



# 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

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## 1.1 Our Vision

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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 their ability.

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## 1.2. Rationale

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This policy was developed to 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/guardians, teachers and ANAs) and peers is a significant influence on how a child acts. By consistently modelling respect (which is a fundamental human right) in our daily actions, we can create a positive and safe learning environment.

This policy aims 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.

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)

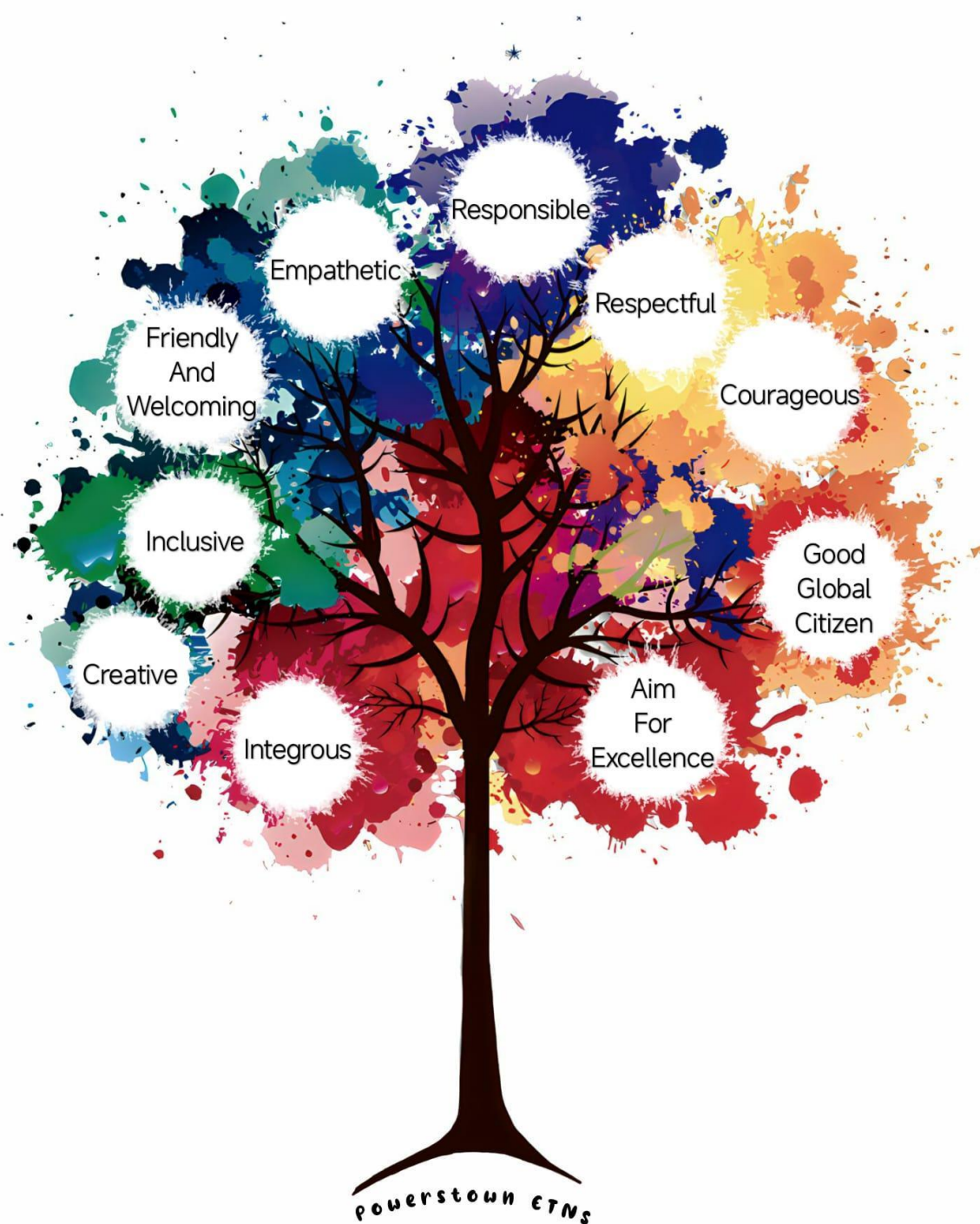
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## 1.3. Relationship to the characteristic spirit/ethos of the school

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The Code of Behaviour of Powerstown ETNS has been devised in the context of a nurturing and supportive environment where pupils are encouraged to care for and respect each other and all members of the school community. It is based on the principle of equal respect for children, their families and for the staff of the school.

The Code of Behaviour reflects the positive ethos of our school and the ten core values we aspire to instil in our pupils:



# our school values

In our school, we work towards standards of behaviour based on these core values. It follows that acceptable standards of behaviour are those that reflect these principles. Central to this policy is the belief that all pupils have a right to learn in a positive, engaging and respectful environment where improvement and achievement are celebrated. At Powerstown ETNS, we encourage pupils to take responsibility for their actions as they progress through primary school. We view all behaviours as an opportunity to learn and grow. All children need consistency, predictability and routines set for them in order to feel secure and develop the skills for cooperation. Therefore, we have agreed rules and expected behaviours, with logical consequences.

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#### *1.4. When the Code of Behaviour applies*

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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 ETNS. If parents/guardians are present at any of these events, they are ultimately responsible to ensure their children follow the Code of Behaviour. The Department of Education guidelines also indicate that the school's Code of Behaviour and Bullying guidelines should encompass issues involving students that happen outside of school e.g. incidents between pupils on way home from school, cyberbullying, negative interactions with staff outside of school grounds/hours.

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#### *1.5. Aims and objectives*

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

- To provide an educational environment that is guided by our values
- To ensure that the individuality of each child is accommodated
- To acknowledge the right of each child to participate in a positive, respectful learning environment
- To encourage self-reflection and self-regulation to enable children to be "more ready to learn"
- To ensure the safety and well-being of all members of the school community
- To ensure that the system of rules, rewards, and consequences are implemented in a fair and consistent manner throughout the school
- To assist parents/guardians 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.

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 ETNS 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 access to the Code of Behaviour upon enrolment/employment at Powerstown ETNS. The Continuum of Support Team (COS) and all staff have a particular responsibility to work with children with Additional Educational Needs, and their parents/guardians, 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). At times, new staff may seek support from partner teachers and management as they become familiar with our school policy.

When a behaviour incident occurs with a substitute teacher/ANA, support may be required of a partner / support teacher, a Management Team member and/or Principal as they would be unfamiliar with our school's Code of Behaviour.

## 2. Behaviour Approaches

Powerstown ETNS uses the Berry Street Educational Model (BSEM) and Zones of Regulation (ZoR) to support pupils to feel emotionally safe and equip them with the regulatory skills, with tiered support (if required) to ensure they can access the curriculum and are appropriately "ready to learn." This is a whole school approach, used in all classrooms throughout the school.

