



*Powerstown Educate Together National School*

# Code of Behaviour

*This policy has been formulated by Powerstown ETNS to comply with legislation and Department of Education and Skills circulars.*

## Contents

1. INTRODUCTION .....	2
1.1. OUR VISION.....	2
1.2. RATIONALE.....	2
1.3. RELATIONSHIP TO THE CHARACTERISTIC SPIRIT/ETHOS OF THE SCHOOL .....	2
1.4. WHEN THE CODE OF BEHAVIOUR APPLIES.....	2
1.5. AIMS AND OBJECTIVES.....	2
2. ROLES AND RESPONSIBILITIES .....	3
2.1. BOARD OF MANAGEMENT.....	3
2.2. PRINCIPAL .....	3
2.3. TEACHING STAFF.....	3
2.4. PUPILS .....	3
2.5. PARENTS/GUARDIANS .....	4

3.	BEHAVIOUR AND RULES.....	4
3.1.	SCHOOL RULES	5
	.....	5
	3.1.1. <i>Guidelines for behaviour within the school</i>	5
	.....	5
	3.1.2. <i>Our rules for behaving well</i>	6
	.....	6
	3.1.3. Classroom	
	Procedures:.....	8
	3.1.4. <i>Our Yard</i>	
	Rules:.....	8
	3.1.5. <i>School related activities:</i> .....	8
4.	Dealing with Day-to-day Behaviour Issues .....	9
4.1.	COMMUNICATION WITH PARENTS/GUARDIANS ABOUT BEHAVIOUR .....	9
4.2.	CHILDREN WITH SPECIAL EDUCATION NEEDS AND THE CODE OF BEHAVIOUR.....	9
5.	Rewards and acknowledgement of good behaviour.....	10
6.	Procedures for responding to inappropriate behaviour. ....	10
6.1.	EXAMPLES OF MINOR MISDEMEANOURS INCLUDE:.....	11
6.2.	SANCTIONS FOR MINOR MISDEMEANOURS INCLUDE: .....	11
6.3.	EXAMPLES OF MAJOR MISDEMEANOURS MAY INCLUDE: .....	11
6.4.	SANCTIONS FOR MAJOR MISDEMEANOURS INCLUDE: .....	12
7.	Individual behavioural plan procedure .....	12
8.	Suspension and Expulsion .....	13
8.1.	SUSPENSION .....	13
	8.1.1. <i>Suspension Procedure</i> .....	14
	8.1.2. <i>Immediate (or Automatic) Suspension</i> .....	14
8.2.	EXPULSION (permanent exclusion).....	14
	8.2.1. <i>Expulsion Procedure</i> .....	15
8.3.	Appeals .....	15
9.	Keeping records .....	15
9.1.	THE YARD BOOK.....	15
9.2.	INCIDENT REPORT .....	16
9.3.	SERIOUS INCIDENT REPORT .....	16
10.	Bullying .....	16
11.	Procedures for notification of pupil absences from school.....	17
12.	Reference to other Policies .....	18
13.	Success Criteria .....	18
14.	Review and ratification.....	19

APPENDIX A – SUSPENSION.....	21
APPENDIX B - EXPULSION .....	24
<b>Appendix 3: School Rules.....</b>	<b>26</b>
<b>Appendix 4: Peer Mediation Scripts .....</b>	<b>27</b>
Appendix 5: Incident Reports .....	29
Appendix 6: Stop Think Choose Do Worksheets.....	0
Appendix 7: Week Behaviour Report .....	2

# 1. INTRODUCTION

## 1.1. OUR VISION

Powerstown Educate Together National School is a multid denominational co-educational school catering for pupils from Junior Infants (to Sixth Class) under the patronage of Educate Together. We strive in co-operation with parents to provide a holistic education in a caring and secure environment where each child is encouraged to achieve to the best of his/her ability.

## 1.2. RATIONALE

This review is being carried out to ensure that our policy is in compliance with the legal requirements and the good practice standards as set out in *Developing a Code of Behaviour: Guidelines for schools (2008)*. This document can be accessed at: [http://www.newb.ie/downloads/pdf/guidelines\\_school\\_codes\\_eng.pdf](http://www.newb.ie/downloads/pdf/guidelines_school_codes_eng.pdf) (opens in new window)

## 1.3. RELATIONSHIP TO THE CHARACTERISTIC SPIRIT/ETHOS OF THE SCHOOL

The code of behaviour at Powerstown ETNS is based on the principle of equal respect for both children and their families and for the staff of the school, both teaching and non teaching as outlined in our school mission statement. The purpose of this Policy is to promote positive behaviour and to allow our school to function in an orderly and harmonious way, in line with our ethos as an Educate Together school. Children will be made aware of the code at a level appropriate to their age.

The purpose of this Code is to provide practical guidance for teachers, parents, pupils and other relevant persons on how we ensure an orderly climate for learning in our school.

## 1.4. WHEN THE CODE OF BEHAVIOUR APPLIES

The school's Code of Behaviour applies during school hours, at all extra-curricular classes, at swimming classes, at all fund-raising and social events organized by the school or by the Parent-Teacher Association, at the annual School Concert, on School Tours and at all events organised by, on behalf of, or in the name of Powerstown Educate Together National School. If parents are present at any of these events, they are ultimately responsible for their own children.

## 1.5. AIMS AND OBJECTIVES

By implementing this policy and the appended school rules we hope:

- To ensure an educational environment that is guided by our vision statement
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding 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

All members of the school community will be provided with an electronic copy of the document upon enrolment/employment at Powerstown ETNS. The special Education team and all staff have a particular responsibility to work with children with special educational needs, and their parents, to reinforce the messages being taught in the classroom about appropriate behaviour. The mentoring of new staff members is a further responsibility of the principal and *teacher mentor*.

## 2. ROLES AND RESPONSIBILITIES

Responsibility for the implementation of this policy rests, in varying ways as outlined below, with all the partners in our school's education task, i.e. the Board of Management, Principal and Teaching Staff, Pupils and their Parents or Guardians

### 2.1. BOARD OF MANAGEMENT

- Ratify the Code
- Support the Principal and Staff in implementing the Code
- Ensure that the entire school community has a safe environment
- Provision of support to the principal and staff in the implementation of the code of behaviour.

