

Phoenix Park School



Code of Behaviour for Children

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Our School's Aims

At the Phoenix Park Special School, we aim to:

- Establish standards of behaviour in a caring, productive and safe learning environment where all students are valued and respected
- Promote a supportive environment so that all members of the school community may work together in developing acceptable standards of behaviour from our pupils
- Encourage all students to take increasing responsibility for their own behaviour, and the consequences of their behaviour choices, through the implementation of whole school proactive programs and additional targeted support for those who may need it
- Instil within our pupils the values of caring for themselves, others, their school and their learning.
- Create a climate of co-operative learning and teamwork among all pupils and staff.

Developing Our Code

Our Code of Behaviour was developed in consultation with the principal, teachers, special needs assistants, care workers, parents, students and other members of the school community. An audit of the existing code was the starting point, with input sought from all the listed parties. An action plan was developed to address the areas that needed to be reviewed and addressed.

Our vision for Relationships and Behaviour in the School

At the Phoenix Park School, we are committed to providing a supportive school environment that maximises the educational opportunities and outcomes for all students.

We believe that all members of our school community have the right to:

- Feel safe and valued
- Be treated with respect and dignity
- Learn and teach in a supportive environment
- Understand expectations and consequences of behaviours

We are committed to ensuring that:

- Students are guided toward caring for themselves by our promotion of self-discipline, self-control and self-responsibility
- We nourish self-esteem and self-respect and we distinguish between a person and that person's behaviour
- We value dignity, worth, fairness and justice in every child

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- Students are guided toward caring for others by the promotion of respect, courtesy, tolerance, teamwork, trust and honesty among all members of the school community.
- School staff are the first and foremost models for these values and will behave in a manner from which children can learn at all times, both from their interactions with other adults and with the children themselves.
- We understand the learning and behaviour needs of all students.
- Recognise and reward all students for positive contribution in reaching their individual behaviour and learning goals.

Our beliefs are based on the four values of:

- Caring for yourself
- Caring for others
- Caring for your school
- Caring for your learning

Promoting our Standard of Behaviour

Universal Behaviour Support

At our school, we believe that the first step in facilitating standards of behaviour is communicating these standards to **all** students. We believe that teaching students the behaviours we want them to demonstrate at school is very important. Communicating behavioural expectations is a form of universal behaviour support and helps us to prevent problem behaviour and provides a framework for responding to problem behaviour.

We promote the following “**Golden Rules**” that underpin all behaviour in our school:

- We are gentle
- We are kind and helpful
- We are honest
- We listen
- We work hard
- We look after property

Our four **values** are:

- Caring for yourself

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- Caring for others
- Caring for your school
- Caring for your learning

We have worked together to develop a set of behavioural expectations in specific setting for each of our Caring Values. Our School ***Behaviour Expectations and Values Matrix*** (Appendix 1) outlines our agreed rules, routines and behavioural expectations in all school settings. Our rules, routines and expectations are promoted throughout the whole school through the use of visual prompts, direct teaching, pictures, stickers and reward cards for our pupils.

Encouraging Positive Behaviour

At our school, we believe that students are more likely to behave when:

- There is good school management and classroom teaching
- They understand the code of behaviour and their part in making it work
- They see that the code works in a fair way
- The standards for behaviour are clear and consistent
- There are good relationships between teachers, parents, staff and students and a happy school atmosphere
- Adults model the behaviour that is expected from students

Rewards

We believe that the use of rewards can help to affirm children's efforts to abide by the code of behaviour and can also motivate more reluctant children to engage with the code. Rewards systems are in place at a whole school level and at individual classroom levels. Examples of both are provided below. We believe in the following in terms of good practice in using rewards:

- They are meaningful to the individual student or group
- They acknowledge behaviour that is valued and wanted
- They are closely linked in time to that specific behaviour
- They are given for effort as well as achievement
- They are used consistently and by all staff

Whole School Rewards

- Positive, descriptive praise
- Student of the Week Assembly

Class Rewards

- Music while doing school work
- Chat break at the end of class

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- Stickers
- Certificates
- Golden Time (Options/Sanctions)
- House system of rewards
- Visits to the principal's office for reward
- Good News Letter home
- Golden Time Afternoons
- Golden Coins
- Extra computer time
- Free time at the end of class
- Day for watching a movie
- Group activity
- Games
- Homework coupon
- Coupon for prizes and privileges
- Certificate/trophy/ribbon/plaque
- Gift certificates
- Free pass to sporting event or play
- Fun walk with the principal or teacher
- Guest presenter in class
- Field trip
- Wii
- iPad