[Berry Street Educational Model](#) is a framework PETNS has adapted to:

- provide predictable routines across the school day
- promote strong relationships and the roles these relationships play in enhancing learning
- build an understanding of trauma informed practice
- enable children to develop a growth mindset in their learning
- support pupils to use strategies ensuring they are ready to learn
- ensure that pupils and staff have the necessary skills to be present, centred and grounded

[Zones of Regulation](#) is an evidence based framework used to:

- Support pupils to identify their feelings and levels of alertness
- Enable pupils to develop effective regulation tools
- Enable pupils to learn when and how to use these regulation tools
- Enable pupils to problem solve using positive solutions
- Enable pupils to understand how their behaviours influence thoughts and feelings
- **Ultimately** enable pupils to develop independent self-regulation

In PETNS there is a whole-school approach to positive behaviour management and rewarding pupils for good behaviour. The emphasis is on endeavouring we maintain unconditional positive regard for our pupils. In Powerstown ETNS rewards are earned. Staff never “take back” these awards.

Our Positive Behaviour strategies may include, but are not limited to:

- Morning Check Ins
- Assembly awards
- SPHE & Well Being Programmes to promote and teach positive behaviours and life skills e.g. [You Can Do It Programme](#)
- Golden Time
- Individual/ Group Points System – e.g. Class Dojo
- 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

### 3. Expectations

Our staff are committed to delivering a high quality of education for every pupil, and believe all adults in the school whether visiting or working, should meet the same three expectations in place for pupils.

These are:

- We are safe
- We are respectful
- We are responsible learners



# Positive Behaviour for Learning

**Safety is our right. Respect is our way. Learning is our responsibility.**

	Be SAFE	Be RESPECTFUL	Be a RESPONSIBLE LEARNER
Classroom	<ul style="list-style-type: none"> <li>Follow instructions promptly</li> <li>Show whole body listening</li> <li>Keep hands, feet and objects to self</li> <li>Walk calmly when moving</li> <li>Use equipment correctly</li> <li>Keep learning spaces clean and tidy</li> <li>Sit quietly while eating</li> <li>Report safety issues</li> <li>Include everyone</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions promptly</li> <li>Show whole body listening</li> <li>Use appropriate voice</li> <li>Give others personal space</li> <li>Use manners, kind words and actions</li> <li>Care for personal and school property</li> <li>Wait your turn to speak</li> <li>Value everyone's learning</li> <li>Include everyone</li> </ul>	<ul style="list-style-type: none"> <li>Be active listeners and be responsible for our own learning (use Zones or Ready to Learn plans etc)</li> <li>Start promptly and stay on task</li> <li>Give everything a 'red hot go' &amp; persist</li> <li>Ask questions &amp; seek help when needed</li> <li>Give and receive constructive feedback</li> <li>Be a problem solver</li> <li>Include everyone</li> </ul>
Corridor	<ul style="list-style-type: none"> <li>Walk on left</li> <li>Walk in single file</li> <li>Walk single steps on stairs</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly &amp; look out for others</li> <li>Stand back to let adults &amp; visitors pass</li> <li>Hold interior doors open for others</li> </ul>	<ul style="list-style-type: none"> <li>Be quiet to support the learning of others</li> <li>At noticeboards, use our indoor voices</li> </ul>
Everywhere Else	<ul style="list-style-type: none"> <li>Follow instructions promptly</li> <li>Move calmly &amp; walk to destinations</li> <li>Use equipment correctly</li> <li>Keep school clean and tidy</li> <li>Play fairly and follow school approved games</li> <li>Report safety issues</li> <li>Walk with bike/scooter from the "Green box" at the top of the hill</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions promptly</li> <li>Follow rules in games</li> <li>Include others &amp; invite them to join in</li> <li>Use manners, kind words and actions</li> <li>Care for property and environment</li> <li>Report inappropriate behavior</li> <li>Represent the school positively during outings</li> </ul>	<ul style="list-style-type: none"> <li>Stop play and line up at first bell</li> <li>Follow instructions promptly</li> <li>Transition calmly and quietly</li> <li>Seek help when needed</li> <li>Demonstrate good sportsmanship</li> <li>We take responsibility for our actions &amp; own our behaviour.</li> <li>Arrive to school on time (8.20 – 8.30)</li> </ul>

## 3.1. Classroom Procedures:

- Through Circle Time Activities, each classroom actively chooses their own Classroom Expectations in August/September each year. (See SPHE curriculum and Learn Together Curriculum for more information)
- Each class creates a class contract based on these expectations founded in circle time. This is signed by all pupils and staff working in this class.
- Once the classroom contract is finalised, it is stuck into the child's homework journal. Children will be asked to read and discuss it with parents/guardians as part of a homework assignment. This ensures collaborative understanding and agreement of behaviour expectations.
- 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 teacher's 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 positive behaviour and consequences for unacceptable behaviours will operate in each class.

- Every staff member uses the Mediation Script to investigate all incidents.
- Each class uses an individual points system for pupils e.g. class dojo

- Each class uses the “Golden Time” clock to promote whole class positive behaviour. Time is earned each day and children gain extra minutes for free-time activities on a Friday
- 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), logical consequences are applied.

## 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 7). 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 advise parents to become familiar with the script that we use, and understand that mediation is a child-centred and “fair process.” Conflict is resolved with open, honest dialogue with the aim to restore relationships whereby children take responsibility for their actions and create a plan/action to move forward. Mediation Worksheets are completed after incidents and sent home for parents/guardians to sign. Parental support is expected to ensure behaviour expectations and logical consequences are understood by the children.

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

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### *4.1. Communicating with parents/guardians about behaviour*

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Powerstown ETNS recognises that parents/guardians are the child’s primary caregiver and know their child best. Good communication between staff and parents/guardians is essential for optimal pupil progress. To that end teachers are committed to contacting parents/guardians 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 annually.

Equally, we encourage parents/guardians to talk to staff about their concerns.

The homework journal or a note can be a useful tool for home-school communication.

For more detailed and sensitive discussions, it is best to arrange a meeting with the class teacher.

If a situation were 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).

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

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#### *4.2. Behaviour is a form of communication*

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The enrolment policy of the school provides for equality of access and participation within the school. Some children may have experienced trauma, some may come to school with pre-identified additional needs, and 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. In Powerstown ETNS we recognise that behaviour is a form of communication and challenging behaviour can be related to trauma and/or additional needs. Often, while the challenging behaviour can be very obvious, the function of the behaviour may not be.

Every effort is made to support each individual child to adapt to school-wide behaviour expectations. However, sometimes, an individualised approach needs to be put in place. It may be perceived that a child is somehow “getting away with things” or being treated more favourably. However, we are in fact removing the systematic barriers in place to enable the child to engage in school life.

Our priority is to keep all our children safe and enable all our children to access the curriculum in the school with minimal detrimental impact on their learning due to disruptions.

