



# Powerstown Educate Together National School

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*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.*

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# 1. Introduction

## 1.1. Our vision

Powerstown Educate Together National School is an equality based, 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 and guardians 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 policy was developed in ensure the school community of Powerstown ETNS, understands and supports the school in the implementation of the Code of Behaviour. We affirm that everyone's actions matter, that behaviour of adults (including parents, teachers) and peers is a significant influence on how a child acts. By the school community consistently modelling respect (which is a fundamental human right) in our daily actions, we can create a positive and safe learning environment.

This policy was developed 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 children, their families and for the staff of the school. The purpose of this policy is to promote positive behaviour and to allow our school to function in a respectful 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 a respectful 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, and when representing our school during school events or at other locations e.g. sporting events, competitions, tours, exhibitions. The Code of Behaviour applies at all fund-raising (e.g. cinema nights, discos) and social events organised by the school or by the Parent-Teacher Association 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 to ensure the children follow the Code of Behaviour.

## 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 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 allow the school to function in a respectful way where children can make progress in all aspects of their development
- 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
- To encourage children to recognise and affirm good learning behaviours for themselves
- That students, staff and parents/guardians help each other to meet the standards expected in the school

While we are aware that physical chastisement or punishment or threats of same may be acceptable in some cultures, it is not tolerated in Irish society. Powerstown Educate Together National School cannot permit cultural differences to impede our legal obligation to follow the Child Protection Guidelines (2011)

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 (SET) 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 *the* school's Professional Support Team (PST)

## 2. Rights and responsibilities

The school's expected standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for teaching and learning. Central to this is the expectation that all members of the school community behave in ways that show respect for others and that they have an understanding of their rights and responsibilities in relation to the Code of Behaviour as outlined below.

Responsibility for the implementation of this policy rests, in varying ways as outlined below, with all the partners in our school, i.e. the Board of Management (BOM), Principal, staff, pupils and their parents or guardians.

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| <p><b>Board of Management's Rights</b><br/>The BOM has the right to:</p> <ul style="list-style-type: none"> <li>➤ Uphold the characteristic spirit of the school</li> <li>➤ Support the principal in the application of this Code in a fair and reasonable manner</li> <li>➤ Ensure all staff consistently and fairly implement and uphold the school's Code of Behaviour</li> <li>➤ Ensure staff employed have the qualities necessary to deal effectively with behaviour and discipline in the school</li> <li>➤ Regularly review the school's Code of Behaviour</li> <li>➤ Be informed of any children at risk of suspension</li> </ul> | <p><b>Board of Management's Responsibilities</b><br/>The BOM has the responsibility to:</p> <ul style="list-style-type: none"> <li>• Be Fair</li> <li>• Ratify the Code of Behaviour</li> <li>• Ensure all enrolees agree to the school's COB.</li> <li>• Support the Principal and staff in implementing the COB</li> <li>• Ensure that the entire school community has a safe environment</li> <li>• Provision of support to the principal and staff in the implementation of the Code of Behaviour.</li> </ul> |
| <p><b>Principal's Rights</b><br/>The principal has the right to:</p> <ul style="list-style-type: none"> <li>➤ Work in a respectful and safe environment.</li> <li>➤ Be treated with courtesy and respect.</li> <li>➤ Receive cooperation from students, parents/guardians and staff.</li> </ul>                                                                                                                                                                                                                                                                                                                                            | <p><b>Principal's Responsibilities</b><br/>The principal has the responsibility to:</p> <ul style="list-style-type: none"> <li>• Be Fair</li> <li>• Provide a respectful, safe work environment for staff</li> <li>• Provide a respectful, safe learning environment for pupils, parents and guardians</li> </ul>                                                                                                                                                                                                 |