Responding to Inappropriate Behaviour

The Phoenix Park School makes systematic efforts to prevent problem student behaviour by teaching and noticing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Our whole school approach to responding to inappropriate behaviour includes:

- A ladder of Intervention
- Agreed ways of describing the nature, intensity and persistence of behaviour
- Arrangements for recording behaviour

Mild, Moderate and Serious Behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is mild, moderate or serious, with the following agreed understanding:

- **Mild** problem behaviour is handled by staff members at the time that it happens and may be recorded on each individual's behaviour sheet or reward chart

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- **Moderate** behaviour is referred to the class teacher and is recorded, with logical consequence enforced and a system put in place to prevent reoccurrence
- **Serious** behaviour is referred to the principal and the warning letter system is started. Disciplinary absences are considered, which balance the interests of the individual student with the educative and safety needs of others in the school. Depending on the severity of the behaviour and the effect on other members of the school community, suspension and expulsion may be considered as possible sanctions.

Staff and students developed a summary of mild, moderate and serious behaviour and possible consequences. (Appendix 2)

Relating Challenging Behaviour to Expected School Behaviour

When responding to challenging behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. All staff members have received training in this regard and understand crisis prevention procedure for setting limits with children who are acting in a defensive manner. A five-step approach to setting effective limits will be followed by staff, and will always be delivered in a calm manner:

1. Explain to the individual exactly which behaviour is inappropriate
2. Explain why the behaviour is inappropriate and how their behaviour differs from expected school behaviours
3. Give reasonable choices with consequences
4. Allow time
5. Enforce consequences

Managing aggressive or violent behaviour

The school recognises that occasionally students may not respond positively to the usual interventions and that they may require extra support in an effort to manage aggressive or violent behaviour. A small minority of students may show particular challenging behaviour. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home. The Board of Management is

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satisfied that staff members are trained in, and use Crisis Prevention Procedure in dealing with disruptive and assaultive behaviour that students exhibit that may pose a health and safety risk to the student, staff members or other pupils in the school. All staff members are aware of and must follow the school policy on Non-Violent Crisis Intervention.

Ensuring Consistent Responses to Problem Behaviour

Staff members follow the school Code of Behaviour, NCVI Policy, Physical Intervention Policy, Seclusion Policy, Anti-Bullying Policy and Health and Safety policy consistently, which ensures a consistent response to dealing with problem behaviour in the school. These policies set out the school's approach to behaviour management and they dovetail with and overlap with this Code of Behaviour.

Staff member work together to complete and Individual Escalation Prevention Plan (IEPP) for each pupil. This plan outlines the recognised stages of behaviour that children exhibit and outlines the best staff response to each level. All staff members must follow this plan, as outlined in the school NCVI Policy

At the Phoenix Park School, staff members are provided with appropriate professional development to respectfully deal with inappropriate behaviours. Through this training, we work to ensure consistent responses to challenging behaviours across the school. Training includes individual events for teachers and staff members, and group professional development initiatives delivered to whom school team.

Ladder of Intervention

The following process outlines the PPSS ladder of intervention when dealing with inappropriate behaviour:

Step 1: School Support

- Teach school wide positive behaviour and procedures
- Positive reinforcement for all students
- Consistent consequences for all problem behaviours
- Effective procedures and supervision in non-classroom areas
- Effective classroom management and instruction
- Consistently challenging behaviour is brought to the attention of the parent. Discussion around behaviour, reasons, consequences and strategies discussed and a plan put in place.

Step 2: School Support

- Teacher brings the student's case to the principal. Discussion around school-based support that may be implemented. Plan put in place.

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- An Individual Behaviour Support Plan is required. Advice sought from team involved with child.
- Implementation and monitoring of the Behaviour Support Plan.

Step 3: Intensive Support

- Behaviour Support Plan will be reviewed and intensified.
- Support from CAMHS team and/or NEPS school psychologist will be sought.