### 2.2. PRINCIPAL

- Provide a safe work environment
- Provide support for colleagues
- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner and arrange for review of the Code, as required

### 2.3. TEACHING STAFF

- Support and implement the school's Code of Behaviour
- The promotion of positive behaviour through effective teaching, an inclusive and engaging curriculum and well managed classrooms
- The use of a variety of classroom management techniques and curricular methodologies to sustain pupil interest and motivation and maximise positive behaviour.
- Be courteous, consistent and fair and model same
- Deal appropriately with misbehaviour.
- Keep a written record of instances of serious misbehaviour or repeated instances of misbehaviour
- Provide support for colleagues
- Communicate with parents when necessary and provide reports on matters of mutual concern
- Report matters of serious concern to Principal, or Deputy Principal.
- Record incidents from yard in Yard Book and incident report form on Aladdin (please see A3 laminated picture instructions for completing incident report)
- Engaging with in-school reviews of behaviour (e.g. at monthly staff meetings)

### 2.4. PUPILS

- Attend school regularly and punctually
- Bring correct materials / books to school
- Follow school and class rules
- Listen to teachers and act on instructions / advice
- Show respect for all members of the school community
- Respect all school property and the property of other pupils
- Behave in a safe manner that does not endanger others
- Include other pupils in games and activities
- Be courteous and mannered

## 2.5. PARENTS/GUARDIANS

- Be familiar with the Code of Behaviour and support its implementation
- Sign the Code of Behaviour to confirm that it is acceptable to them and that they will make all reasonable efforts to ensure their child complies with the Code. Pupils will only be enrolled if parents / guardians agree to this in advance (See Education (Welfare) Act 2000. Section 23 (4))
- Ensure that children attend regularly and punctually
- Be interested in, support and encourage their children's schoolwork
- Cooperate with teachers if their child's behaviour is causing difficulties for others
- Communicate with the school regarding any problems that may affect their child's progress or behaviour
- Attending meetings at the school if requested.
- Supporting children with their homework and ensuring that it is completed.
- Cooperating with the rules and standards which apply to them (dropping off rule, clothing rule, etc.).

As part of the whole school approach to behaviour, the following courtesies are expected from all members of the school community.

- I. Greeting others with a smile and saying thank you and please, go raibh maith agat and más é do thoil é and dia duit/good morning and slán/goodbye in the afternoon.
- II. Allowing others to go ahead of you through the door or gate.
- III. Holding the door/gate open for others, in particular visitors, parents, someone carrying something, or for someone younger or smaller than you.
- IV. If you need to get someone's attention, say 'excuse me' or 'gabh mo leithséal' and then wait until the person is ready. That is unless it is urgent, (for example you need to use the bathroom or someone is injured – in which case you say 'excuse me – it's urgent')
- V. Being patient if you are at the secretary's office (e.g. if she is on the phone or the hatch is closed over).
- VI. Complying with requests without discussions or questions as to why. If someone feels they have been treated unfairly or needs to discuss the request they should comply first and then ask to talk about it later. Pupils could discuss the issue with their parents/teacher for advice.

## 3. BEHAVIOUR AND RULES

In order to sustain our Code of Behaviour, the school encourages and praises positive behaviours and discourages negative behaviours. There is a whole-school approach to positive behaviour management and rewarding pupils for good behaviour.

- Weekly award at assembly for “Best Around the School.”
- Class leaves
- Golden Time
- Individual Points System – e.g. Class Dojo / Gotcha Ninjas
- Traffic Light System
- Peer Mediation

The school rules, listed in Appendix C, make clear which kind of behaviours are acceptable and which are not.

### 3.1. SCHOOL RULES

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

1. *Kind hands, kind feet, kind words.*
2. *Do your best work and let others do the same.*
3. *Be honest; always tell the truth.*
4. *Come to school on time and be prepared.*
5. *Be fair, be friendly be respectful.*
6. *Respect your property and everybody else's.*
7. *Be a good listener.*
8. *Use good manners.*

#### 3.1.1. Guidelines for behaviour within the school

Our mission statement guides us in the general standards of behaviour that the school expects from pupils. These standards which are regularly communicated to the pupils in the school include:

- Respect, courtesy and co-operation to be shown towards other children, teachers support staff and parents, in the classroom, the playground, and on school outings, at all times.
- Respect to be shown by the children towards their own and other children’s property, school property and the environment.
- Respect to be shown to other children’s space i.e. no verbal or physical violence or aggression, or any form of bullying behaviour (see anti bullying policy).
- Respect for each child’s own feelings, i.e. It’s okay to feel sad, quiet etc.
- Respect to be shown for other people’s feelings.
- Children are expected to behave in an orderly fashion in the classroom, moving around the school and going to and from the playground.

- Children are expected to come to and leave school on time. The school day begins at 8.30am for all. Children should leave promptly once school is over.
- Children are expected to bring to school each day all books, copies and materials necessary to do their class work properly – this includes appropriate clothing and footwear for PE.
- Children are expected to complete assigned work (written and oral) both at school and at home.
- Children are expected to listen to others and take turn to speak in class.
- Children must not behave in any way that endangers themselves and others.
- Children are expected to be mindful of the younger children.
- Children are expected to include others in games.
- Children must remain within the designated playground boundaries during break times: they must not go into areas that are out of sight.
- Children are expected to show understanding towards children for whom some of these guidelines may be challenging e.g. children with special educational needs.

### *3.1.2. Our rules for behaving well*

Based on our golden rules, we have come up with a more specific set of guidelines so that it makes it easier for all children to behave well.

The drop: Walk quietly towards the school every morning and wait in the correct line up area for your class in the basketball court. The school doors are open at 8.30am. No responsibility can be taken for children left before the doors are open. See below Junior Infant induction timetable for drop off in September.

Infant Induction September: The following timetable will be followed for drop off and collection of Junior Infant children during the months of August and September annually (days may vary depending on the calendar).

Days 1-3: School starts for Junior Infant pupils at 9am. Parents are encouraged to bring children into the classroom and stay with them until they settle in. Junior Infants are collected at the classroom door at 11.45pm. Teachers release the children individually. It is important that parents do not call children/take children out of the room.

Days 4-12: School starts at the normal time of 8.30am. Children and parents can congregate in the yard together before 8.30am around the Junior Infant line (marked with a cone). When the Junior Infant teacher comes out to yard, children and parents can follow the teacher into the classroom. Junior Infants are collected at the classroom door at 12 noon.

Day 13-14: School starts at normal time of 8.30am. Children are all encouraged to line up in yard. Class teacher collects children from yard. Children are encouraged to follow the teacher independently into the classroom Junior Infants are collected in the yard at 12 noon. Children line up in Junior Infant line in basketball court. Parents wait outside the gate. Class teacher will release each individual child to parents/known adult.

Day 15 – Rest of year: School starts for Junior Infant pupils at NORMAL TIME of 8.30am. Children line up in yard. Junior Infants are then collected in the yard at 1.10pm.