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| <ul style="list-style-type: none"> <li>➤ Receive direction, support and ongoing training from Department of Education and Educate Together as patron</li> <li>➤ Set high expectations for implementing equitable discipline practices and quality academic standards.</li> <li>➤ Receive the cooperation and support of school staff in serving as the school's educational leader.</li> <li>➤ Seek support and guidance from the school staff and BOM when problems arise</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Provide support for colleagues</li> <li>• Ensure that the Code of Behaviour is implemented in a fair and consistent manner and arrange for review of the COB, as required</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Pupils' Rights</b><br/>Pupils have the right:</p> <ul style="list-style-type: none"> <li>• To be educated in a safe, happy and respectful environment.</li> <li>• To grow intellectually, emotionally, morally, spiritually and physically with an understanding of special needs and difference.</li> <li>• To be treated as an individual with due respect and regard for others within the school community.</li> <li>• To be listened to.</li> <li>• To express their emotions, doubts, beliefs and opinions in a respectful manner.</li> <li>• To be free from all forms of abuse, whether physical, emotional, mental or sexual.</li> <li>• To receive information about topics and concerns affecting their lives including information on the Code of Behaviour.</li> </ul>                                                                                                                                                                                                                                                  | <p><b>Pupils' Responsibilities</b><br/>Pupils have the responsibility to:</p> <ul style="list-style-type: none"> <li>• Be Fair</li> <li>• Follow school and class rules</li> <li>• Show respect for all members of the school community</li> <li>• Attend school regularly and punctually</li> <li>• Bring correct materials / books to school</li> <li>• Listen to teachers and act on instructions / advice</li> <li>• Respect all school property and the property of other pupils</li> <li>• Behave in a safe manner that does not endanger others</li> <li>• Include other pupils in games and activities</li> <li>• Be courteous</li> <li>• Inform an adult they trust if they have any concerns or worries</li> <li>• Behaving in accordance with the Code of Behaviour when engaging in all school related activities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Staff Rights</b><br/>Staff have the right:</p> <ul style="list-style-type: none"> <li>• To work in a respectful and safe learning environment.</li> <li>• To work in an environment free from disruption</li> <li>• To be respected and held in proper esteem.</li> <li>• To voice concerns about the pupil's safety and behaviour.</li> <li>• To expect backup, support and cooperation from parents and other members of staff for their work.</li> <li>• To confidentiality.</li> <li>• To be listened to.</li> <li>• To appeal to a higher authority, e.g. Board of Management, Department of Education &amp; Skills, Union.</li> <li>• To receive adequate facilities and resources appropriate to their duties.</li> <li>• To relevant information on the pupil, their family background and access to parents when necessary</li> </ul> <p><b>Teachers' Rights</b><br/>As well as staff rights, teachers have the right:</p> <ul style="list-style-type: none"> <li>• To full and open communication with parents.</li> </ul> | <p><b>Staff</b><br/><b>Staff have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Be Fair</li> <li>• Support and implement the school's Code of Behaviour</li> <li>• Show respect to all members of the school community</li> <li>• Promote a culture and practice of equality which values all children equally.</li> <li>• Be courteous, consistent and fair and model same</li> <li>• Deal appropriately with misbehaviour and implement Continuum of Support Guidelines where necessary.</li> <li>• Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour on the school's administration system, Aladdin</li> <li>• Provide support for colleagues</li> <li>• Report matters of serious concern to Principal, or Deputy Principal.</li> <li>• Engage with in-school Reviews of Behaviour (e.g. at monthly staff meetings)</li> <li>• Ensure class teacher is made aware of all incidents in relation to every child in their class.</li> </ul> <p><b>Teaching staff have the additional responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Promote positive behaviour through effective teaching, an inclusive and engaging curriculum and positive, well managed classrooms</li> <li>• Use a variety of classroom management techniques and curricular methodologies to sustain pupil interest and motivation and maximise positive behaviour.</li> <li>• Lead the implementation of the Continuum of Support</li> </ul> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Guidelines where necessary.</p> <ul style="list-style-type: none"> <li>• Communicate with parents on issues concerning their child's learning and behaviour, when necessary, and provide reports on matters of mutual concern. These reports are printed from Aladdin</li> <li>• Assigning, checking and correcting homework in accordance with the Homework Policy.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Parents'/Guardians' rights</b><br/>Parents/Guardians have the right:</p> <ul style="list-style-type: none"> <li>• To informative communication with and access to the Staff/Principal at appropriate times.</li> <li>• To respect, understanding and confidentiality.</li> <li>• To updates on the progress of the pupil/pupils.</li> <li>• To be listened to.</li> <li>• To be consulted about disciplinary action at an early stage.</li> <li>• To appeal to a higher authority, e.g. Board of Management, Department of Education &amp; Science.</li> <li>• To have access to the Code of Behaviour of the school.</li> </ul> | <p><b>Parents'/Guardians' Responsibilities</b><br/>Parents/Guardians have the responsibility to:</p> <ul style="list-style-type: none"> <li>• Be Fair</li> <li>• Be respectful towards staff</li> <li>• Be familiar with the Code of Behaviour and support its implementation</li> <li>• 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))</li> <li>• Ensure that children attend school regularly and punctually</li> <li>• Be interested in, support and encourage their children's schoolwork</li> <li>• Ensure pupils have adequate rest and nourishment.</li> <li>• Ensure pupils have an appropriate packed lunch and drink daily</li> <li>• Inform staff of any cultural or traditional customs (ie. Ramadan, fasting) that their child is participating in during the school day</li> <li>• Cooperate with teachers if their child's behaviour is causing difficulties for others</li> <li>• Communicate with the school regarding any problems that may affect their child's progress or behaviour</li> <li>• Attending meetings at the school if requested</li> <li>• Supporting children with their homework and ensuring that it is completed</li> <li>• Cooperate with the rules and standards, which apply to them (dropping off, collection procedures, dress code, etc.).</li> <li>• Provide firm, fair and consistent guidance for pupils</li> <li>• Be positive role models to pupils.</li> </ul> |

**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/staff 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.

In PETNS there is a whole-school approach to positive behaviour management and rewarding pupils for good behaviour. The emphasis is on 'catching children being good.' In Powerstown ETNS rewards are earned. Staff never "take back" these awards.

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

*Please see the Positivity Programme Policy for further details*

#### 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 and the You Can Do It Programme. The rules are as follows:

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

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

1. Respect
2. Organisation
3. Emotional Resilience
4. Getting Along
5. Confidence
6. Persistence
7. Assertiveness

### 3.1.1. Expected behaviours and 'Habits of Mind' Supporting School Rules

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:

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| <p><b>Respect</b><br/><b>Respectful Behaviour</b></p> <ul style="list-style-type: none"> <li>➤ Is gentle</li> <li>➤ Uses good manners</li> <li>➤ Uses kind hands, kind feet, kind words, kind actions</li> <li>➤ Is helpful</li> <li>➤ Is honest</li> <li>➤ Tries ones best</li> <li>➤ Follows instructions / directions</li> <li>➤ Lines up calmly</li> <li>➤ Walks carefully on the left of the hall and stairs</li> <li>➤ Is polite to everyone</li> <li>➤ Listens to others and takes turns to speak in class.</li> <li>➤ Looks after own property and the property of others</li> <li>➤ Is mindful of people's personal space i.e. no verbal or physical violence or aggression, or any form of bullying behaviour (see Anti-Bullying Policy).</li> <li>➤ Is accepting of self and own feelings</li> <li>➤ Is accepting of others, their feelings, their culture and their beliefs</li> <li>➤ Remains within the designated playground boundaries during break times</li> <li>➤ Demonstrates understanding towards children for whom some of these guidelines may be challenging e.g. children with special educational needs</li> <li>➤ Is mindful that English and Gaeilge are the shared languages of our school community.</li> <li>➤ Acknowledges that all languages are valued and should be used appropriately and respectfully.</li> </ul> | <p><b>Respect</b><br/><b>Things to Say to Encourage Respectful Behaviour</b></p> <ul style="list-style-type: none"> <li>• "Thank you for your help!"</li> <li>• "You should be proud of yourself!"</li> <li>• "You worked really hard to get this room clean!"</li> <li>• "Thanks for helping set the table, that made a big difference."</li> <li>• "I noticed you were really patient with your little brother."</li> <li>• "What do you think about it?"</li> <li>• "Your hard work paid off!"</li> <li>• "That's a tough one, but you'll figure it out."</li> <li>• "I trust your judgment"</li> <li>• "I love being with you."</li> <li>• "I enjoyed our maths lesson today"</li> <li>• "Thank you for your lovely compliment"</li> <li>• "That was really kind"</li> <li>• "You really put a smile on her face with your kind words!"</li> <li>• "That's a very good observation."</li> <li>• "Thank you for your cooperation"</li> <li>• "I can tell you spent a lot of time thinking this through."</li> <li>• "I really feel like a team when we work like this!"</li> </ul> <p><b>Teach the following Types of Thinking</b></p> <ul style="list-style-type: none"> <li>• <b>Expectations:</b> Set realistic expectations with your children around their behaviour</li> <li>• <b>Be Tolerant of Others:</b> Accept people who are different. Do not judge people who act wrongly as being bad people. Remember that we all make mistakes.</li> </ul> |
| <b>Organisation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Organisation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p><b>Organised Behaviour</b></p> <ul style="list-style-type: none"> <li>➤ Brings home all materials needed for homework</li> <li>➤ Brings homework and other important materials to class</li> <li>➤ Gets started on class work right away</li> <li>➤ Makes sure instructions are understood before beginning work</li> <li>➤ Keeps a neat desk, school bag and study area at home</li> <li>➤ Has all school supplies ready</li> <li>➤ Plans enough time for completing homework on time and to review for quizzes/exams</li> <li>➤ Finishes one activity and begins the next activity</li> <li>➤ Knows schedule</li> <li>➤ Listens when instructions are given</li> <li>➤ Is aware of important "special events" at school</li> </ul> | <p><b>Things to Say to Encourage Organised Behaviour</b></p> <ul style="list-style-type: none"> <li>• "You are organised."</li> <li>• "Doesn't it feel good to be organised?"</li> <li>• "Being organised is helping you be successful".</li> <li>• "You really planned well".</li> <li>• "You really focussed to get your work in on time"</li> <li>• "I bet it makes school easier when you have everything ready."</li> <li>• "You are really keeping your school bag clean and neat."</li> <li>• "I can see you are planning ahead so that you do not rush your work at the very last minute."</li> <li>• "When you are prepared, you can do a good job".</li> <li>• "You planned well. You finished on time".</li> </ul> <p><b>Teach the following types of Thinking</b></p> <ul style="list-style-type: none"> <li>• <b>Setting Goals:</b> Setting a goal can help you to be successful.</li> <li>• <b>Planning My Time:</b> Think about how long it will take to do your schoolwork, and plan enough time to get it done</li> </ul>                                                                                                                                                                                                                                                                                                                                |
| <p><b>Emotional Resilience</b></p> <p><b>Emotional Resilience Behaviour</b></p> <ul style="list-style-type: none"> <li>➤ Does not get too down when schoolwork results are not good</li> <li>➤ Keeps trying in the face of setbacks</li> <li>➤ Handles teasing or social difficulties without getting too upset</li> <li>➤ Manages frustration when he/she does not understand something right away</li> <li>➤ Manages frustration of having a lot of work to do</li> <li>➤ Controls anger when treated unfairly</li> <li>➤ Manages nerves when taking exams or performing in public</li> <li>➤ Is able to say "no" and stand up to negative peer pressure</li> <li>➤ Calms down quickly after getting very upset</li> </ul>            | <p><b>Emotional Resilience</b></p> <p><b>Things to Say to Encourage Emotional Resilient Behaviour</b></p> <ul style="list-style-type: none"> <li>• "You didn't let yourself get too angry."</li> <li>• "You've learned how not to get too nervous."</li> <li>• "You didn't let that setback stop you from trying."</li> <li>• "Even though you didn't do as well as you wanted, you are still positive."</li> <li>• "You seem not to have blown that negative event out of proportion."</li> <li>• "Keeping your cool helps."</li> <li>• "You see, you can get through the tough stuff."</li> <li>• "You chose not to upset yourself about what happened."</li> </ul> <p><b>Eliminate the Following Types of Thinking</b></p> <ul style="list-style-type: none"> <li>• <b>Self – Downing:</b> Don't put yourself down when something bad happens.</li> <li>• <b>Need to Be Perfect:</b> Mistakes are normal along the road to success. It doesn't have to be perfect.</li> <li>• <b>Needing Approval:</b> Don't be too worried about what others think of you. You are you.</li> <li>• <b>I Can't Do It:</b> If you think you can't, you can't</li> <li>• <b>I Can't be bothered:</b> Doing things you don't like to do is the key to your success.</li> <li>• <b>Being Intolerant of Others:</b> Do not judge people. It is good to find out more about them.</li> </ul> |
| <p><b>Getting Along</b></p> <p><b>Getting Along Behaviour</b></p> <ul style="list-style-type: none"> <li>➤ Works well with friends</li> <li>➤ Takes turn</li> <li>➤ Listens when someone is talking</li> <li>➤ Respects important school/home rules</li> <li>➤ Helps someone with their work</li> <li>➤ When faced with a problem, talks rather than fights</li> <li>➤ Shares material</li> </ul>                                                                                                                                                                                                                                                                                                                                       | <p><b>Getting Along</b></p> <p><b>Things to Say to Encourage Getting Along Behaviour</b></p> <ul style="list-style-type: none"> <li>• "You are a good listener."</li> <li>• "You work well in a group."</li> <li>• "Sharing helps you be a good friend."</li> <li>• "You are a helpful person."</li> <li>• "Solving this problem without fighting shows you are really getting along."</li> <li>• "You have a real talent for getting along."</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <ul style="list-style-type: none"> <li>➤ Includes someone in a group activity</li> <li>➤ Is courteous and kind to peers, teachers, and parents</li> <li>➤ Helps others in need</li> <li>➤ Is sensitive to the feelings of others</li> <li>➤ Tells the truth</li> <li>➤ Does things to make the community a better place to live</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• “You are taking time to find out more about a person without judging them.”</li> <li>• “You think before you act. What a great attribute.”</li> <li>• “Empathy is being able to stand in someone’s shoes. You try to see things from another’s point of view.”</li> <li>• “You care about your community.”</li> </ul> <p><b>Teach the Following Types of Thinking</b></p> <ul style="list-style-type: none"> <li>• <b>Be Tolerant of Others:</b> Accept people who are different. Do not judge people who act wrongly as being bad people. Remember that we all make mistakes.</li> <li>• <b>Think First:</b> When someone treats you badly, think about the different ways you can act, the consequences of what you plan to do, and how your actions affect another person’s feelings.</li> <li>• <b>Play by the Rules:</b> By following important school/home rules, you will live in a better and safer place where everyone can learn.</li> <li>• <b>Be Socially Responsible:</b> Be sensitive to the needs and feelings of others, act honestly, and help make your community a safer and better place to live and learn.</li> </ul>                                                      |