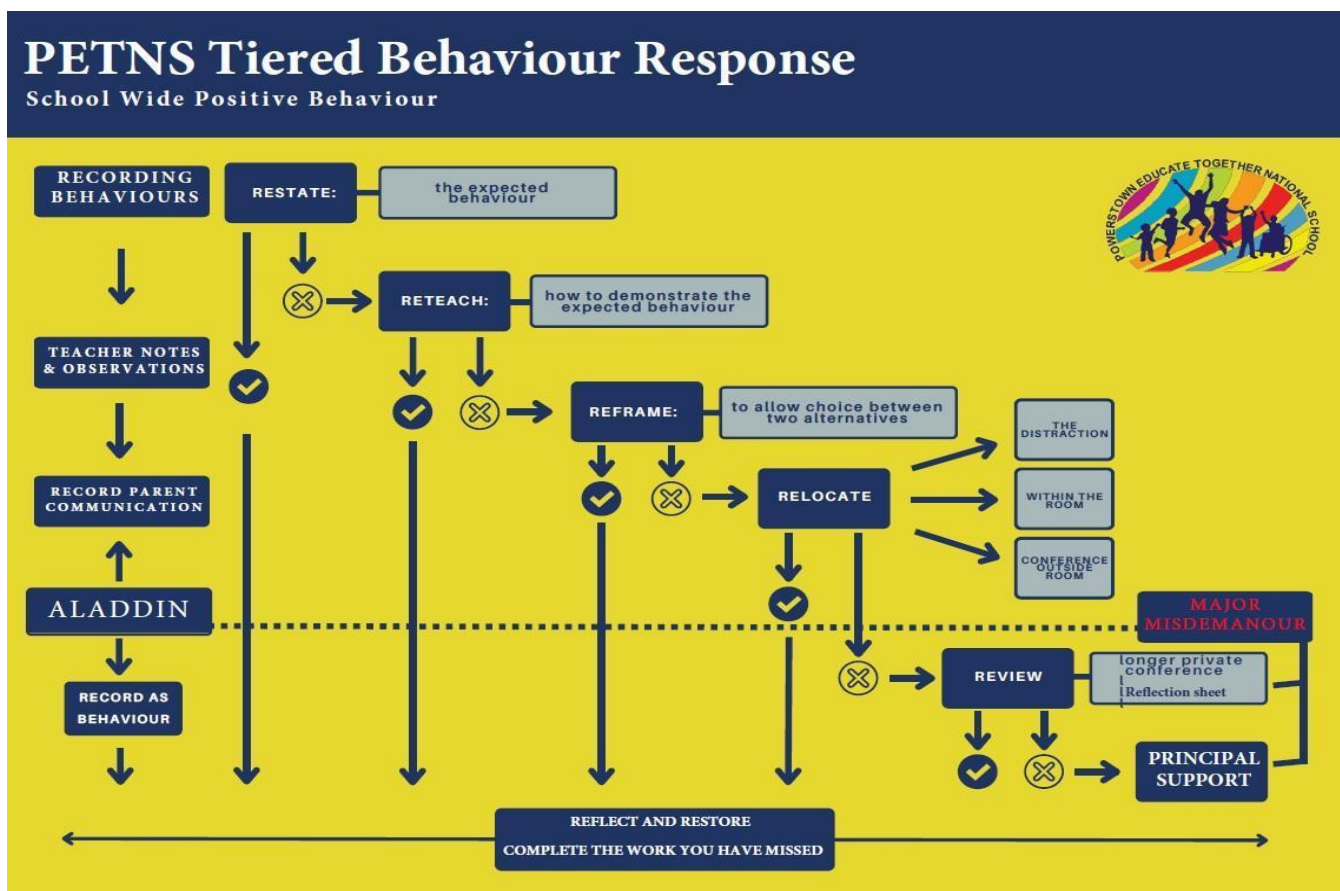
Additional measures of support may include:

Pupil - Parent - School Partnership	Work staff will do in background
<ul style="list-style-type: none"><li>• Visual reminders</li><li>• Ready to Learn Plans</li><li>• Meeting with parents/guardians to discuss persistent behaviour needs</li><li>• A weekly behaviour report chart - to communicate with home and school</li><li>• Classroom Support Plan</li><li>• My Safety and Support Plan</li><li>• Staff access to NCSE behaviour advisor to support classroom strategies</li><li>• Meeting with parent to discuss further supports required</li><li>• Behaviour Plan</li><li>• Access to an Additional Needs Assistant</li><li>• Weekly support of school-based behaviour practitioner</li></ul>	<ul style="list-style-type: none"><li>• Instil unconditional positive regard for child</li><li>• As much as possible, ensure consistent, predictable routines are in place</li><li>• Observations: Scatterplots, ABC charts etc</li><li>• Explore the function of behaviour</li><li>• Model and support regulation strategies</li><li>• Engage in conversations with pupil - what works for them</li><li>• Track progress</li><li>• Upskill in areas of presenting needs</li><li>• Communicate with Deputy Principal and Principal</li><li>• Communicate with outside agencies</li></ul>

Part of the successful implementation of this policy will be in building a better understanding among our school community of Additional Educational Needs (AEN), 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. Tiered Behaviour Response



## 5.1 Minor Misdemeanours

**Examples of minor misdemeanours include:**

Lack of respect, for example:

- 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

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- 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

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## 5.2 Major misdemeanours

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### Examples of major misdemeanours may include:

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|--|---|
| <ul style="list-style-type: none"><li>• Continuous disrespect (after warning)</li><li>• Persistent minor misdemeanours (see above)</li><li>• Leaving the class, yard, park or activity without permission</li><li>• Abusive / threatening or violent language directed to a person</li><li>• Persistent refusal to take instructions</li><li>• Bullying (see Anti-bullying policy)</li><li>• Use of (personal) electronic devices in class without permission</li><li>• Having mobile phone in your possession (e.g. in pocket or hand)</li><li>• Threats or physical hurt to another person</li><li>• Inappropriate gestures or body language</li><li>• Continuous (after warning) disregard for others' personal space</li><li>• Intentionally moving or knocking over furniture</li></ul> | <ul style="list-style-type: none"><li>• Hitting out in a threatening manner at another person</li><li>• Deliberately damaging property</li><li>• Bringing any dangerous objects to school</li><li>• Sexual harassment of a person by words, actions or gestures</li><li>• Breach of school's Acceptable Usage Policy e.g. inappropriate use of internet</li><li>• Racism</li><li>• Homophobia, transphobia, biphobia (See Appendix 14)</li><li>• Theft</li><li>• Continuous (after warning) and persistence interference, impacting on others learning opportunities and the learning environment</li><li>• Continuous (after warning) physical contact with another person</li><li>• Intentionally throwing something at a person</li><li>• Kicking or hitting walls or furniture</li><li>• Slamming doors</li></ul> |
|--|---|

## LOGICAL CONSEQUENCES

Logical consequences are consequences for actions that are reasonable, respectful and related to the action. They may be natural or implemented by a member of staff

### THREE R's

1. **Reasonable:** Consequences should be balanced with the presenting behaviour
2. **Respectful:** It is important for the staff member to use a respectful tone of voice when delivering a consequence
3. **Related:** Consequences should be directly connected to the action

### EXAMPLES

- A student uses their phone during school, so a staff member confiscates the phone
- A student plays rough on yard and injures a peer, so a staff member asks that student to stand aside on yard
- A student repeatedly forgets to bring in their homework, so the teacher asks child to catch up during free time / lunch



Children need boundaries to feel safe and learn how to successfully navigate in society. But if they behave just “because we said so” or out of fear, they end up missing the chance to discover that their choices and actions have the power to create specific outcomes.