The collection of pupils:

The dry day collection: Junior and Senior Infants are dismissed at 1.10pm. They will be handed over to their parents/guardians/minders by the teacher from their assigned yard line. 1<sup>st</sup> to 6<sup>th</sup> class are dismissed at 2.10pm. 1<sup>st</sup> and 2<sup>nd</sup> class are dismissed from the yard by their class teacher to their parents/guardians/minders. All other classes are dismissed into the yard where they should be met by their parents/guardians/minders, punctually at 2.10pm. No responsibility can be taken for children not collected promptly at the normal closing times.

The wet day collection: Junior and Senior Infants are dismissed at 1.10pm. They will be handed over to their parents/guardians/minders by the teacher from their assigned door. 1st to 6th class are dismissed at 2.10pm. 1<sup>st</sup> and 2<sup>nd</sup> class will be handed over to their parents/guardians/minders by the teacher from their assigned door. All other classes are dismissed from their assigned door where they should be met by their parents/minders, punctually at 2.10pm. No responsibility can be taken for children not collected promptly at the normal closing times.

The walking: The inside of the school is a walking zone at all times. At drop off and collection times everybody is asked to walk in the yard too – No running and no scooting! In particular toddlers waiting with parents or minders should not be allowed to run around as the yard is very congested during opening and closing times.

The Climbing: No one should climb on the walls/fences or anywhere on the school premises.

The left hand: Children are encouraged to walk on the LEFT HAND SIDE of the corridor and stairs. Please hold the stair rail with your left hand at all times. Younger siblings should follow the same rule, for health and safety reasons. Take care when opening swing doors.

The clothing for school: Children in all classes should wear loose fitting, comfortable clothes all the time as every day involves some kind of movement or physical activity. Clothes should also be suitable for arts activities. All removable clothing should be labelled. Make up should not be worn in school. Clothing such as low cut tops, string vests and t-shirts with offensive, sexual or violent slogans should not be worn at school by pupils.

The clothing for PE: In order to take part in PE classes, children must be wearing suitable clothing i.e. tracksuit and runners. Appropriate footwear is very important. Skating shoes are not appropriate or safe for PE. Children should not wear jewellery and long hair should be tied back. Children who do not comply with the above will not be allowed to take part in PE and will be given a note to get signed at home.

The never leave the school: Children should never leave the school without permission from the teaching staff.

The language: Bad language (curses and swear words) or derogatory, racist, homophobic or sexist language should never be used in any language.

The scooter and skateboard: Children should dismount their scooters, skateboards, flikers and bikes (anything on wheels) at the school gate / staff car park. Scooters, skateboards and bikes should be locked at the bike stand. The school accepts no responsibility for any of this property lost or stolen.

The toys: Mobile telephones, PSP's, game boys, and other small electric toys should be left at home as they can get lost or damaged, as well as creating difficulties at break time. The school accepts no responsibility for any of this property lost or stolen.

The school telephone: Children are not permitted to use the school telephone except for genuine emergencies such as cancelled activities/matches and illness.

The Mobile phone: We prefer that children do not bring mobile phones to school. If they need to have a mobile with them, it should be switched off and out of sight before they come into the school and not taken out until they leave the school premises in the evening. Children who do not comply will get one warning and then have phones confiscated. Parents may collect confiscated phones from the teacher or the office.

The road safety: Children must use the pedestrian crossing to cross the road. Care needs to be taken by drivers and children at all times. Parents who are accompanying their children into the building should park legally in the “drop off area”.

The money: All personal monies need to be kept in the child’s school bag; the school will not take responsibility for any personal money brought into the school by a child.

### 3.1.3. Classroom Procedures:

Class rules are set in each class by the teacher and the class and are based upon our school wide golden rules and our code of behaviour and which set a positive atmosphere for learning. These include a procedure for leaving your seat, going to the bathroom, getting the teachers attention, keeping the room tidy and safe for everyone, changing tasks and lining up and generally looking out for one another.

A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour will operate in each class.

Each class uses the “Traffic Light System” to promote positive behaviour. Each class also uses an “individual points system” for pupils.

### 3.1.4. Our Yard Rules:

- Respect the quiet areas around the flower pots / benches. They are for sitting on and should not be jumped over or run around. There is no running or shouting in these areas.
- Respect all yard toys and hand them back when finished.
- No taking stones from the outside of the yard.
- You have no permission to leave the yard – you must speak to a teacher first.
- Upon hearing the bell WALK quietly to your line.
- If you get an injury make sure you tell the teacher on duty.
- If you are not happy tell the teacher on duty and they will help you.
- If you run into someone else, check that they are okay and tell them you are sorry and that it was an accident.
- If you see rough play, ask them to stop and tell a teacher.
- If anyone is not following our rules in the yard they may be asked to do a timeout at the designated timeout stop in the yard.
- If you are lonely go to the friendship stop in the yard. If you see a child at the friendship stop you can go over to them and ask them to join your game.
- If you have ideas to make yard time better, tell the teachers, principal or the school council.

### 3.1.5. School related activities:

The code of behaviour applies to all out of school activities, including extracurricular activities, school outings and tours.

## 4. Dealing with Day-to-day Behaviour Issues

Pupils frequently bring behaviour issues to teachers for resolution when they themselves are unable to resolve them. Teachers encourage, support and show pupils how they may be able to resolve these issues through the implementation of Peer Mediation and the peer mediation script (Appendix 4). In this way, pupils build up the skills necessary for the resolution of issues in later life. Children should be enabled to resolve conflicts with the aid of a teacher. Children in 5<sup>th</sup> class are trained as peer mediators. Children in 6<sup>th</sup> Class independently run our peer mediation programme, with the support of staff.

When the teacher judges it necessary, (s)he will become involved and help resolve a behaviour issue. The vast majority of issues will be resolved at this point. This may happen with or without consulting the parent, or principal, or other designated senior member of staff.

Parents are kept informed, as appropriate about the resolution of behaviour issues and the teacher decides when this is appropriate, or responds to parents' queries at an appropriate time. (see below for further details) Teachers act on the principle that it is better for parents to be aware than not aware of behaviour issues which arise. The principal may intervene informally in the resolution of minor issues, as appropriate.

### 4.1. COMMUNICATION WITH PARENTS/GUARDIANS ABOUT BEHAVIOUR

The schools SPHE curriculum and the Learn Together curriculum is used to support good behaviour throughout the school. Good communication between teachers and parents is essential for optimal pupil progress. To that end teachers are committed to contacting parents with any concerns regarding a child's behaviour.

Equally we encourage parents to talk to staff about their concerns. The homework journal or a note can be useful or the time between 8.30am and 8.40am or 1.10pm – 1.20pm (for infants) / 2.10pm – 2.20pm (for 1<sup>st</sup> – 6<sup>th</sup> class) which should just be for incidental matters or to make time for a meeting. For more detailed and sensitive discussions, it is best to arrange a meeting with the class teacher. This means that both parties can sit down and discuss issues confidentially and in comfort. The afternoon is more suitable for formal meetings and appointments can be arranged with the secretary. If it is difficult for you to get to the school, phone contact can be arranged.