| <p style="text-align: center;"><b>Confidence</b></p> <p><b>Confident Behaviour</b></p> <ul style="list-style-type: none"> <li>➤ Chooses to participate in new activities</li> <li>➤ Does hard work without asking for help</li> <li>➤ Continues to work on a difficult assignment without asking for help</li> <li>➤ Shares a new idea with teacher, class, or family</li> <li>➤ Makes a presentation to class</li> <li>➤ Introduces him/herself to someone new</li> <li>➤ Speaks loudly and clearly when asking or answering a question</li> <li>➤ When answering questions, provide a non-conforming, creative answer</li> <li>➤ Greets adults with good eye contact and uses their name</li> <li>➤ Offers to take responsibility for organising a family event</li> </ul> | <p><b>Confidence</b></p> <p><b>Things to Say to Encourage Confident Behaviour</b></p> <ul style="list-style-type: none"> <li>• “That took confidence.”</li> <li>• “That wasn’t easy to do, but you did it.”</li> <li>• “You are not afraid to take risks.”</li> <li>• “You had a confident voice when you spoke.”</li> <li>• “You really stood up for what you believed!”</li> <li>• “You were not afraid to make a mistake. Good for you.”</li> <li>• “Predicting success helps you get there.”</li> <li>• “You have a positive approach to your work.”</li> <li>• “You did not get too upset with yourself for not achieving a good result.”</li> <li>• “You looked confident.”</li> </ul> <p><b>Teach the following Types of Thinking</b></p> <ul style="list-style-type: none"> <li>• <b>Accepting Myself:</b> Do not think badly of yourself when things go wrong.</li> <li>• <b>Taking Risks:</b> When learning new things, do not be afraid to make mistakes.</li> <li>• <b>Being Independent:</b> It is important to try new activities, no matter what other people think.</li> <li>• <b>I Can Do It:</b> When trying difficult activities, it is helpful to think you are more likely to be successful than to fail</li> </ul> |
| <p style="text-align: center;"><b>Persistence</b></p> <p><b>Persistent Behaviour</b></p> <ul style="list-style-type: none"> <li>➤ Continuing to try, even when schoolwork is hard</li> <li>➤ Not being distracted by others</li> <li>➤ Checking schoolwork when finished to make sure it is correct</li> <li>➤ Trying and completing work found to be “boring”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Persistence</b></p> <p><b>Things to Say to Encourage Persistent Behaviour</b></p> <ul style="list-style-type: none"> <li>• “You didn’t give up!”</li> <li>• “You kept trying. Great effort.”</li> <li>• “Making that extra effort will help you learn”.</li> <li>• “You sure don’t give up easily.”</li> <li>• “Your effort is so important. It will help you succeed.”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <ul style="list-style-type: none"> <li>➤ Finishing work instead of playing</li> <li>➤ Not giving up too quickly</li> <li>➤ Doing what you say you are going to do</li> <li>➤ Drafting, redrafting and publishing work</li> <li>➤ Putting things away</li> <li>➤ Trying as hard as you can to understand or complete something</li> <li>➤ Take your time and work carefully</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• “See persistence pays off.”</li> <li>• “I see you understand that to be successful, you sometimes have to do things you don’t feel like doing.”</li> <li>• “The more you practice, the better you become.”</li> </ul> <p><b>Teach the Following Types of Thinking</b></p> <ul style="list-style-type: none"> <li>• <b>I Can Do It:</b> When trying difficult activities, it is helpful to think you are more likely to be successful than to fail</li> <li>• <b>Giving Effort:</b> The harder you try, the more successful you will be.</li> <li>• <b>Working Tough:</b> To be successful in the future, you may sometimes have to do things that are boring or not fun</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Assertiveness</b><br/><b>Assertive Behaviour</b></p> <ul style="list-style-type: none"> <li>➤ Is honest</li> <li>➤ Is respectful</li> <li>➤ Is trusting</li> <li>➤ Is open - minded</li> <li>➤ Is empowered</li> <li>➤ Is empathetic (looks at situations from the perspective of others)</li> <li>➤ Is tolerant</li> <li>➤ Has integrity</li> <li>➤ Understands the need to resolve own problems</li> <li>➤ Has the ability to resolve own problems</li> <li>➤ Accepts diverse experiences and points of view</li> <li>➤ Values one another</li> <li>➤ Listens without interrupting</li> <li>➤ Shares Ideas</li> <li>➤ Accepts that mistakes happen and we learn from them</li> <li>➤ Recognises the importance of feelings, needs and rights</li> <li>➤ Is approachable</li> <li>➤ Asks, without assuming another point of view</li> <li>➤ Uses the following strategies to help resolve conflict on yard <ul style="list-style-type: none"> <li>○ Rock, paper, scissors</li> <li>○ I-messages</li> <li>○ Peace path</li> <li>○ Peer Mediators</li> </ul> </li> </ul> <p><b>The Script</b></p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at this time?</li> <li>• What have you thought about it since?</li> <li>• How do you feel?</li> <li>• Who has been affected and in what way?</li> <li>• What do you need (to do) so that things can be put right and everyone can move on?</li> <li>• Do you agree?</li> </ul> <p>Remember:</p> <ul style="list-style-type: none"> <li>• <b>Be Fair:</b> Everything will work much better</li> </ul> | <p><b>Assertiveness</b><br/><b>Things to Say to Encourage Assertive Practices</b></p> <ul style="list-style-type: none"> <li>• “I appreciate that you are waiting patiently”</li> <li>• “I’m grateful for the way you helped your sister”</li> <li>• “I’m impressed by the way you are engaging with me”</li> <li>• “Well done you for being honest.”</li> <li>• “I am feeling a little uncomfortable” (Level 3 emotional thermometer)</li> <li>• “It makes me uncomfortable when I hear you teasing Ann”</li> <li>• “I am frustrated that you aren’t listening to me”</li> <li>• “I feel sad when you say something like that to Barry”</li> <li>• “I get angry when you talk and joke when I am speaking”</li> <li>• “I was shocked to see you hurt Pete”</li> <li>• “How are you feeling today?”</li> <li>• “What are your goals for the day?”</li> <li>• “How can we make this right?”</li> <li>• “How interesting, we differ on that. Tell me more.”</li> <li>• “Tell me more. I’m not sure I understand.”</li> <li>• “Go on, can you say a bit more about that?”</li> <li>• “That’s an interesting question, what do you think/others think?”</li> <li>• “I am interested in hearing your opinion on that”</li> <li>• “I value your opinion on this”</li> <li>• “Can you explain how you came to that idea?”</li> <li>• “I do not come to the same conclusion as you on this one. Can you explain your reasoning?”</li> <li>• “We differ on the answer here. Can you talk me through how you got to your answer and then maybe I can do the same?”</li> <li>• “Do you need to take a moment” (to help child calm down)</li> <li>• “Why don’t we count to 10 and talk then?”</li> </ul> <p><b>Teach the following types of Thinking</b></p> <ul style="list-style-type: none"> <li>• <b>Genuineness</b> - honesty, openness, sincerity.</li> <li>• <b>Positive regard for all individuals</b> - valuing the person for who they are.</li> <li>• <b>Empathic understanding</b> – trying to understand another’s experience.</li> <li>• Individual <b>responsibility</b> and shared accountability.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• <b>Engage</b> with everyone who is affected (by decision)</li> <li>• <b>Explain</b> why the decision needs to be made and any contributing factors</li> <li>• Make sure everyone knows what is <b>expected</b> of them in the future</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Self-actualisation</b> - the human capacity for positive growth.</li> <li>• <b>Optimistic perspectives</b> on personal development - that people can learn and can change for the better.</li> </ul> |
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### 3.1.2. Our rules for behaving well