**Employing logical consequences** in and out of the classroom creates appropriate boundaries, teaches causation and allows children to feel empowered to create the life they choose through their decisions and actions.

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*5.4 Major misdemeanours with immediate suspension as a first offence are:*

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

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Sexualised language directed at a person</li><li>• The use of an offensive weapon or material to inflict injury or harm on another person</li><li>• To threaten to inflict injury or harm on another person.</li><li>• The defiant refusal to carry out the instructions of a teacher.</li><li>• Serious risk to the safety of the pupil or other pupils or staff.</li><li>• The deliberate destruction of school property.</li><li>• Level 3 of Anti-Bullying Policy</li></ul> | <ul style="list-style-type: none"><li>• Sexual assault.</li><li>• Possession or supply of illegal drugs or substances to other pupils in the school.</li><li>• Actual violence or physical assault or verbal abuse.</li><li>• Serious threat of violence against another pupil or member of staff.</li><li>• <b>In line with ‘Children First: National Guidance for the Protection and Welfare of Children’ offences 1-4 above will be reported to Gardaí.</b></li></ul> |
|---|--|

***Any or all of the following logical consequences are used as appropriate for major misdemeanours:***

- Removal from class and referral to Principal/Deputy Principal
- Formal communication with parents/guardians
- Implementation of Daily or Weekly Behaviour Tracking with set targets, whereby parent/guardian signature and/or comments are required
- Implementation of Continuum of Support (See COS Policy)
- Implementation of behavioural plan procedure – COS School Support Plus (see below)
- BOM informed
- 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
- Report to Gardaí (as necessary)
- Expulsion

## 6. Individual Behaviour Plan Procedure: School Support Plus (COS)

*For the management of ongoing and/or serious challenging behaviour from an individual child we implement the Continuum of Support (COS) Guidelines, prioritising the child for access to the highest tier of support i.e. School Support Plus Level. This is a solution focused practice that is child-centred, and supports the biopsychosocial and ecological needs of the child.*

### **Reasons for implementation of behaviour plan:**

- The consistent refusal of a child to follow staff instructions
- Persistent inability to follow behaviour expectations and requiring consistent supports
- Persistent (seriously) disruptive behaviour
- Exhibitions of unpredictable and, possibly, violent or aggressive behaviour

*For some children, who present with additional needs, a behaviour plan is drafted with relevant staff and parents to support the child within the school environment. This may exist alongside the child's School Support Plan and is used as a tool to promote consistent, predictable routines and expectations.*

## Individual behavioural plan procedure

Staff address misdemeanours in class

Staff address minor misdemeanour concerns with parents, as warranted

If there are consistent concerns the class teacher will speak to the principal for guidance.

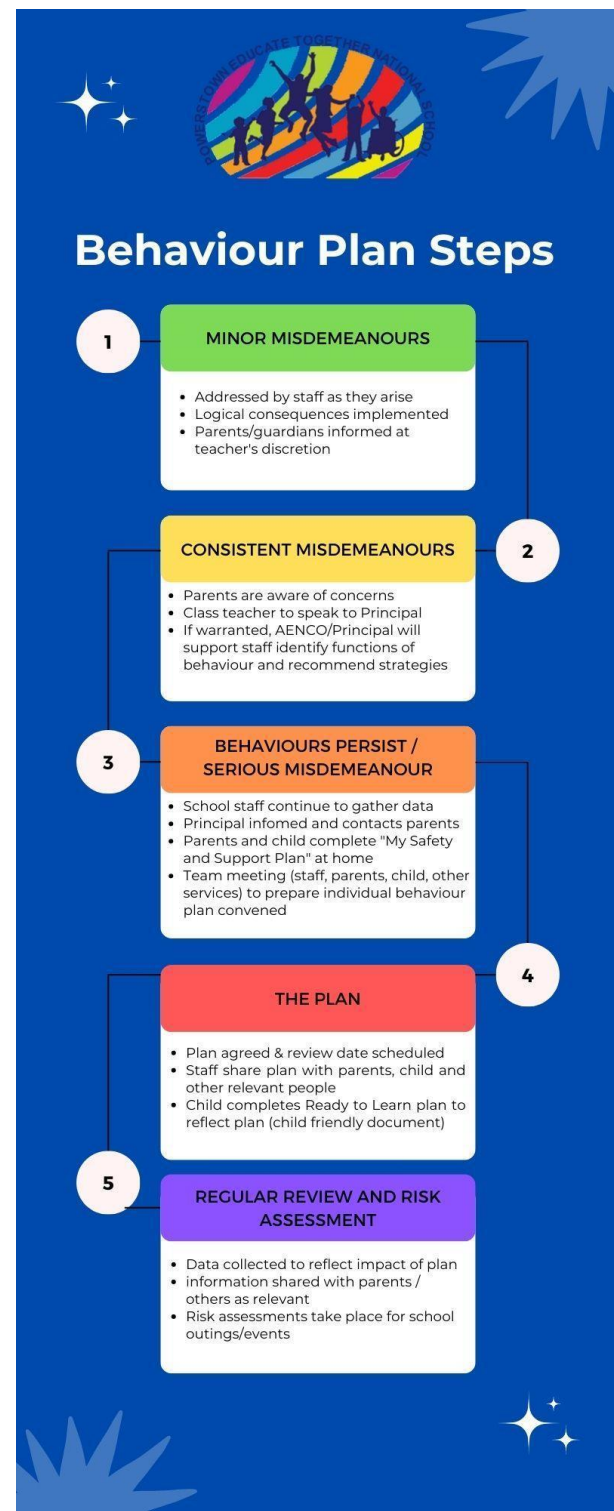
If warranted, our AENCO (or principal) will support staff to identify functions of behaviours (attention, escape, access or sensory needs) using ABC charts, scatter plots, Daily Behaviour Tracking Sheets etc. Strategies and approaches that may be most effective for the child based on their presentation will be discussed.

If behaviours persist and/or a serious incident occurs, parents and child are asked to complete "My Safety and Support Plan" at home.

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, parents, child, the Chairperson of the Board of Management, principal, AENCO, teacher(s), parents/guardians, special needs assistant, school psychologist, social worker, CDNT teams, other relevant services and/or therapists).

The agenda for the meeting shall comprise a discussion on:

- Strengths
- Strategies that they find work well in school / home / other environments
- Interests and motivators
- Relationships with staff and peers
- Discussion on challenges / Indicators of functions of behaviours
- Strategies that can be trialled to overcome challenges e.g. staff responses to behaviours, visuals, scripts, choices etc
- Agreed consequences to challenging behaviours
- Agreed home - school communication on these strategies
- Priority needs; both short term and long term, in terms of learning and behaviour.
- Review date - it must be recognised that this will be a working document, reviewed fortnightly and updated as required.



A plan shall be agreed between school and home and shared with the school Board of Management.

The child will be asked to complete a Ready to Learn plan at home with parents based on this meeting to support their child be successful in school and reinforce meeting conclusions. This Ready to Learn plan can then be finalised with school staff.