Class meetings take place in late September each year. The code of behaviour is explained at that meeting. There is also an opportunity for individual questions with the teacher after the meeting. Individual parent teacher meetings also take place in November and May annually and behaviour is also discussed at these meetings.

### 4.2 CHILDREN WITH SPECIAL EDUCATION NEEDS AND THE CODE OF BEHAVIOUR

The enrolment policy of the school provides for equality of access and participation within the school. While some children come to school with additional supports ready in place, for others, their needs become more evident as they get older.

Additional staffing and resources are put in place to help support children and ensure their successful integration into Powerstown ETNS. Challenging behaviour can be related to special needs. Often, while the challenging behaviour can be very obvious, the attendant special educational need may not be. It may be perceived that the child is somehow "getting away with things" or being treated more favourably (for

example being allowed movement breaks) every effort is made to deal with all children through the regular code of behaviour. Sometimes, however special additional measures and an individualised approach needs to be put in place to help children with SEN and to keep them and their peers safe and able to access the curriculum in the school. Some children for whom special consideration is given, will also be attending clinical and therapeutic services outside school.

Part of the successful implementation of this policy will be in building a better understanding among our school community of Special Educational Needs (SEN), including challenging behaviour and its causes, which in turn will lead to more successful inclusion.

*'Fairness isn't about giving everybody the same; it's about giving everybody what they need'*

## 5. Rewards and acknowledgement of good behaviour

The emphasis in Powerstown ETNS is on 'catching children being good' and on the ongoing rewarding of good behaviour. We do this in a number of ways e.g. Incredible Years programme, traffic light system, the leaf systems, golden time, , good news notice board, pupil awards, good news letters etc.

## 6. Procedures for responding to inappropriate behaviour.

- All observations/reports of inappropriate behaviour are investigated and dealt with by the teachers.
- Minor misbehaviour should be dealt with by the class teacher/teacher on yard duty by way of warning and/or advice in the first instance.
- The children should be spoken to directly at an early stage. In many cases the issue is resolved at this point. Sanctions should be in line with the school code of behaviour.
- Should this not resolve the issue, the advice of the principal/deputy principal is sought. Steps at this stage may include meetings with the class teacher and/or principal.
- The principal should not be involved in minor incidents of inappropriate behaviour. However, the principal may offer advice at any time to members of staff dealing with inappropriate behaviour of any sort.
- In general sanctions should be associated with the misdemeanour, for example misbehaving at PE might mean missing PE the following week; not handing up homework might mean completing the work during break time, running in the quiet area of the yard might mean sitting out for five minutes.
- If there is not clarity around the incident i.e. where it was not witnessed or where accounts vary, the "Peer mediation script" should be used to investigate by the class teacher and Incident Report uploaded to Aladdin.
- Non teaching staff such as the school secretary and the special needs assistants are encouraged to report any incidents of inappropriate behaviour witnessed by them, or mentioned to them, to the relevant class teacher and/or the principal.
- Non teaching staff should act as a prudent adult would act on observing inappropriate behaviour i.e. tell the child to stop, intervene if someone is injured or hurt. All incidents should be reported to the teacher on duty/class teacher as soon as possible and recorded appropriately. Sanctions should be imposed by the teacher on duty/class teacher, in line with the code of behaviour.
- The principal should be informed of all observed/reported incidents of major misdemeanours and of persistent minor infringements and consulted on appropriate action.
- Parents should always be informed of and consulted on persistent minor infringements.

- An incident report (Appendix 5) should be kept of all major misdemeanours and persistent minor misdemeanours.
- In addition to the sanctions for the offending child, as set out in this document, support may also be offered to the child who is the subject of the incident, and to the class if appropriate. This might include a whole school/class/small group lessons dealing with respect, self esteem, bullying, building a better understanding of special Educational needs.

#### 6.1. EXAMPLES OF MINOR MISDEMEANOURS INCLUDE:

Lack of respect, for example:

Talking out of turn, inappropriate comments, lack of attention in class or yard, distracting others in class or yard, interfering in others games in yard, leaving seat without permission, homework not done or incomplete, mobile phones out/switched on, eating during lessons, chewing gum, messing / mock fighting / jostling and pushing, shouting and loudness in class, spitting on the ground, throwing things (other than at people), unsupervised climbing / running in quiet areas / inside the school, bad language, derogatory language, not following instructions.

#### 6.2 SANCTIONS FOR MINOR MISDEMEANOURS INCLUDE:

- Discussion with pupil and agreement on a more appropriate way to act in future – Teacher/Peer Mediation.
- Implementation of traffic light system e.g. child's name moves to orange.
- Stop, Think, Choose, Do Worksheet
- Reasoning with the pupil
- Verbal warning
- Confiscation of item
- Time out (in and out of the classroom)
- Extra work
- Loss of privileges, for example, not being allowed to do jobs, not being allowed to participate in clubs/activities, etc.
- Loss of yard time
- Communication with parents
- Informal word with the principal, who has a quiet word with the child
- Teachers may also use the strategy of planned ignoring (ignoring attention seeking behaviour, that is not a danger to other pupils), followed by discussion.

#### 6.3. EXAMPLES OF MAJOR MISDEMEANOURS MAY INCLUDE:

- Persistent minor misdemeanours (see above)
- Leaving the class, yard, park or activity without permission
- Abusive / threatening or violent language directed to a person
- Persistent refusal to take instructions
- Bullying (see anti-bullying policy)
- Hitting out in a threatening manner at another person

- Stealing
- Deliberately damaging property
- Bringing any dangerous objects or illegal substances to school
- Sexual harassment of a person by work, action or gesture

#### 6.4 SANCTIONS FOR MAJOR MISDEMEANOURS INCLUDE:

Discussion with parents and staff, including the principal, to include a verbal and / or written reflection worksheet (e.g. Stop, Think, Choose, Do Worksheet), together with any or all of the following sanctions as appropriate:

- Removal from class
- Formal communication with parents / guardians by letter
- Referral to principal
- Sent home early (informal suspension) with parent
- BOM informed
- Formal suspension for up to three days
- Immediate suspension for up to three days
- Use of the individual behavioural plan procedure (see below)
- Expulsion
- Report to Gardaí

## 7. Individual behavioural plan procedure

*For the management of ongoing, serious challenging behaviour/aggression from an individual child.*

Definition:

- The consistent refusal of a child to obey instructions
- Persistent seriously disruptive behaviour
- Exhibitions of unpredictable and, possibly, violent or aggressive behaviour

### *Individual behavioural plan procedure*

A team meeting to prepare an Individual Behavioural Plan shall be convened. All those involved with the child may be invited to attend (for example, the Chairperson of the Board of Management, principal, teacher(s), parents, special needs assistant and school psychologist).