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

#### Dropping Off: “The Drop”:

- Use pedestrian crossings.
- Walk quietly and safely towards the school every morning and wait in the correct line up area for your class in the basketball court (or hall on a wet day).
- Children are received by staff at 8.20am.
- Class starts at 8.30am.
- Front door closes at 8.40am.
- All children who arrive after 8.40am have to report to reception.
- Parents have to sign the “late arrivals book.” (See attendance policy for more information)

No responsibility can be taken for children left before a member of staff opens the yard/hall. *See below Junior Infant induction timetable for drop off in September.*

**Infant Induction September:** An induction timetable for drop off and collection of Junior Infant children during the months of August and September annually (days may vary depending on the calendar) is issued to parents and published on school website.

#### The collection of pupils: “The Collect”

Junior and Senior Infants are dismissed at 1.10pm.

- Children are escorted to the yard by the class teacher, where they go to their assigned line.
- Teacher will call a child’s name when they see parents/guardians/minders
- Child will be handed over to their parents/guardians/minders by the teacher
- Children must be released to a nominated adult.
- On a **wet day**, children are collected from their assigned door.

1<sup>st</sup> to 6<sup>th</sup> class are dismissed at 2.10pm.

- Children are escorted to the yard by the class teacher, where they go to their assigned line.
- 1<sup>st</sup> and 2<sup>nd</sup> class are dismissed from the yard by their class teacher to their parents/guardians/minders.
- 1<sup>st</sup> and 2<sup>nd</sup> class children must be released to a nominated adult.
- 3<sup>rd</sup> – 6<sup>th</sup> class are dismissed from their designated area in the yard at 2.10pm.
- 3<sup>rd</sup> – 6<sup>th</sup> class children are released to a nominated adult or have written permission to leave school grounds without an adult.
- On a **wet day**, children are collected from their assigned door.
- On a **wet day** all children from 3<sup>rd</sup> to 6<sup>th</sup> class should be collected by parents/guardians/minders

- Children should be collected promptly at 2.10pm.

No responsibility can be taken for children not collected promptly at the normal closing times.

#### **Early Collection**

- If a child is to leave class early, parents/guardians must report to reception
- They must sign their child out of school.
- Class teacher will be asked to send child down to the office to meet parents.

#### **“The Walking”:**

- The inside of the school is a walking zone at all times.
- We walk on the left hand side of the corridors.
- We walk on the left hand side of the stairs.
- At drop off and collection times everybody is asked to walk in the yard too.

*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”:**

- Climbing is not permitted anywhere on the school grounds (both inside and outside)

#### **“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.

#### **“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.
- Jewellery worn should be minimal i.e. no loop earrings or jewellery that could cause injury during activities such as chunky bracelets/necklaces, chockers etc.
- Clothing such as low cut tops, transparent clothing, string vests and t-shirts with offensive, sexual or violent slogans should not be worn at school by pupils.
- Clothing should be weather appropriate e.g. warm coat in winter, socks etc
- Appropriate footwear should be worn at all times
- Skating shoes are not permitted in school grounds

#### ***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.
- Heeled shoes, flip-flops or sandals 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’s school day is from 8.30am – 1.10pm/2.10pm.
- Children are not permitted to leave the school grounds during the school day
- If a child is to leave class early, parents/guardians must report to reception
- They must sign their child out of school.
- Class teacher will be asked to send child down to the office to meet parents.

#### **“The language”:**

- We use polite, friendly language at all times.
- Bad language (curses and swear words) should never be used in any language.
- Derogatory or discriminatory language (racist, homophobic, sexist) should never be used in any language.
- Sexualised language should never be used in any language.
- English and Gaeilge are the shared languages of our school community and are the primary languages used in school.

#### **“The Wheels” (Bikes, scooter and skateboard):**

- We encourage children to walk, cycle and scoot to school.
- Children should dismount their hoverboards, bikes, scooters, skateboards, flickers (anything on wheels) at the school gate / staff car park.
- Scooters, skateboards and bikes should be locked at the bike stand.
- There are no indoor storage facilities for any wheeled items in the school.
- The school accepts no responsibility for any such property damaged, 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.
- Parents are encouraged to phone the school during office opening hours

#### **“The Mobile phone”:**

- We prefer that children do not bring mobile phones to school (See Electronic Device Policy).
- If children need to have a mobile with them, it should be switched off and out of sight before they come onto the school grounds and not taken out until they leave the school grounds in the afternoon.
- Children who do not comply will have their phones confiscated. Phones can only be returned to parents/guardians.
- The school accepts no responsibility for any phones damaged, lost or stolen.

#### **“The Electronic Device”**

- Personal PSP’s, Game Boys, Tablets, I pads and other small electronic devices are not permitted in the school. (See Electronic Device Policy for more information)
- Under no circumstances are children permitted to take photos, videos or voice recordings using personal electronic equipment on the school grounds or at any school event.
- The school accepts no responsibility for any such property, damaged, lost or stolen.