In these instances, parents/guardians shall be told that a risk assessment shall be done for 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.

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

A garda vetted parent/guardian may be asked to accompany the child to allow them to be included.

On rare occasions, a risk assessment may indicate that the child may not be allowed to take part in some school activities for his/her safety and the safety of the others in the class.

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.

## 7. Suspension and Expulsion

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### 7.1 Suspension

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Suspension is defined as 'requiring the pupil 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/guardians to keep a pupil from school, as a sanction, counts as a suspension. Suspension will be considered as part of a range of sanctions where a pupil 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 pupils of the pupil's behaviour to date

Whether the pupil's continued presence in the school constitutes a threat to the safety of themselves and others

The pupil is responsible for serious damage to property

The purpose of suspension includes: providing time for staff to create a more robust support plan for pupils, giving the pupil time to reflect on their actions and giving parents time to support their child to understand behaviour expectations. Suspension shall be used as part of an agreed plan to address the pupil'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 a meeting 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/guardians 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/guardians 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/guardians 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 the 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)*

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## 7.2. Expulsion (permanent exclusion)

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Under the Education Welfare Act, 2000, *'A pupil 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 pupils is secured.'* (Section 24 (5))

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

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### 7.3. Appeals

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Section 29 of the Education Act, 1998 provides for an appeal where a board of management, or a person acting on behalf of the board of management (normally the school Principal) suspends a pupil for a period or periods totaling not less than 20 days in a school year.

An appeal may not be made if the period or periods of suspension are less than 20 days in a school year. To make an appeal you must complete the Section 29 Appeal Form for expulsion or suspension [accessible here](#). If you wish to make an appeal you must do so in writing within 42 calendar days from the date of the decision by the board of management.

For further information, please see [DE website](#)

## 8. Record Keeping

It is important for staff to keep a record of challenging behaviours, to develop an understanding of the function of behaviours and so that they can be confident of their accuracy when discussing the matter with parents/guardians.

It is the policy of the school that persistent minor misdemeanours and major misdemeanours are recorded on Aladdin.

It is the policy of the school that parents/guardians are informed of persistent minor misdemeanours and major misdemeanours sooner rather than later (phone call and/or reflection sheet going home).

Underlying this reporting should be an ongoing positive two way relationship between the parents/guardians and the school, fostering good communication and maintaining 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:**

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### *8.1. Aladdin*

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#### **Yard time:**

Yard is supervised by class level staff. All incidents reported to staff on duty should, where possible, be resolved on yard following the tiered behaviour response infographic. Logical consequences should be imposed by the staff member on duty and concerns communicated to the class teacher.

If a serious incident should occur, it should be reported to the principal or in her absence, the deputy principal.

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### *8.2. Incident report*

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Please refer to the infographic as to when incidents should be recorded.

Aladdin is used to record incidents of challenging behaviour 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, logical consequences detailed etc. Incidents are reviewed by the principal.

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### *8.3. Serious incident report*

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More serious incidents that take place within the school environment should be recorded on the 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/guardians 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 ethical background and bullying of those with disabilities or special educational needs.

***Powerstown ETNS also recognises gender based bullying.***

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, 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 the school's Anti-Bullying Policy for further details.

## **10. 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
- Admissions policy
- Attendance policy
- Record keeping policy
- Health & Safety Statement
- Continuum of Support policy
- Extra-curricular policy
- Restorative Practice Policy
- Acceptable Usage Policy
- Electronic Device Policy

## 11. 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

Parental support and collaboration, which can contribute to the well-being, positive mental health and physical health of our pupils.

Children make informed choices about their behaviour through understanding and awareness of their role and responsibilities

Strong lines of communication are developed and maintained between BOM, principal, staff, parents/guardians and pupils in relation to all matters in relation to this policy

Children, teachers and parents/guardians have appropriate awareness of the Code of Behaviour, are consulted about it, and are 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 plans and strategies are 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 outlined in this policy have been followed

Behaviour records are kept in accordance with this policy

## 12. Review and Ratification

This policy was most recently updated in June 2023. Parents and staff attended a policy review meeting on Monday 19<sup>th</sup> June 2023.

The Code of Behaviour 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/guardians 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/guardians in the office. Code of Behaviour is discussed regularly 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/guardians and the Board of Management will engage with The Code of Behaviour on an ongoing basis as outlined below.

### **Children**

Behaviour expectations, logical consequences 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 regular discussion point at staff / team 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/Guardians**

General parent meetings will address the Code of Behaviour and will give parents/guardians a brief outline of the responsibilities of the children, the parents/guardians 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/guardians of the child, a proposed suspension may be deferred or dropped.

Before proceeding with any proposed suspension, parents/guardians 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/guardians 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/guardians 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/guardians.

#### **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/guardians about the complaint by phone or in writing.
- Give the pupil and the parents/guardians 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/guardians will be given an opportunity to respond, to make their case for lessening the sanction and for the school to explore with parents/guardians 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/guardians. 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/guardians, 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/guardians 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/guardians 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/guardians (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/guardians 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/guardians concerned)
- Consideration by the Board of Management of the principal's recommendation and the holding of a hearing, to which parents/guardians will be invited
- Board of Management deliberations and actions following the hearing.
- Consultations with parents/guardians 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.

**Appendix 3: Zones of Regulation (ZoR): [Link here](#)**

**Appendix 4: Berry Street Educational Model (BSEM): [Link here](#)**

## Appendix 5: You Can Do It – Mind Set

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

- Respect
- Organisation
- Emotional Resilience
- Getting Along
- Confidence
- Persistence
- Assertiveness