The agenda for the meeting shall comprise:

An assessment of the strengths and needs of the child, to include his/her academic and attainment record; behaviour record; interests; any special educational needs; temperament; priority needs; both short term and long term, in terms of learning and behaviour.

A plan shall be agreed between school and home and approved by the Board. The plan shall include:

- Strategies for encouraging positive behaviour (praise, encouragement, incentives)
- General strategies for dealing with poor behaviour / lack of engagement with learning

- Particular set of strategies for specific named behaviours
- Supports for staff / other children in the class
- Rewards for good behaviour both at home and at school
- Sanctions or consequences for poor behaviour both at home and at school
- Resources available (materials, personnel, equipment) to implement the plan
- Arrangements for monitoring targets
- Referral to outside agencies
- Agreed home-school communication going forward i.e. parent / teacher contact, behavioural diary
- Agreed timetable for action and date for follow up meeting

In these instances, parent shall be told that a risk assessment shall be done on all activities the child is involved with to ensure his/her safety and the safety of others. This shall apply particularly to school tours and other out-of-school-activities. This may mean the child may not be allowed to take part in some school activities for his/her safety and that of the others in the class.

Teachers should not leave the school premises, with children involved in an individual behaviour plan, without an additional staff member to support the teacher and a mobile phone.

The principal shall give a brief report to the Board of Management, in relation to all children involved in an individual behaviour plan, by way of ongoing updating on the situation.

## 8. Suspension and Expulsion

### 8.1 SUSPENSION

Suspension is defined as 'requiring the student to absent himself/herself from the school for a specified, limited period of school days' (NEWB guidelines, p.70). Exclusion for part of a school day, as a sanction, or asking parents to keep a student from school, as a sanction, counts as a suspension. Suspension will be considered as part of a range of sanctions where a student has engaged in a major misdemeanour. While suspension should be a proportionate response to the behaviour that is causing concern, a single instance of serious misconduct may be grounds for suspension. The decision to suspend will be based on the following grounds.

- The seriously detrimental effect on the education of the other students of the student's behaviour to date
- Whether the student's continued presence in the school constitutes a threat to safety
- The student is responsible for serious damage to property

The purpose of suspension includes: providing a respite for staff and students, giving the student time to reflect on their actions and the staff time to plan ways of helping the student to change their unacceptable behaviour. Suspension shall be used as part of an agreed plan to address the student's behaviour.

The procedures in respect of suspension are those outlined in section 11.5 of the NEWB guidelines for schools. The Board of Management of Powerstown ETNS has delegated authority to the principal to suspend pupils for periods of up to three days. If a suspension for a longer period is being proposed, the principal should refer to the Board of Management for consideration and approval. Reports to the Board and to the relevant authorities should be made in line with NEWB guidelines.

(Refer to pages 70 – 78, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008  
[http://www.newb.ie/downloads/pdf/guidelines\\_school\\_codes\\_eng.pdf](http://www.newb.ie/downloads/pdf/guidelines_school_codes_eng.pdf))

### 8.1.1. Suspension Procedure

Only in exceptional circumstances will the school consider suspending a pupil. In line with the multid denominational values of the school, every effort will be made to bring out the best in each pupil, and we always make a distinction between disapproving wrongful actions while continuing to recognise the personal value of each individual.

However, suspension is occasionally necessary and in that situation, the school will follow the procedures below, as required under the Education (Welfare) Act 2000..

(Written records are kept if a pupil displays continuing negative behaviours, and a general record is kept of incidents in the yard, or in individual classrooms).

When suspension is being considered, and before any form of suspension is imposed, parents/guardians will be invited to attend at the school to discuss their child's behaviour. If the Principal and the Chairperson of the Board of Management are satisfied with any undertaking given by the parents of the child and by the child concerned, a proposed suspension may be deferred or dropped. Any suspension to be imposed will be notified to parents in advance and a date and time for the child's return to school will be specified. The Principal will re-introduce any suspended pupil to his or her class on a specified date. At the time of return from suspension, it will be necessary for a child and his/her parents to give a formal undertaking (in writing, dated and signed) that the behaviour which led to suspension will not be repeated. If parents decline to sign, this fact will be noted and recorded.

### 8.1.2. Immediate (or Automatic) Suspension

The Board of Management has given authority in writing to the Chairperson of the Board and the Principal, acting together, to sanction an immediate suspension in exceptional circumstances. Immediate or Automatic suspension can be imposed if the continued presence of the pupil in the school represents a serious threat to the safety of pupils or staff or any other person. The Principal and the Chairperson, acting together, may, at their discretion, remove an imposed suspension in light of changed circumstances or of representations which they believe warrant such removal.

*(See Appendix A for list of specific behaviours which warrant immediate suspension and for procedures to be followed in all cases of proposed suspension)*

## 8.2. EXPULSION (permanent exclusion)

Under the Education Welfare Act, 2000, 'A student shall not be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an educational welfare officer' (Section 24(4)). It is the right of a Board of Management to take '...such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.' (Section 24 (5))

The Board of Management has the authority to expel a student. This authority will be exercised in line with the procedures outlined on pages 80 – 87, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008. [http://www.newb.ie/downloads/pdf/guidelines\\_school\\_codes\\_eng.pdf](http://www.newb.ie/downloads/pdf/guidelines_school_codes_eng.pdf)

### 8.2.1. Expulsion Procedure

The Board of Management has authority to expel a pupil. This authority is a reserved function of the Board of Management and is not delegated to the Principal. Before expelling a pupil, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil. Procedures relating to Expulsion are set out in Appendix B.

## 8.3. Appeals

Under Section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education and Skills against some decisions of the Board of Management, including (1) expulsion (permanent exclusion from a school) and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02). Parents will be informed of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion by letter from the Chairperson of the Board / Principal. Parents will be given a copy of Circular 22/02 and related forms. (Section 12, Circular 22/02 – Processing of an appeal) [http://www.newb.ie/downloads/pdf/guifelines\\_school\\_codes\\_eng.pdf](http://www.newb.ie/downloads/pdf/guifelines_school_codes_eng.pdf)

## 9. Keeping records

It is important for staff to keep a record of poor behaviour so that they can be confident of their accuracy when discussing the matter with parents and so that patterns in behaviour can be noted. It is the policy of the school that parents are informed of persistent minor misdemeanours and major misdemeanours sooner rather than later. Underlying this reporting should be an ongoing positive two way relationship between the parents and the school that fosters good communication and maintains high levels of parental involvement in the interests of the child. Consistency is achieved through clear adherence to this policy and regular discussion at staff meetings.