#### **“The toys”:**

- Children may bring their own (non-electronic) toys in for Golden Time on a Friday, as agreed with class teacher.
- Toys are not permitted on the school yard.
- Toy guns, replica guns and air-soft guns (e.g. pellet guns) are not permitted on the school grounds and will be confiscated. They will only be returned to parents/guardians.
- The school accepts no responsibility for any such property damaged, lost or stolen.

**“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”. (No parking permitted on pedestrian crossing, footpaths or flower beds.)

**“The money”:**

- We encourage parents to make e-payments.
- Parents/Guardians will be notified of all monies that are being collected via letter home/email (ie. school trips). The school will always issue a written receipt for monies received.
- Private After School Club monies are collected by people running the After School Clubs. The school takes no responsibility for such monies.
- 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.

**3.2. Classroom Procedures:**

- Through Circle Time Activities, each classroom actively chooses their own Class Rules in August/September each year. (See SPHE curriculum and Learn Together Curriculum for more information)
- Each class creates a class contract based on these rules founded in circle time. This is signed by all pupils and staff working in this class.
- These rules are based upon our school wide rules and our Code of Behaviour, which set a positive atmosphere for learning.
- These should 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.

- Every staff member uses the Mediation Script to investigate all incidents.
- Each class uses the “Traffic Light System” to promote positive behaviour.
- Each class also uses “Class Dojo” - an individual points system for pupils.
- Each class uses the “Golden Time” clock to promote positive behaviour. Time is earned each day for positive behaviour.
- Each class earns “leaves” for positive behaviour on yard and can earn extra 10 minutes of yard.

- As we believe in positive behaviour management, we never “take away” what has been earned (i.e. we do not take away Class Dojo points, earned Golden Time etc.)

### **3.3 Our Yard Rules:**

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

#### **General guidance on expected yard behaviour**

Upon hearing the bell we **WALK** quietly to our line.

If we get an injury, we tell an adult on duty

If we are not happy, we tell an adult on duty and they will help.

If we run into someone else, we check that they are okay and tell them we are sorry and that it was an accident.

If someone falls to the ground, we ask if they are ok and help them up.

If we see rough play, we ask them to stop and tell an adult.

If anyone is not following our rules in the yard they may be asked to do a timeout at the designated timeout stop in the yard.

If we are lonely, we ask someone to play or we go to the friendship stop in the yard.

If we see a child at the friendship stop we can go over to them and ask them to join our game.

If we have ideas to make yard time better, we tell the teachers, principal or the student council.

### **3.4. School related activities:**

The Code of Behaviour applies to all out of school activities, including extracurricular activities, school outings and tours, fundraising activities and any events whereby we are representing our school. (See 1.4 for further details)

## **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 **Mediation** and the 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.

We aim to train children in 5<sup>th</sup> class as peer mediators. When these children reach 6<sup>th</sup> Class, we aim that they can independently run our peer mediation programme, with the support of staff.

When a staff member 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 class teacher, 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**

Powerstown ETNS recognises that parents are the child's primary care giver and know their child best. The staff at PETNS do their utmost to ensure all children in their care are supervised and are active participants in a safe, positive learning environment.

The schools' SPHE curriculum and the Learn Together curriculum are used to support good behaviour throughout the school. Good communication between staff 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.

Class meetings take place in 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.

Equally we encourage parents to talk to staff about their concerns.

- The homework journal or a note can be a useful tool for home-school communication.
- Speaking with teacher from 1.10pm – 1.20pm (for infants) / 2.10pm – 2.20pm (for 1<sup>st</sup> – 6<sup>th</sup> class) 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.

If a situation was to arise, whereby a child does not speak to a staff member about an incident(s) that has caused them distress but has told a parent/guardian, the parent/guardian should follow the steps outlined below (See Parent – Teacher Communication policy).

1. Contact the school
2. Make an appointment to see the class teacher
3. Inform teacher/secretary of subject of meeting
4. Meet with teacher, who will discuss actions to be implemented
5. Follow up meeting with teacher after 2 weeks (if necessary). This allows for actions to be implemented.
6. If unhappy with progress, make an appointment to speak with principal

## **4.2 Children with Special Education Needs (SEN) 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 already 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 inclusion in our school. Challenging behaviour can be related to special needs. Often, while the challenging behaviour can be very obvious, the 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. Procedures for responding to inappropriate behaviour.**

### **5.1 Minor Misdemeanours**

**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
- spitting on the ground,
- throwing things (other than at people),
- climbing furniture, fences, walls etc
- Running in corridors / quiet areas
- Ignoring staff
- leaving seat without permission,
- homework not done or incomplete,
- eating during lessons,
- chewing gum,
- rough play e.g. mock fighting / jostling and pushing,
- shouting and loudness in class,
- bad language
- derogatory language
- not following instructions

**Strategies and sanctions for minor misdemeanours include:**

### **Staff Strategies (in order)**

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

### **Any or all of the following sanctions are used as appropriate:**

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

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

### **Roles and Responsibilities Minor misdemeanours**

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

- In general sanctions should be associated with the misdemeanour, for example running in the corridor might mean child has to hold adult's hand when walking in corridor, not handing up homework might mean completing the work during break time.

## 5.2 Major misdemeanours

### 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)
- Use of (personal) electronic devices in class without permission
- Having mobile phone in your possession (e.g. in pocket or hand)
- Threats or physical hurt to another person
- Inappropriate gestures or body language
- Continuous (after warning) disregard for others' personal space
- Intentionally moving or knocking over furniture,
- slamming doors,
- Hitting out in a threatening manner at another person
- Deliberately damaging property
- Bringing any dangerous objects to school
- Sexual harassment of a person by words, actions or gestures
- Breach of school's Acceptable Usage Policy e.g. inappropriate use of internet,
- Racism
- Homophobia
- Theft
- Continuous (after warning) interference with teaching and learning
- Disrespect (after warning)
- Continuous (after warning) physical contact with another person
- Intentionally throwing something at a person
- kicking or hitting walls or furniture

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

- Sexualised language directed at a person
  - The use of an offensive weapon or material to inflict injury or harm on another person
  - To threaten to inflict injury or harm on another person.
  - The defiant refusal to carry out the instructions of a teacher.
  - Risk to the safety of the pupil or other pupils or staff.
  - The deliberate destruction of school
1. Sexual assault.
  2. Possession or supply of illegal drugs or substances to other pupils in the school.
  3. Actual violence or physical assault or verbal abuse.
  4. Serious threat of violence against another pupil or member of staff.