<p><b>Respect</b></p> <p><b>Respectful Behaviour</b></p> <p>Is gentle</p> <p>Uses good manners</p> <p>Uses kind hands, kind feet, kind words, kind actions</p> <p>Is helpful</p> <p>Is honest</p> <p>Tries one's best</p> <p>Follows instructions / directions</p> <p>Lines up calmly</p> <p>Walks carefully on the left of the hall and stairs</p> <p>Is polite to everyone</p> <p>Listens to others and takes turns to speak in class.</p> <p>Looks after own property and the property of others</p> <p>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).</p> <p>Is accepting of self and own feelings</p> <p>Is accepting of others, their feelings, their culture and their beliefs</p> <p>Remains within the designated playground boundaries during break times</p>	<p><b>Respect</b></p> <p><b>Things to Say to Encourage Respectful Behaviour</b></p> <p>"Thank you for your help!"</p> <p>"You should be proud of yourself!"</p> <p>"You worked really hard to get this room clean!"</p> <p>"Thanks for helping set the table, that made a big difference."</p> <p>"I noticed you were really patient with your little brother."</p> <p>"What do you think about it?"</p> <p>"Your hard work paid off!"</p> <p>"That's a tough one, but you'll figure it out."</p> <p>"I trust your judgement"</p> <p>"I love being with you."</p> <p>"I enjoyed our maths lesson today"</p> <p>"Thank you for your lovely compliment"</p> <p>"That was really kind"</p> <p>"You really put a smile on her face with your kind words!"</p> <p>"That's a very good observation."</p> <p>"Thank you for your cooperation"</p>
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<p>Demonstrates understanding towards children for whom some of these guidelines may be challenging e.g. children with special educational needs</p> <p>Is mindful that English and Gaeilge are the shared languages of our school community.</p> <p>Acknowledges that all languages are valued and should be used appropriately and respectfully.</p>	<p>"I can tell you spent a lot of time thinking this through."</p> <p>"I really feel like a team when we work like this!"</p> <p><b>Teach the following Types of Thinking</b></p> <p><b>Expectations:</b> Set realistic expectations with your children around their behaviour</p> <p><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</p>
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<p><b>Organisation</b></p> <p><b>Organised Behaviour</b></p> <p>Brings home all materials needed for homework</p> <p>Brings homework and other important materials to class</p> <p>Gets started on class work right away</p> <p>Makes sure instructions are understood before beginning work</p> <p>Keeps a neat desk, school bag and study area at home</p> <p>Has all school supplies ready</p> <p>Plans enough time for completing homework on time and to review for quizzes/exams</p> <p>Finishes one activity and begins the next activity</p> <p>Knows schedule</p> <p>Listens when instructions are given</p> <p>Is aware of important "special events" at school</p>	<p><b>Organisation</b></p> <p><b>Things to Say to Encourage</b></p> <p><b>Organised Behaviour</b></p> <p>"You are organised."</p> <p>"Doesn't it feel good to be organised?"</p> <p>"Being organised is helping you be successful".</p> <p>"You really planned well".</p> <p>"You really focussed to get your work in on time"</p> <p>"I bet it makes school easier when you have everything ready."</p> <p>"You are really keeping your school bag clean and neat."</p> <p>"I can see you are planning ahead so that you do not rush your work at the very last minute."</p> <p>"When you are prepared, you can do a good job".</p> <p>"You planned well. You finished on time".</p> <p><b>Teach the following types of Thinking</b></p> <p><b>Setting Goals:</b> Setting a goal can help you to be successful.</p> <p><b>Planning My Time:</b> Think about how long it will take to do your schoolwork, and plan enough time to get it done</p>
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<p><b>Emotional Resilience</b></p> <p><b>Emotional Resilience Behaviour</b></p> <p>Does not get too down when schoolwork results are not good</p> <p>Keeps trying in the face of setbacks</p> <p>Handles teasing or social difficulties without getting too upset</p> <p>Manages frustration when they do not understand something right away</p> <p>Manages frustration of having a lot of work to do</p> <p>Controls anger when treated unfairly</p> <p>Manages nerves when taking exams or performing in public</p> <p>Is able to say “no” and stand up to negative peer pressure</p> <p>Calms down quickly after getting very upset</p>	<p><b>Emotional Resilience</b></p> <p><b>Things to Say to Encourage Emotional Resilient Behaviour</b></p> <p>“You didn’t let yourself get too angry.”</p> <p>“You’ve learned how not to get too nervous.”</p> <p>“You didn’t let that setback stop you from trying.”</p> <p>“Even though you didn’t do as well as you wanted, you are still positive.”</p> <p>“You seem not to have blown that negative event out of proportion.”</p> <p>“Keeping your cool helps.”</p> <p>“You see, you can get through the tough stuff.”</p> <p>“You chose not to upset yourself about what happened.”</p> <p><b>Eliminate the Following Types of Thinking</b></p> <p><b>Self – Downing:</b> Don’t put yourself down when something bad happens.</p> <p><b>Need to Be Perfect:</b> Mistakes are normal along the road to success. It doesn’t have to be perfect.</p> <p><b>Needing Approval:</b> Don’t be too worried about what others think of you. You are you.</p> <p><b>I Can’t Do It:</b> If you think you can’t, you can’t</p> <p><b>I Can’t be bothered:</b> Doing things you don’t like to do is the key to your success.</p> <p><b>Being Intolerant of Others:</b> Do not judge people. It is good to find out more about them.</p>
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<p><b>Getting Along</b></p> <p><b>Getting Along Behaviour</b></p> <p>Works well with friends</p> <p>Takes turn</p> <p>Listens when someone is talking</p> <p>Respects important school/home rules</p> <p>Helps someone with their work</p> <p>When faced with a problem, talks rather than fights</p> <p>Shares material</p> <p>Includes someone in a group activity</p> <p>Is courteous and kind to peers, teachers, and parents/guardians</p> <p>Helps others in need</p> <p>Is sensitive to the feelings of others</p> <p>Tells the truth</p> <p>Does things to make the community a better place to live</p>	<p><b>Getting Along</b></p> <p><b>Things to Say to Encourage Getting Along Behaviour</b></p> <p>"You are a good listener."</p> <p>"You work well in a group."</p> <p>"Sharing helps you be a good friend."</p> <p>"You are a helpful person."</p> <p>"Solving this problem without fighting shows you are really getting along."</p> <p>"You have a real talent for getting along."</p> <p>"You are taking time to find out more about a person without judging them."</p> <p>"You think before you act. What a great attribute."</p> <p>"Empathy is being able to stand in someone's shoes. You try to see things from another's point of view."</p> <p>"You care about your community."</p> <p><b>Teach the Following Types of Thinking</b></p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p>
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<p><b>Confidence</b></p> <p><b>Confident Behaviour</b></p> <p>Chooses to participate in new activities</p> <p>Does hard work without asking for help</p> <p>Continues to work on a difficult assignment without asking for help</p> <p>Shares a new idea with teacher, class, or family</p> <p>Makes a presentation to class</p> <p>Introduces him/herself to someone new</p> <p>Speaks loudly and clearly when asking or answering a question</p> <p>When answering questions, provide a non-conforming, creative answer</p> <p>Greets adults with good manners and uses their name</p> <p>Offers to take responsibility for organising a family event</p>	<p><b>Confidence</b></p> <p><b>Things to Say to Encourage Confident Behaviour</b></p> <p>“That took confidence.”</p> <p>“That wasn’t easy to do, but you did it.”</p> <p>“You are not afraid to take risks.”</p> <p>“You had a confident voice when you spoke.”</p> <p>“You really stood up for what you believed!”</p> <p>“You were not afraid to make a mistake. Good for you.”</p> <p>“Predicting success helps you get there.”</p> <p>“You have a positive approach to your work.”</p> <p>“You did not get too upset with yourself for not achieving a good result.”</p> <p>“You looked confident.”</p> <p><b>Teach the following Types of Thinking</b></p> <p><b>Accepting Myself:</b> Do not think badly of yourself when things go wrong.</p> <p><b>Taking Risks:</b> When learning new things, do not be afraid to make mistakes.</p> <p><b>Being Independent:</b> It is important to try new activities, no matter what other people think.</p> <p><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</p>
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<p><b>Persistence</b></p> <p><b>Persistent Behaviour</b></p> <p>Continuing to try, even when schoolwork is hard</p> <p>Not being distracted by others</p> <p>Checking school work when finished to make sure it is correct</p> <p>Trying and completing work found to be “boring”</p> <p>Finishing work instead of playing</p> <p>Not giving up too quickly</p> <p>Doing what you say you are going to do</p> <p>Drafting, redrafting and publishing work</p> <p>Putting things away</p> <p>Trying as hard as you can to understand or complete something</p> <p>Take your time and work carefully</p>	<p><b>Persistence</b></p> <p><b>Things to Say to Encourage Persistent Behaviour</b></p> <p>“You didn’t give up!”</p> <p>“You kept trying. Great effort.”</p> <p>“Making that extra effort will help you learn”.</p> <p>“You sure don’t give up easily.”</p> <p>“Your effort is so important. It will help you succeed.”</p> <p>“See persistence pays off.”</p> <p>“I see you understand that to be successful, you sometimes have to do things you don’t feel like doing.”</p> <p>“The more you practice, the better you become.”</p> <p><b>Teach the Following Types of Thinking</b></p> <p><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</p> <p><b>Giving Effort:</b> The harder you try, the more successful you will be.</p> <p><b>Working Tough:</b> To be successful in the future, you may sometimes have to do things that are boring or not fun</p>
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Assertiveness	Assertiveness
Assertive Behaviour	Things to Say to Encourage Assertive Practices
Is honest	"I appreciate that you are waiting patiently"
Is respectful	"I'm grateful for the way you helped your sister"
Is trusting	"I'm impressed by the way you are engaging with me"
Is open-minded	"Well done you for being honest."
Is empowered	"I am feeling a little uncomfortable" (Level 3 emotional thermometer)
Is empathetic (looks at situations from the prospective of others)	"It makes me uncomfortable when I hear you teasing Ann"
Is tolerant	"I am frustrated that you aren't listening to me"
Has integrity	"I feel sad when you say something like that to Barry"
Understands the need to resolve own problems	"I get angry when you talk and joke when I am speaking"
Has the ability to resolve own problems	"I was shocked to see you hurt Pete"
Accepts diverse experiences and points of view	"How are you feeling today?"
Values one another	"What are your goals for the day?"
Listens without interrupting	"How can we make this right?"
Shares Ideas	"How interesting, we differ on that. Tell me more."
Accepts that mistakes happen and we learn from them	"Tell me more. I'm not sure I understand."
Recognises the importance of feelings, needs and rights	"Go on, can you say a bit more about that?"
Is approachable	"That's an interesting question, what do you think/others think?"
Asks, without assuming another point of view	"I am interested in hearing your opinion on that"
Uses the following strategies to help resolve conflict on yard	"I value your opinion on this"
Rock, paper, scissors	"Can you explain how you came to that idea?"
I-messages	"I do not come to the same conclusion as you on this one. Can you explain your reasoning?"
Peace path	
Peer Mediators	

