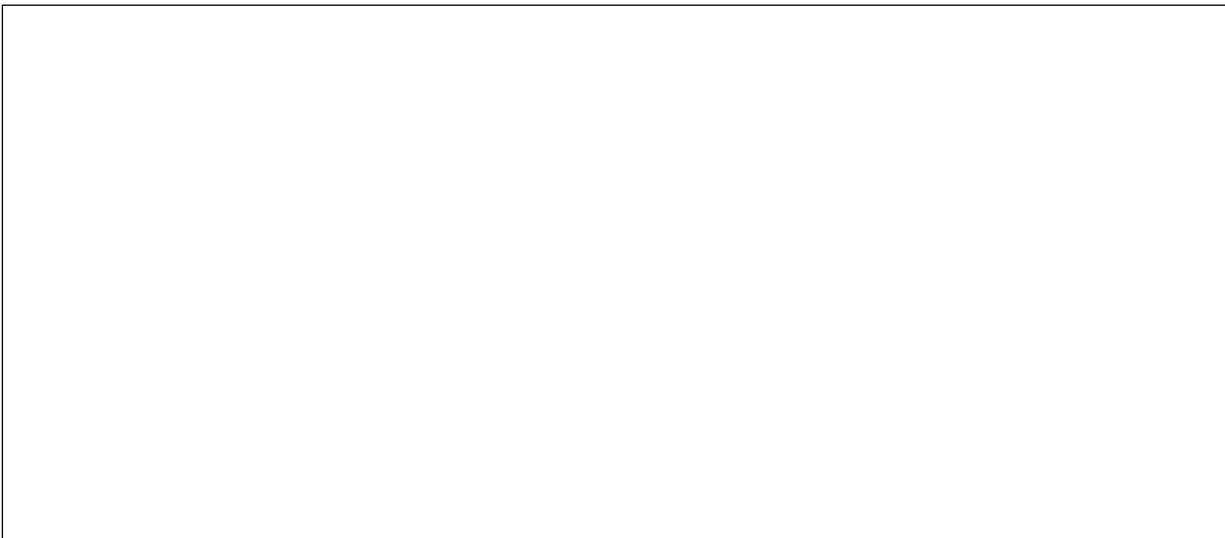
What can I do to fix it?

Appendix 3. (c) *(for younger child)*

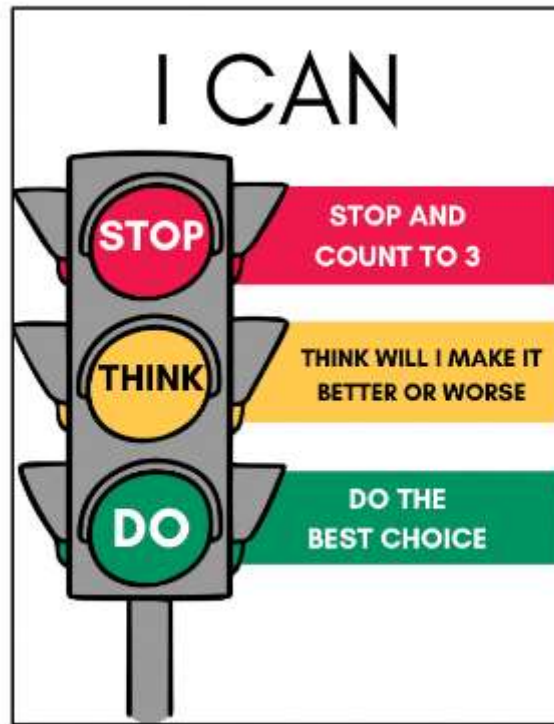
My Behaviour Report Draw a picture showing what you did.



Draw a picture of what you will do next time.



Appendix 3 (d) Problem –Solving Sheet. (STOP – THINK – DO)



Stop:

What is my problem?
How do I feel?
What do I want to happen?

Think:

I can solve the problem by:
Choice

Result

Do:

The best result is:
Is this what I want to happen?

Class examples for discussion



Jamie knocked over my building, so I threw blocks at her.





Did I STOP, THINK and solve the problem in a positive way?

If yes, what positive strategy did I use to solve the problem?  or  If no, what should I have done in this situation?