**In line with 'Children First: National Guidance for the Protection and Welfare of Children'**

property.

- Level 3 of Anti-Bullying Policy

offences 1-4 above will be reported to Gardaí.

## Strategies and sanctions for major misdemeanours:

### Staff Strategies (in order)

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

### Any or all of the following sanctions are used as appropriate:

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

### Roles and Responsibilities Major misdemeanours:

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

Continuum of Support Guidelines (COS). Please see *Special Educational Needs Policy* for more information.

## 6. Individual behavioural plan procedure – School Support Plus (COS)

*For the management of ongoing, serious challenging behaviour/aggression from an individual child we implement the Continuum of Support (COS) Guidelines at School Support Plus Level.*

### 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, school psychologist, social worker, other relevant services and/or therapists).

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:

- Clear definition of negative/inappropriate behaviours
- Analysis of behaviours eg. Function of behaviour (inability to communicate, escape, attention, sensory issues), ABC charts, scatter plots, Daily Behaviour Tracking Sheets etc
- Clear definition of desired replacement behaviours – behaviour goal.
- Strategies for encouraging positive behaviour (praise, encouragement, incentives)
- General strategies for dealing with inappropriate behaviours / 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 inappropriate behaviours 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, behaviour tracking sheets
- 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.

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## 7. Suspension and Expulsion

### 7.1 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)

#### 7.1.1. Suspension Procedure

Only in exceptional circumstances will the school consider suspending a pupil. In line with the equality based and inclusive 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..

(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. At the time of return from suspension, it will be necessary for a child and his/her parents to meet with the principal and relevant staff. Relevant parties engage in a restorative conference. All parties then sign an agreed Behaviour Contract which reinforces the school's Code of Behaviour before child returns to class.

### **7.1.2. 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)*

## **7.2. 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)

### **7.2.1. 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.

## **7.3. 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/quifelines\\_school\\_codes\\_eng.pdf](http://www.newb.ie/downloads/pdf/quifelines_school_codes_eng.pdf)

## 8. Keeping records

It is important for staff to keep a record of negative 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 school that persistent minor misdemeanours and major misdemeanours are recorded on Aladdin.
- 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:**

### 8.1. Yard book/ Aladdin

Yard books are provided in the yard supervision first aid bags collected by the staff on duty at the beginning of each break and returned after break.

All incidents reported to staff on duty, that are not easily resolved using mediation are written into the yard book.

- **A copy of the yard book record is given to the class teacher at the end of break.**
- **A record of this incident is then recorded in detail in an Incident Report or Serious Incident Report form on Aladdin.**
- **If staff member has no access to child on Aladdin, staff member types up report and emails to class teacher.**
- **Class teacher then transfers same information to Aladdin.**

Sanctions should be imposed by the staff member on duty and communicated to the class teacher.

Serious incidents should be reported to the principal or in her absence, the deputy principal.

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## 8.2. Incident report

Aladdin is used to record incidents of misbehaviour / other issues and patterns of behaviour in the class, the yard and / or the school. All reports should be factual, concise, and written in the third person. Incident forms should be dated and signed. Actions taken should be detailed e.g, class teacher informed, time out etc. Incidents are reviewed by the principal.

## 8.3. 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 staff member(s) who has dealt with the problem. All reports should be factual, concise, written in third person and 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, which references behaviour both in the classroom and in the yard.

## 9. 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
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community or any ethnic background 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.

## 10. 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 or class teacher on the day of absence. Parents can also complete the **Online Absence Form**. Alternatively, a note can be sent with the child on return to school. This is retained by the class teacher for that academic year. All reasons for absence are recorded by class teacher on Aladdin.

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 report 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))

## 11. Reference to other Policies

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

- Learn Together Curriculum Plan
- SPHE Curriculum Plan
- Child Protection Policy
- Anti-Bullying policy
- Enrolment policy
- Attendance Policy
- Record keeping policy
- Health & Safety Statement
- Special Educational Needs Policy

- Extra-curricular policy
- Positivity Programme policy
- Restorative Practice Policy
- Acceptable Usage Policy
- Electronic Device Policy

## 12. 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:

- Fair, positive, respectful and inclusive school environment is experienced by the school community
- 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)
- Strong lines of communication are developed and maintained between BOM, principal, staff, parents and pupils in relation to all matters in relation to 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
- 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
- Behaviour records are kept in accordance with this policy
- Parents are informing the school about their children's absences

## 13. 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 and subsequently in January 2016.

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 each September
- 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
- PTA will give feedback on Code of Behaviour annually.

## Appendix 1: 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 on Aladdin , 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 2: 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.

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## Appendix 3: School Rules



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

## Appendix 4: Mediation Script

### Mediation Script – Incident between children

#### Incident:

*Who would like to speak first?*

- What happened?

#### Thoughts:

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

#### Feelings:

- How do you feel?

#### Affect of actions

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

#### Resolution:

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

*Thank each child*

Remember to

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



Powerstown ETNS

# Appendix 5: Restorative Conference Script



## **P.E.T.N.S. RESTORATIVE CONFERENCE SCRIPT** **FACILITATOR GUIDE – Acknowledged Harm/Accepted Responsibility**



**Welcome** Welcome, as you know my name is xx and I have been asked to facilitate this meeting. *(Introduce participants if necessary).* I have spoken to all of you about the incident *(briefly outline what happened)* xxxx *(wrongdoer name)* has admitted their part. I remind you that you are here to discuss what happened, not the character of anyone involved. I will invite you all in turn to talk about how you and others may have been affected by what happened. This will help everyone understand what needs to be done to help put things right.