	<p>"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?"</p> <p>"Do you need to take a moment" (to help child calm down)</p> <p>"Why don't we count to 10 and talk then?"</p> <p><b>Teach the following types of Thinking</b></p> <p><b>Genuineness</b> - honesty, openness, sincerity.</p> <p><b>Positive regard for all individuals</b> - valuing the person for who they are.</p> <p><b>Empathic understanding</b> – trying to understand another's experience.</p> <p>Individual <b>responsibility</b> and shared accountability.</p> <p><b>Self-actualisation</b> - the human capacity for positive growth.</p> <p><b>Optimistic perspectives</b> on personal development - that people can learn and can change for the better.</p>
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# Powerstown Educate Together National School

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## Appendix 6: School Rules



## Positive Behaviour for Learning

**Safety is our right. Respect is our way. Learning is our responsibility.**

	Be SAFE	Be RESPECTFUL	Be a RESPONSIBLE LEARNER
Classroom	<ul style="list-style-type: none"> <li>Follow instructions promptly</li> <li>Show whole body listening</li> <li>Keep hands, feet and objects to self</li> <li>Walk calmly when moving</li> <li>Use equipment correctly</li> <li>Keep learning spaces clean and tidy</li> <li>Sit quietly while eating</li> <li>Report safety issues</li> <li>Include everyone</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions promptly</li> <li>Show whole body listening</li> <li>Use appropriate voice</li> <li>Give others personal space</li> <li>Use manners, kind words and actions</li> <li>Care for personal and school property</li> <li>Wait your turn to speak</li> <li>Value everyone's learning</li> <li>Include everyone</li> </ul>	<ul style="list-style-type: none"> <li>Be active listeners and be responsible for our own learning (use Zones or Ready to Learn plans etc)</li> <li>Start promptly and stay on task</li> <li>Give everything a 'red hot go' &amp; persist</li> <li>Ask questions &amp; seek help when needed</li> <li>Give and receive constructive feedback</li> <li>Be a problem solver</li> <li>Include everyone</li> </ul>
Corridor	<ul style="list-style-type: none"> <li>Walk on left</li> <li>Walk in single file</li> <li>Walk single steps on stairs</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly &amp; look out for others</li> <li>Stand back to let adults &amp; visitors pass</li> <li>Hold interior doors open for others</li> </ul>	<ul style="list-style-type: none"> <li>Be quiet to support the learning of others</li> <li>At noticeboards, use our indoor voices</li> </ul>
Everywhere Else	<ul style="list-style-type: none"> <li>Follow instructions promptly</li> <li>Move calmly &amp; walk to destinations</li> <li>Use equipment correctly</li> <li>Keep school clean and tidy</li> <li>Play fairly and follow school approved games</li> <li>Report safety issues</li> <li>Walk with bike/scooter from the "Green box" at the top of the hill</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions promptly</li> <li>Follow rules in games</li> <li>Include others &amp; invite them to join in</li> <li>Use manners, kind words and actions</li> <li>Care for property and environment</li> <li>Report inappropriate behavior</li> <li>Represent the school positively during outings</li> </ul>	<ul style="list-style-type: none"> <li>Stop play and line up at first bell</li> <li>Follow instructions promptly</li> <li>Transition calmly and quietly</li> <li>Seek help when needed</li> <li>Demonstrate good sportsmanship</li> <li>We take responsibility for our actions &amp; own our behaviour.</li> <li>Arrive to school on time (8.20 – 8.30)</li> </ul>



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## Appendix 7: Mediation Script



### Powerstown Educate Together National School

#### Mediation Script

- Walk and talk together, side by side
- Let's get present, (3 C's I see, hear, touch), centred (deep breaths than stand learn forward, backward etc) and grounded (feel the ground under our feet)
- You have the strengths of....
- And I know you have the values of working hard and being kind
- This moment was not your moment
- Let's talk about what we need to do to move forward with the relationships that have been affected today
- What happened?
- What were you thinking / feeling at that time?
- How do you think \_\_\_felt when this happened?
- What can we do to make the relationship right again? I learned.... Next time....
- One more thing; We have to make sure you complete the work that you have missed.
- What Went Well (in this conversation)

kindness	hard working	listening	asking for help	sense of humour
solving problems	You have the Strengths of...			creativity
staying focussed				mindfulness
flexible thinking	helping others	friendliness	something else	