Parent Contact

At the Phoenix Park Special School, we feel that it is important that parents are kept informed of their children's behavioural performance during the day. As such, teachers can use the School Journal/Seesaw as a means of communicating with parents, alternatively parents will receive a phone call to outline how their child's day went. The school Warning Letter System is also used to inform parents of incidents of serious misbehaviour in the school. In addition older children will reflect and evaluate on their behaviour each week.

Warning Letter System

At the Phoenix Park Special School, a warning letter system is used as a response to repeated instances of serious behaviour, as outlined in the School Behaviour Summary. The system operates as follows:

1. Information letter.
2. First Warning.
3. Second Warning.
4. Third Warning – Suspension.

It should however be noted that in cases of serious misbehaviour, particularly misbehaviour that constitutes a risk to the child themselves, other children or staff or any member of the school community, the Principal or the Board may decide that immediate action is necessary, in the form of suspension or exclusion, to protect members of the school community.

Suspensions

In cases of serious misbehaviour, a suspension may be issued.

Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. Other interventions may include:

- Parent Supervision
- Behaviour Monitoring
- Behavioural Contract
- In-school suspension
- Support from CAMHS team

The decision to suspend a student requires serious grounds such as that:

- The student's behaviour has had a seriously detrimental effect on the education of other students
- The student's continued presence in the school at this time constitutes a threat to safety for themselves, other students and staff members
- The student is responsible for serious damage to property or has engaged in assaultive behaviour

A single incident of serious misconduct may be grounds for suspension.

There may be instances where behaviour warrants immediate action and disciplinary absences are given in the interest of the safety of the student and other school community members.

Length of period of suspension

The Board of Management has authorised the principal to impose suspension as a sanction for up to a maximum of three days. The Principal, in consultation with the Chairperson, is authorised to impose a period of suspension of not more than five days.

The Board of Management may impose a period of suspension of more than five days but will normally place a ceiling of ten days on any one period of suspension imposed by it. The Board will not impose an indefinite suspension and will formally review any proposal to extend an existing suspension.

The Board will also formally review any proposal to suspend a student where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the *Education Act 1998*.

Administrative Steps relating to Suspension

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school should observe the following procedures (save in circumstances where an immediate suspension is warranted):

Step 1: Inform the student and parents

Let the student and their parents know about the complaint, how it will be investigated, and that it could result in suspension. Parents may be informed by phone or in writing, depending on the seriousness of the matter. Informing parents in writing has the benefit of ensuring that there is a formal and permanent record of having let the parents know. It also ensures that parents are clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

Step 2: Give an opportunity to respond

Parents and student should be given an opportunity to respond before a decision is made and before any sanction is imposed. A meeting with the student and their parents provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour. If a student and their parents fail to attend a meeting, the Principal should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school should record the invitations made to parents and their response.

Step 3: Decision as to whether to suspend the student or not.

Having heard what the parents and/or student has to say, the Principal (or where appropriate the Board) will make a decision as to whether to suspend the student or not, and the period of suspension to be imposed.

Step 4: Follow up

As soon as possible after the decision to suspend has been taken, the Principal should notify the parents/guardians and the student in writing of the decision to suspend. The letter should confirm:

- the period of the suspension and the dates on which the suspension will begin and end,

- the reasons for the suspension,
- the arrangements for returning to school, including any commitments to be entered into by the student and the parents/guardians (for example, parents/guardians might be asked to reaffirm their commitment to the Code of Behaviour),
- the provision for an appeal to the Board of Management,
- where applicable, the right to appeal to the Secretary General of the Department of Education and Skills (DES) (Education Act 1998, section 29).

In the event of a student being suspended, the school will notify school transport of this fact and the date of return to school for the student.

Procedures in relation to immediate suspension

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation should be conducted to establish the case for the imposition of the suspension. It should be noted that this preliminary investigation is likely to be brief and will not involve the parents having a right to respond at the initial stage. A formal investigation (during which there will be full rights of fair procedure in relation to a right to a response etc in accordance with Steps 1-4 above) should immediately follow the imposition of the suspension. No suspension, including an immediate suspension, should be open-ended. In the case of an immediate suspension, parents must be notified, and arrangements made with them for the student to be collected. The school must have regard to its duty of care for the student. In no circumstances should a student be sent home from school without first notifying parents.