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Step 1</b>  | <b>START WITH WRONGDOER(S)</b> – I would like to start by asking ..... <ul style="list-style-type: none"> <li>• Can you tell us about what happened and how you became involved OR what happened?                         <ul style="list-style-type: none"> <li>◦ What happened next OR what else? <i>(ask this until their story unfolds)</i></li> </ul> </li> <li>• What were you thinking at the time?</li> <li>• What have your thoughts been since?</li> <li>• How has this affected/upset you and others?</li> <li>• What’s been the hardest thing for you?</li> </ul>  |
| <b>Step 2</b>  | <b>TURN TO HARMED PERSON(S)</b> – I would like to start by asking ..... <ul style="list-style-type: none"> <li>• Can you tell us about what happened and how you became involved OR what happened?                         <ul style="list-style-type: none"> <li>◦ What happened next OR what else? <i>(ask this until their story unfolds)</i></li> </ul> </li> <li>• What were you thinking at the time?</li> <li>• What have your thoughts been since?</li> <li>• How has this affected/upset you and others?</li> <li>• What’s been the hardest thing for you?</li> </ul> |
| <b>Step 3</b>  | <b>THEN ASK REMAINING PARTICIPANTS IN TURN THE SAME QUESTIONS</b> <i>(if necessary theme in views of those not present)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Step 4</b>  | <b>GO BACK TO THE WRONGDOER(S)</b> – you have just heard how xxxx and others have been affected by what you did <ul style="list-style-type: none"> <li>• Do you all see that harm/upset that has been caused?</li> <li>• Is there anything you want to say at this stage?</li> <li>• Do you think that something needs to be done to repair that harm/put it right?</li> </ul>                                                                                                                                                                                                 |
| <b>Step 5</b>  | <b>GO BACK TO THE HARMED PERSON</b> – What do you think needs to happen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Step 6</b>  | <b>GO BACK TO THE WRONGDOER(S)</b> – What do you think of what xxxx has suggested?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Step 7</b>  | <b>RETURN TO PERSON HARMED AND THEN OTHER SUPPORTERS</b> – What do you think/feel about what has been said? – What would you like to see come out of today’s meeting?                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Step 8</b>  | <b>RETURN TO WRONGDOER</b> – What do you think/feel about what has been said?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Step 9</b>  | <b>MAKE CONTRACT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Step 10</b> | <b>OPTIONAL QUESTIONS</b> – Would you do anything differently now?/What other choices could you have made?/What have you learned from the meeting?                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Step 11</b> | <b>FINAL INVITATIONS TO SPEAK</b> – before I close the meeting is there anyone else who wishes to say or ask something?                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Closing</b> | <b>CLOSING THE MEETING</b> – Thank you for participating in this meeting, I hope that your time together has helped you deal with this matter.                                                                                                                                                                                                                                                                                                                                                                                                                                 |



## Appendix 6: 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 |
|--------------|



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## SERIOUS INCIDENT REPORT:

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

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

### People Involved:

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

### Please describe incident:

---

---

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---

---

---

---

---

---

---

### Actions taken by you:

---

---

---

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

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

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

February 2016

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|              |
|--------------|
| School Stamp |
|--------------|

## Appendix 7: 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?<br/>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 8: Week/Daily Behaviour Report

### Powerstown Educate Together National School



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

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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<br>Child signature:<br>_____<br>Parent signature:<br>_____   |  |
| Wednesday<br>Child signature:<br>_____<br>Parent signature:<br>_____ |  |
| Thursday<br>Child signature:<br>_____<br>Parent signature:<br>_____  |  |
| Friday<br>Child signature:<br>_____<br>Parent signature:<br>_____    |  |
| Monday<br>Child signature:<br>_____<br>Parent signature:<br>_____    |  |

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



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## Daily Behaviour Tracking

*The aim of this behaviour sheet is to track child's behaviour, to assist staff in identifying functions of behaviour and to minimise negative interactions with peers. This sheet will be completed daily by staff working with child. This behaviour tracking will gather data that will be used to set child's Behaviour /IEP targets. It is also a positive way to communicate with home about child's behaviour and participation in classroom activities.*



| Time              | Staff comments | Child comments |
|-------------------|----------------|----------------|
| 8.30 – 8.45       |                |                |
| 8.45 – 9am        |                |                |
| 9 – 9.30am        |                |                |
| 9.30am – 10am     |                |                |
| 10am – 10.20am    |                |                |
| 10.20am – 10.50am |                |                |
| 10.50am – 11.20am |                |                |
| 11.20am – 12noon  |                |                |
| 12noon – 12.30pm  |                |                |
| 12.30pm – 1pm     |                |                |
| 1pm – 1.30pm      |                |                |
| 1.30pm – 2.10pm   |                |                |
| <b>Comments</b>   |                |                |

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## Appendix 9: Resolving Yard Conflict

Conflict resolution is a learned skill; it takes practice. At Powerstown ETNS we help children to develop this skill. We encourage children to use one of these four conflict resolution techniques to build empowered, confident youth and a respectful school environment.

### Rock Paper Scissors.

Did the four square ball bounce in or out? Who was first in line? Who gets to use the red marker first? These types of conflicts can easily occur. Rather than let small conflicts escalate and take valuable time to solve, teach students to play a simple game of Rock Paper Scissors.

**Here's how to play:** Counting to three (or while saying "rock paper scissors"), two players bounce their fists in the air. On "three" or "scissors", players pick either rock, paper or scissors—as shown in the image. If both players choose the same object, they go again. Rock crushes scissors; scissors cut paper; paper covers rock. (Note: there is no physical contact necessary to play this game.)

### I-Messages.

Children are known to blame others when a problem arises, (i.e. "He did it!") Adults know that it often takes more than one person to start a conflict. Teaching children to recognize emotions, both in themselves and others, helps.

**Using an I-statement**, such as "I feel sad when you don't play with me," allows children to identify their emotion instead of blaming others. Staff guide children through talking out their conflict with I-messages before discussing possible solutions. In time, children will become better at using I-statements without adult guidance. This also supports the child's development of emotional literacy.

### Peace Path.

At PETNS we provide guided steps for students to take when resolving conflicts. We teach these to students and post on a wall or paint them on the playground. The path may have statements to finish, such as "I feel... when..." and "I need...", or things for students to answer, such as "what happened?", "how would you feel?", and "brainstorm a solution."

### Peer Mediators.

We aim to identify and train fifth class students to become peer mediators. Peer mediators can be available on and off the playground to help other students. When children lead by example, other students learn conflict resolution techniques from their peers. Peer mediation may also be more available to students who worry about 'tattling' to adults.

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