#### The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	overjoyed/Elated Panicked Angry Terrified



### 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.

<p><b>Step 1</b></p>	<p><b>START WITH WRONGDOER(S)</b> – I would like to start by asking .....</p> <p>Can you tell us about what happened and how you became involved OR what happened?</p> <ul style="list-style-type: none"> <li>◦ What happened next OR what else? <i>(ask this until their story unfolds)</i></li> </ul> <p>What were you thinking at the time?</p> <p>What have your thoughts been since?</p> <p>How has this affected/upset you and others?</p> <p>What's been the hardest thing for you?</p>
<p><b>Step 2</b></p>	<p><b>TURN TO HARMED PERSON(S)</b> – I would like to start by asking .....</p> <p>Can you tell us about what happened and how you became involved OR what happened?</p> <ul style="list-style-type: none"> <li>◦ What happened next OR what else? <i>(ask this until their story unfolds)</i></li> </ul> <p>What were you thinking at the time?</p> <p>What have your thoughts been since?</p> <p>How has this affected/upset you and others?</p> <p>What's been the hardest thing for you?</p>
<p><b>Step 3</b></p>	<p><b>THEN ASK REMAINING PARTICIPANTS IN TURN THE SAME QUESTIONS</b> <i>(if necessary theme in views of those not present)</i></p>

<b>Step 4</b>	<p><b>GO BACK TO THE WRONGDOER(S)</b> – you have just heard how xxxx and others have been affected by what you did</p> <p>Do you all see that harm/upset that has been caused?</p> <p>Is there anything you want to say at this stage?</p> <p>Do you think that something needs to be done to repair that harm/put it right?</p>
<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 9: Incident Report Template



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### **PRIVATE & CONFIDENTIAL INCIDENT REPORT (recorded on Aladdin)**

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

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

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

Record of Incident:


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

Action to be taken

Signed:

Principal:

## Appendix 10: Reflection Sheets



### Powerstown Educate Together National School

### Behaviour Reflection Sheet 2022

Name: \_\_\_\_\_

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

I have the strength of \_\_\_\_\_

kindness

hard working

listening

asking for help

sense of humour

solving problems

staying focussed

flexible thinking

helping others

friendliness

something else

You have the Strengths of...

**I know I have the values of working hard and being kind. However, I made a choice to do something that means I need to stop and think about the following things.**

What happened?	
What were you thinking / feeling at the time?	
How do you think ____ felt when this happened?	
What can we do to make the relationship right again? I learned... next time...	
One more thing, we have to make sure you complete the work you missed	
What went Well in this conversation	

### The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	Overjoyed/Elated Panicked Angry Terrified



## Powerstown Educate Together National School

### Behaviour Reflection Sheet 2022

Name: \_\_\_\_\_

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

I have the strength of \_\_\_\_\_



**I know I have the values of working hard and being kind. However, I made a choice to do something that means I need to stop and think about the following things.**

1. What happened? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What were you thinking / feeling at the time? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How do you think he/she felt when this happened? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What can we do to make the relationship right again? I learned \_\_\_\_\_

\_\_\_\_\_

next time \_\_\_\_\_

5. One more thing, we have to make sure you complete the work you missed

6. What Went Well in This conversation? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix 11: Sample Daily/Weekly Report Sheet

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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/guardians. Helena will sign the report on (date). Please note that (child's name) behaviour was (details) and was a severe breach of our Code of Behaviour.

<b>Tuesday</b> Child signature: _____ Parent signature: _____	
<b>Wednesday</b> Child signature: _____ Parent signature: _____	
<b>Thursday</b> Child signature: _____ Parent signature: _____	
<b>Friday</b> Child signature: _____ Parent signature: _____	
<b>Monday</b> Child signature: _____ Parent signature: _____	

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		
Comments		

## Appendix 12: 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 pupils 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 pupils to take when resolving conflicts. We teach these to pupils 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 pupils to answer, such as “what happened?”, “how would you feel?”, and “brainstorm a solution.”

### **Peer Mediators.**

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

## Appendix 13: Rights and Responsibilities

The school's behaviour expectations detail the 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.

<p><b>Board of Management's Rights</b></p> <p>The BOM has the right to:</p> <ul style="list-style-type: none"> <li>• Uphold the ethos and values 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 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></p> <p>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></p> <p>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 pupils, parents/guardians and staff.</li> <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>	<p><b>Principal's Responsibilities</b></p> <p>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/guardians and guardians</li> <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></p> <p>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 differences.</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></p> <p>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></p> <p>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/guardians 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/guardians when necessary</li> </ul> <p><b>Teachers' Rights</b></p> <p>As well as staff rights, teachers have the right:</p> <p>To have full and open communication with parents/guardians.</p>	<ul style="list-style-type: none"> <li>• <b>Staff</b></li> <li>• <b>Staff have the responsibility to:</b></li> <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 the Principal, or Deputy Principal.</li> <li>• Engage with in-school Reviews of Behaviour (e.g. at monthly staff meetings)</li> <li>• Ensure the 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</li> </ul>

	<p>curriculum and positive, well managed classrooms</p> <ul style="list-style-type: none"> <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 Guidelines where necessary.</li> <li>• Communicate with parents/guardians 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></p> <p>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></p> <p>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 / 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>

## Appendix 14: Homophobia, biphobia and transphobia

### What is homophobia, biphobia and transphobia?

Homophobia, Biphobia or Transphobia is the fear or dislike of someone, based on prejudice or negative attitudes, beliefs or views about people who identify as lesbian, gay, bisexual or transgender. This can also include denying somebody's LGBTQ+ identity or refusing to accept it. Homophobia, Biphobia and Transphobia may be targeted at people who are, or who are perceived to be lesbian, gay, bisexual, or transgender.

### What is homophobic, biphobic and transphobic bullying?

**HTB bullying** is bullying that is based on prejudice or negative attitudes, beliefs or views about, or behaviours towards, gay/lesbian, bisexual or transgender people. HTB bullying can also include denying somebody's lesbian, gay, bisexual or transgender identity or refusing to accept it. HTB bullying may be targeted at people who are, or who are perceived to be, lesbian, gay, bisexual or transgender. It can also suggest that someone or something is less worthy because they are lesbian, gay, bisexual or transgender.

HTB bullying can be targeted at people who have lesbian, gay, bisexual or transgender family members, and those who do not conform to gender stereotypes or are seen to be 'different' in some way, regardless of whether the person is actually lesbian, gay, bisexual or transgender.

Transphobic bullying affects people who are transgender, including non-binary people. It can also affect those who are questioning their gender identity as well as people who are not transgender but do not conform to gender stereotypes.

Like other forms of bullying, homophobic, biphobic and transphobic (HBT) bullying behaviours:

- Are intentional
- Are repeated over time
- Cause physical and/or emotional harm to the victim
- Can happen online as well as in person
- Can take lots of different forms, including but not limited to, physical, verbal or emotional actions

### What is the difference between HBT bullying and HBT language?

HBT bullying – like other forms of bullying – can take lots of different forms, including verbal. Somebody might use homophobic, biphobic or transphobic language in order to bully someone else, whether the victim is LGBTQ+ or not.

However, it's important to remember that bullying behaviours are **intentional** and **repeated** but the **inappropriate use of HBT language will always be challenged by staff**