The following records are kept:

### 9.1. THE YARD BOOK

The yard book is used to record incidents of minor misbehaviour and any other issues relevant to playtime. It is also used for mention of major incidents / accidents. A record of this accident/incident is then recorded in detail in an Incident Report or Serious Incident Report form on Aladdin. Yard books are provided in the yard supervision first aid bags collected by the teacher on duty at the beginning of each break and returned to the office after break. All recorded incidents during yard time should be reported by the teacher on duty, written into the yard book and a copy of the yard book record given to the class teacher at the end of break. Sanctions should be imposed by the teacher on duty and communicated to the class teacher. Serious incidents should be reported to the principal or in her absence, the deputy principal.

All records of yard accidents/incidents are transferred to Aladdin by school secretary / Sharon for school records.

## 9.2. INCIDENT REPORT

Aladdin Software is used to record incidents of misbehaviour / other issues and patterns of behaviour in the class, the yard and / or the school. Incidents are recorded by the teacher who has dealt with the problem. All reports should be concise, dated and signed, indication action taken. They are reviewed by the principal monthly.

## 9.3. SERIOUS INCIDENT REPORT

More serious incidents that take place in the yard or during class time should be recorded on Serious Incident Report and placed on the child's file in Aladdin. Incidents should be recorded by the teacher who has dealt with the problem. All reports should be concise, should indicate the action taken, be dated and signed. Parents should always be informed of such incidents promptly. In addition, the formal parent teacher meetings each year shall include reference to a child's behaviour in school. The end of year report also includes a section on behaviour – both in the classroom and in the yard.

## 9.4. Dealing with More Serious Behaviour Issues

As described above, the school seeks to resolve issues at the lowest level possible. However, when behaviour issues arise which may require a sanction, either because of the level of disruption, upset or hurt caused or because of the persistence of the disruption, upset or hurt, the teacher and/or the principal will investigate the problem and will decide on the appropriate sanction.

## 9.5. A Graded Response to Different Behaviour Issues

The following strategies, indicating increasing levels of seriousness, may be used to show disapproval of unacceptable behaviour:

- Reasoning with the pupil
- Verbal reprimand, together with advice on how to improve
- Temporary separation (within the classroom) from peers, friends or others
- Instruction to carry out some useful task in the school
- Loss / withdrawal of privileges
- Detention during a break period
- Referral to Principal
- Communication with parents
- Formal report to the Board of Management
- Suspension
- Expulsion

# 10. Bullying

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of the school's anti bullying policy and procedures outlined by the Department of Education and Skills, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Please see school's Anti-Bullying Policy for further details.

## 11. Procedures for notification of pupil absences from school

Powerstown ETNS requires parents to inform the school of a child's absence as follows:

Short absences can be phoned or emailed to the office on the day of absence. Alternatively, a note can be sent with the child on return to school. This is retained in the roll book and placed in the child's file at the end of the year. All longer absences must be informed in writing, by email or letter. The school complies with the requirements of the NEWB on reporting student absence.

- The Education (Welfare) Act, 2000 (Section 18) requires parents to notify the Principal of the reasons for a child's absence. In line with Section 23 of the same act, the following procedures must be followed regarding notification of a child's absence from school:
- When a child returns to school after an absence, parents will send a letter outlining the reason(s) for absence.
- The Education (Welfare) Act 2000, Section 21(4) requires a school Principal to inform an Educational Welfare Officer in writing if a pupil is absent from school for a total of 20 days or more during a school year.
- Section 21(4) also obliges Principal to notify an Educational Welfare Office if a child is "not attending school regularly".
- On occasion, and for a variety of reasons, a pupil has to leave school early. Written notification of this, outlining the reason(s) must be given to the class teacher in advance. Parents or others acting on behalf of parents, who come to collect children early, must call to the school office for this purpose and will be asked to sign them out. Under no circumstances are pupils allowed to leave the school building unaccompanied to meet parents or others off-site.

(See forms on [www.newb.ie](http://www.newb.ie))

## 12. Reference to other Policies

The following policies and plans are relevant to the proper implementation of the Code of Behaviour

- Learn Together Policy
- Child Protection Policy
- SPHE plan
- Anti-bullying policy
- Enrolment policy
- Record keeping policy
- Health & Safety policy
- Special Educational Needs Plan
- Extra-curricular policy

## 13. Success Criteria

*Success criteria establish the link between information as to how things should be and information as to how things are. The criteria are used to express the ideal. The criteria will allow the school to judge how well it is achieving its stated intention. Success can be measurable through perceptions or by using factual data.*

Through the successful implementation of this policy the intended outcomes are:

- Children are physically, mentally and emotionally healthy
- Children are making informed choices about their behaviour through understanding and awareness of their role and responsibilities (as outlined in section 1)
- Children, parents and teachers understand the need for some deviations from the standards of behaviour for children with SEN and do not complain about unfairness in relation to this
- Children are responsive to positive correction, and show respect for other people
- Children are including others in their games
- Children are following yard rules
- Children are following class rules
- Children are following school rules
- School property is respected and there is no intentional damage being caused
- Children, teachers and parents are reporting any bullying behaviour (see anti-bullying code)
- Teachers are implementing the range of sanctions and rewards as listed in this policy
- Children, teachers and parents have appropriate awareness of the Code of Behaviour, are consulted about it, and reminded of its content on an ongoing basis
- Children, teachers and parents are greeting each other, saying thank you and please, allowing others to go ahead of them through the door when appropriate
- Children are getting someone's attention without being rude or interrupting
- Children are not querying the requests of the staff, as they understand requests are based on the principles of this code
- Bad language or derogatory language is not heard around the school
- The Board of Management continue to be actively involved in the promotion, implementation and review of the code of behaviour

- Behavioural plan strategies are being implemented where necessary and all relevant educational stakeholders have been part of this process
- Where cases of suspension and / or expulsion have occurred the procedures as outlined in this policy have been followed
- Teachers are keeping factual records of incidents of poor / disruptive behaviour in their classes
- Teachers are using the yard book to record incidents of misbehaviour and any other observations of note in relation to the children at playtime
- Serious incidents or issues are recorded in the pupil files
- Behaviour is noted in parent / teacher meetings and in end of year pupil reports
- Parents are informing the school about their children's absences

## 14. Review and ratification

This policy was first ratified by the BOM on 20<sup>th</sup> June 2011. It was reviewed in June 2012 and June 2013. Due to the release of the Anti-Bullying Guidelines for Primary and Post-Primary schools this policy was reviewed by the Board of Management of Powerstown ETNS on 24<sup>th</sup> June 2014

A copy of this policy is available to all families on our website. All parents are emailed a copy of our Code of Behaviour prior to their child starting in Powerstown ETNS. A copy of this policy is also available to parents in the office. Code of Behaviour is discussed annually at staff meetings.