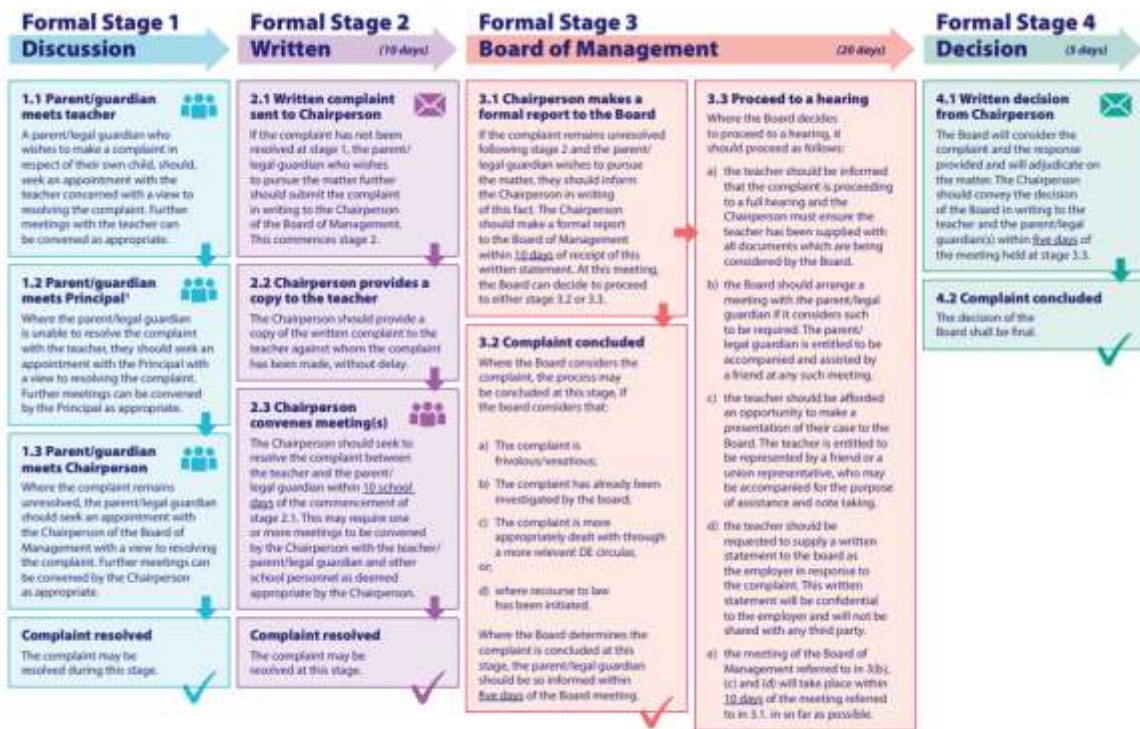
Jerry stole my ball away from me. I stopped and said, "Hey! That was my ball. I wasn't done using it. Please give it back."



Did I STOP, THINK and solve the problem in a positive way?

If yes, what positive strategy did I use to solve the problem?  or  If no, what should I have done in this situation?

APPENDIX 4: Updated INTO/Management Bodies Complaints Procedure Guidelines For Primary Schools.



¹Where a complaint is received about a principal the above process commences at Stage 1.2.

APPENDIX 5: School Rules

OUR GOLDEN RULES

1. Be Kind and Caring
2. Be Good Friends
3. Be Good Listeners
4. Be Hard Workers
5. Be Safe
6. Be Honest
7. Be Respectful
8. Be Responsible
9. Be Helpful
10. Believe in Yourself

OUR SAFETY RULES

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

OUR YARD RULES

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

Our Overriding Rule:

Kind Words, Kind Hands, Kind Feet.

Appendix 6 Review of Existing practice

‘The ethos or climate of a school is a major factor in establishing and maintaining high standards of behaviour and discipline. This will involve a strong sense of community within the school and a high level of co-operation among staff and between staff, pupils and parents.’ Circular 20/90.

- Is there an existing code of behaviour in place?
- Were all teachers involved in the formulation of this policy? Were other staff involved?
- Had pupils an input?
- Was there appropriate consultation with and involvement of parents in formulating this policy?
- What was the role of the Board of Management in preparing this code of behaviour as required by the Education Welfare Act 2000?
- What is working well? Why is it so effective?
- What is not working well enough? Are there particular concerns that need to be addressed? Have specific incidents shown a need to revisit the policy?
- Are all staff aware of the content of the current code of behaviour and is it being used consistently? Does this include recently appointed or substitute teachers?
- Are parents aware of the code and are they supporting it appropriately?
- Are pupils aware of the code and do they generally comply with it?
- What specific changes do we need to make to the existing code of behaviour to make it more effective?
- Are there aspects of the current code that are no longer relevant and should be deleted?
- Is the SPHE curriculum used throughout the school to support the Code of Behaviour? Does it help our children develop communication and conflict resolution skills, appropriate ways of interacting and behaving? Does it foster self-esteem and help children accommodate differences and develop citizenship?
- Are there specific programmes in use consistently throughout the school that contribute to promoting a positive atmosphere? e.g. Walk Tall, Circle Time, etc... Are they successful?
- Are other associated policies dovetailing successfully with the approaches outlined in the code of behaviour?



'S RESTORATIVE QUESTIONS THINK SLIP

What choice did you make?



I struggled following directions.



I used hurtful words.



I touched / took someone's belongings.



I hurt someone.



I left an area without permission.



I used materials inappropriately.



I was playing during work time.



I did something else.

What was happening BEFORE you made the choice?



I was angry.



I wanted to get away.



I was sad.



I wanted to make a connection.



I didn't know what to do.



I wanted to have fun.



It was something else.

How did your choice hurt you?



I missed out on learning.



I feel more upset.



My classmates are upset.



I lost a privilege.



People might have lost trust in me.



It is something else.

How did your choice hurt someone else?



It hurt their feelings.



It hurt their body.



They missed out on learning.



They felt disrespected.



It ruined something that belongs to them.



It was something else.

RESTORATIVE QUESTIONS THINK SLIP (PAGE 2)

You can make it better! What can you do?



Apologize



Do my work.



Clean up the mess.



Ask what I can do to make it better.



I can do something else.

You can make better choices! What will you do differently next time?



Think before I speak.



Take some deep breaths or use a calming strategy.



Stay where I am supposed to be.



Follow directions.



Focus on doing my work.



Ask an adult for help.



Listen.



Keep my hands and feet to myself.



Use kind and peaceful words.



I can do something else.

Why do you want to make better choices?



People will want to be around me.



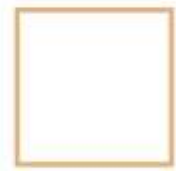
I will be proud of myself.



I will learn more.



Everyone will be safer.



There is another reason.

RESTORATIVE QUESTIONS THINK SLIP

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