It is acknowledged that this is a fluid document and will require regular revision to effectively fulfil the aims contained in it. Children, staff, parents and the Board of Management will engage with The Code of Behaviour on an ongoing basis as outlined below.

### Children

- Standards of behaviour, sanctions and rewards as detailed in this policy will be reviewed with each class, in an age-appropriate manner, at the start of each school year
- Class rules will also be drawn up at this time
- Class rules will be reviewed after each mid-term and term break with the children
- In term three, a lesson in Learn Together will be based on the Code of Behaviour and will be used to gather any feedback from the children. This will be given to the principal.

### Staff

- 'Yard' will remain a standing point on the agenda for monthly staff meetings
- One staff meeting annually will specifically address the Code of Behaviour where staff can review their responsibilities for its implementation and discuss any suggestion for change or amendment to the document

### Parents

- General parent meetings will address the Code of Behaviour and will give parents a brief outline of the responsibilities of the children, the parents and the staff in ensuring the guidelines are being adhered to and fully implemented
- Parent-teacher meetings will include reference to the behaviour of the individual child

- Feedback sheets will continue to be sent to parents at the end of the year and will allow them to give any feedback about their involvement with the Code of Behaviour during the year.

## APPENDIX A – SUSPENSION

### A.1. Authority to Suspend

The Board of Management has the authority to suspend a pupil and may do so for up to ten consecutive school days at one time or for a total of twenty days in a full school year. The authority to suspend a pupil for up to three consecutive school days has been delegated by the Board of Management in writing to the Principal. Such suspension will only be imposed on the grounds listed below.

### A.2. General Considerations

Whenever suspension is being considered, and before any form of suspension is imposed, parents/guardians will be invited to attend at the school to discuss their child's behaviour. If the Principal and the Chairperson of the Board of Management are satisfied with any undertaking given by the parents of the child, a proposed suspension may be deferred or dropped.

Before proceeding with any proposed suspension, parents will be notified in advance and a date and time for the child's return to school will be specified. On return to school, the Principal will re-introduce any suspended pupil to his or her class on the date specified. At the time of return from suspension, it will be necessary for a child and his/her parents to give a formal undertaking (in writing, dated and signed) that the behaviour which led to suspension will not be repeated.

### A.3. Procedures for Immediate (or Automatic) Suspension

The Principal and, in her absence, the Deputy Principal, in consultation with the Chairperson of the Board of Management, have been authorised in writing by the Board of Management to impose immediate suspension for a maximum of three days.

This will only be done when the continued presence of the pupil in the school represents a serious threat to the safety of pupils or staff or any other person, or for any one of the following behaviours:

- The use of an offensive weapon or material to inflict injury or harm on another person or to threaten to inflict injury or harm on another person.
- The defiant refusal to carry out the instructions of a teacher.
- To protect the safety of the pupil or other pupils or staff.
- The deliberate destruction of school property.

When an immediate suspension is imposed, the parents will be notified immediately and arrangements made with them for the pupil to be collected. No pupil will ever be sent home alone.

When an immediate suspension is considered by the principal to be warranted for one or more of the named behaviours, a preliminary investigation will first be conducted to establish the case for the imposition of the suspension. Subsequently, a formal investigation will immediately follow the imposition of the suspension, during which the suspended pupil will be invited to the school to be interviewed, in the presence of his/her parents.

### A.4. Procedures for Non-Immediate Suspension

When a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the Principal will.

- Inform the pupil and parents about the complaint by phone or in writing.
- Give the pupil and the parents an opportunity to respond.
- Remove the pupil from his/her class peers to an appropriate location under staff supervision until a determination is made about suspension.
- Parents will be given an opportunity to respond, to make their case for lessening the sanction and for the school to explore with parents how best to address the pupil's behaviour.

#### A.5. Duration of Suspension

A pupil will not be suspended for more than three days except in exceptional circumstances. The Board of Management considers that the Principal would be justified in recommending a suspension of five days in the following circumstances.

- When the pupil fails to recognise or acknowledge the seriousness of the events leading to a proposed suspension.
- Where injury has been inflicted on another person sufficiently serious as to warrant medical attention beyond first aid and /or a visit to a doctor.
- Where the pupil continues to display belligerence, hostility or aggression.

If a suspension longer than three days is recommended by the principal, the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes. The Board of Management may authorise the principal in writing, to impose a suspension of up to five days – with approval of the Chairperson of the Board of Management – in circumstances where a meeting of the Board of Management cannot be convened in a timely fashion, subject to the guidance already provided to the principal concerning such suspensions.

The Board of Management will not impose a suspension of more than ten consecutive school days on a pupil at any one time.

#### A.6. Appeals against Suspension:

The Board of Management will offer an opportunity to appeal the principal's recommendation to suspend a pupil for three days. If an appeal is made before a suspension is to take place, then the pupil will be separated from classroom peers, under staff supervision, until the appeal is complete and the appeal decision is relayed to parents. If the appeal is not upheld or if the period of suspension is altered but not set aside, then the suspension will begin as soon as practical after the decision on the appeal is relayed to parents, normally starting the next school day. This applies to suspensions up to twenty days in total for one or more separate periods of suspension in any given school year. The Board of Management will formally review any proposal to suspend a pupil, where the suspension would bring the number of days for which a pupil has been suspended in the current school year to more than twenty days. Where the total number of days for which a pupil has been suspended in the current school year reaches twenty days, the parents may appeal the suspension under section 29 of the Education Act 1998 as amended by the Education (Miscellaneous Provisions) Act 2007.

#### A.7. Notification of Suspension

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

- The duration and the start/end dates of the suspension
- The reason(s) for suspension.

- The arrangements for returning to school, including any commitment to be entered into by the pupil and the parents (see 4.1. p.6)
- The right to appeal to the Board of Management, and/or to the Secretary General of the Department of Education and Science.

Suspension may be removed or altered either immediately or retrospectively if the Board of Management decides, or if the Secretary General of the Department of Education and Science directs it to be removed under section 29 of the Education Act 1998 as amended by the Education (Miscellaneous Provisions) Act 2007.

#### A.8. Reintegrating The Pupil and Re-entering with dignity:

The principal will arrange for a member of staff to provide support for the pupil during the reintegration process. The pupil will be given the opportunity and need support for a fresh start. The school will then expect the same behaviour of this pupil as of all other pupils.

#### A.9. Recording and Reporting:

A record of the behaviour and sanction imposed will be kept, to include the following:

- 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.

If the principal acts on the written delegated authority to suspend, he will report all suspensions to the Board of Management with the reasons for and the duration of each suspension. The principal will also report suspensions to the National Educational Welfare Board (NEWB) in accordance with NEWB reporting guidelines (Education Welfare) Act 2000, section 21(4)(a)

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that the use of suspension is appropriate and effective.

## APPENDIX B - EXPULSION

The Board of Management has the authority to expel a pupil. This authority is a reserved function of the Board of Management and is not delegated to the principal.

### B.1. Expulsion Only In Exceptional Circumstances

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

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

### B.2. Grounds for Expulsion

A proposal by the Board of Management to expel a pupil will only be made on serious grounds, such as:

- 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 Board of Management reserves the right to expel a pupil for a first offence for the following misbehaviours. Pending the outcome of the procedures listed below, a pupil may incur immediate suspension on health and safety grounds.

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

### B.4. Procedures for Expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the following steps will be taken: (these procedures may need to be accelerated, depending on the seriousness of the offence and relevant circumstances)

- A detailed investigation carried out under the direction of the principal.
- A recommendation to the Board of Management by the principal

(a copy of the principal's report to be made available to the parents concerned)

- Consideration by the Board of Management of the principal's recommendation and the holding of a hearing, to which parents will be invited
- Board of Management deliberations and actions following the hearing.
- Consultations with parents and relevant teaching staff arranged by an Educational Welfare Officer of the National Education Welfare Board

- Confirmation of the decision to expel will be given to parents/guardians orally and in writing

#### B.5. Appeal against Expulsion

In accordance with the Education Act 1998, Section 29, a parent or guardian may appeal a decision to expel to the Secretary General of the Department of Education and Science. An appeal on behalf of a pupil may also be brought by the National Educational Welfare Board.

#### B.6. Review of the Use of Expulsion

In accordance with the NEWB guidelines (12.6), the Board of Management will, at regular intervals, review the use of expulsion in the school (if it has been used) in order to ensure that expulsion is used appropriately.

# School Rules!

## Appendix 3: School Rules

School rules and sanctions have been devised by the school staff and children. They have also been discussed and evaluated with the parents in conjunction with the PJA. They are based on the Golden Rules devised by Jenny Mosley. The rules are as follows:

1. Kind hands, kind feet, kind words.
2. Do your best work and let others do the same.
3. Be honest; always tell the truth.
4. Come to school on time and be prepared.
5. Be fair, be friendly be respectful.
6. Respect your property and everybody else's.
7. Be a good listener.
8. Use good manners.



## Appendix 4: Peer Mediation Scripts

### Peer Mediation Script

#### Incident

Who would like to speak first? (ask all children)

What happened? What is your side of the story?

(ask each child)

Reflect each story back to children

#### Feelings

How do you feel? (ask each child) Why?

Reflect it back to child

#### Ideas

Do you have any ideas that will help you both?

#### Agreement:

Which idea would you like to try?

Do you both agree?

Thank each child.



# Peer Mediation Script for Teachers / SNA's

## Incident

Your actions upset me, do you know why?

What is your side of the story?

Reflect each story back to child(ren)

## Feelings

How do you think your actions made me feel?

How did it make you feel?

Reflect it back to child

## Ideas

Do you have any ideas that will help us both?

## Agreement:

Which idea would you like to try?

Thank each child.



## Appendix 5: Incident Reports



Powerstown Educate Together National School

Roll number 20384J

Powerstown Road, Tyrrelstown, Dublin 15.

Telephone: 01 8272018

Email: [info@powerstownet.com](mailto:info@powerstownet.com)

[www.powerstownet.com](http://www.powerstownet.com)

**PRIVATE & CONFIDENTIAL**

### INCIDENT REPORT

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

Location: \_\_\_\_\_ Time: \_\_\_\_\_

People involved: \_\_\_\_\_

Record of Incident:

---

---

---

---

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

Action to be taken

---

---

---

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

Principal

School Stamp



# Powerstown Educate Together National School

Roll number 20384J

Powerstown Road, Tyrrelstown, Dublin 15.

Telephone: 01 8272018

Email: [info@powerstownet.com](mailto:info@powerstownet.com)

[www.powerstownet.com](http://www.powerstownet.com)

## SERIOUS INCIDENT REPORT:

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

**Time:** \_\_\_\_\_

### People Involved:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Please describe incident:

---

---

---

---

---

---

---

---

---

---

### Actions taken by you:

---

---

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

**Print name:** \_\_\_\_\_

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

School Stamp



## Appendix 6: Stop Think Choose Do Worksheets

### Stop Think Choose Do - Junior Infants - 2<sup>nd</sup> Class

<h1>Stop</h1>  <p>What is the problem?</p>	<h1>Think</h1>  <p>How do I feel? What do I want to happen?</p>	<h1>Choose</h1>  <p>I can solve the problem by:</p>	<h1>Do</h1>  <p>The best result is:</p>
---	--	--	--

## Evaluation of Problem Solving Plan - Juniors

Is there anything else you would like to add to your plan?

---

---

Pupil signature: \_\_\_\_\_

Sit with your parent(s)/guardian(s) and evaluate your decision:

Parent comments:

---

---

Parent signature: \_\_\_\_\_

Sit with your teacher and evaluate your decision:

Teacher comments:

---

---

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Stop

What is my problem?



\_\_\_\_\_  
\_\_\_\_\_

# Think

How do I feel? \_\_\_\_\_

\_\_\_\_\_



What do I want to happen? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Choose

I can solve this problem by:



Choice	Result
1.	
2.	
3.	
4.	

# Do



The best result is: \_\_\_\_\_

\_\_\_\_\_

Is this what I want to happen? \_\_\_\_\_

## Evaluation of Problem Solving Plan

Is there anything else you would like to add to your plan?

---

---

---

---

Pupil signature: \_\_\_\_\_

Sit with your parent(s)/guardian(s) and evaluate your decision:

Parent comments:

---

---

---

---

---

Parent signature: \_\_\_\_\_

Sit with your teacher and evaluate your decision:

Teacher comments:

---

---

---

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 7: Week Behaviour Report

### Powerstown Educate Together National School



Roll number 20384J

Powerstown Road, Tyrrelstown, Dublin 15.

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#### BEHAVIOUR REPORT:

Due to (a/number) serious incident that occurred on (date) , (child's name) is on report from (date starting) until (date ending). Each day (class teacher) will write a report on (child's name) behaviour. This then has to be signed by (child) and his parents. Helena will sign the report on (date). Please note that (child's name) behaviour was excessively aggressive and was a severe breach of our Code of Behaviour.

Tuesday Child signature: _____ Parent signature: _____	
Wednesday Child signature: _____ Parent signature: _____	
Thursday Child signature: _____ Parent signature: _____	
Friday Child signature: _____ Parent signature: _____	
Monday Child signature: _____ Parent signature: _____	

Principal signature: \_\_\_\_\_