Need for additional resources

At any stage it may be clear that the student requires additional resources that are outside the school's capacity. In consultation with parents/guardians, and the BOM, an application will be made to the DES and the SENO for any additional resources required. This following list is not exhaustive and may include some or all of the following and may be for a short or sustained period of time

- *Additional SNA support*
- *Any other clinical supports as deemed necessary by the Board of Management*
- *Additional support from individualised escort on school transport*
- *Individualised transport*
- *Individualised teaching support*
- *Access to own classroom and accompanying teacher/SNA support.*

If any of the above resources are not granted to the school following application or, if there is a delay in accessing any of those recommended, a further period of administrative suspension may be required until such time as the resources are available.

Rationale for the use of Suspensions

The Phoenix Park Special School believe that using suspensions as a consequence for serious misconduct can have value if used with a specific purpose in mind. This includes giving staff time to plan ways of helping the student to change unacceptable behaviour and giving the school an opportunity to seek support from other agencies that may be able to help to support the child (e.g. CAMHS, NEPS, Social Services). Suspensions can provide respite for staff and students, give the student time to reflect on the link between their action and its consequences, and illustrate to other students that serious misbehaviour is not acceptable at the school.

Appeals

Decisions in relation to suspensions imposed by the principal should be appealed to the Board of Management within ten school days of the decision being notified to the parent(s). In relation to suspensions where the cumulative period of suspension in an academic year reaches 20 school days, this can be appealed in accordance with the provision of Section 29 of the Education Act,1998.

Re-entry

A planned re-entry to school is convened after enforcing a suspension to minimize recurrence of unacceptable behaviour and disruption to the student's education. Parties who may be involved in this process: Principal, Parent/Carer, Teacher, Staff members involved in the incident, CAMHS keyworker.

A meeting will be scheduled to take place on the day of re-entry before the official start of the school day. Children will be expected to return to school with a positive attitude, and suspension work and good documentation. Parents must have signed the letter that was sent home with the child. At this meeting, a review of the school rules will take place, and where necessary, a behavioural contract drawn up with the child.

The school principal must be satisfied that the pupil's return to school will not constitute a risk to the pupil's own safety or that of the other pupils or staff.

In the event that the pupil does return to school, a revised Behaviour Intervention Plan for the pupil will be required prior to re-admitting the pupil formally to the class.

Parental Engagement

Parents may need to pick their child up from school and if this is the case, they are required to be at the school within one hour of contact from the school. Parents are required to bring their child to a post suspension meeting. Parents are entitled to respond to any sanction imposed by the school. Parents may ask to meet with the teacher and principal to discuss the incident, and to ask questions about the evidence of the serious misbehaviour. This meeting will also afford the school an opportunity to explore with parents how best to address the student's behaviour.

Reports to TUSLA.

If a student is suspended for a period of not less than 6 consecutive school days, then the school is obliged to report this to **the Tusla Education Support Service (TESS)**. If a student is suspended for a shorter period(s) then it must be counted in the aggregate number of absences and if the student exceeds 20 days absence (including any suspensions) then this will be reported by the school also.

Expulsion

This procedure may be used in an extreme case, in accordance with the principles set out below and with Section 23 of the Education (Welfare) Act 2000. While it is envisaged that expelling a student would be a measure of last resort after a continuum or period of serious or dangerous behaviour, the Board recognises that there may be instances of behaviour which are so serious or dangerous that expulsion is warranted for a "first offence".

Grounds for expulsion:

- The pupil's behaviour is a consistent cause of significant disruption to the learning of others or to the teaching process.
- Continued presence of the pupil in the school constitutes a real and significant threat to the pupil's own safety and well-being.
- Continued presence of the pupil constitutes a real and significant threat to the safety and well-being of others.

Non-exhaustive list of examples which may warrant expulsion:

The Board may impose expulsion as a sanction in cases such as the following. Please note that this list is for information purposes only and is not intended to be exhaustive. Other scenarios may arise in which the Board deem expulsion is warranted.

- Sexual assault
- Possession of and/or supplying illegal drugs
- Actual violence or physical assault against another pupil or member of staff
- Attempted violence or physical assault against another pupil or member of staff
- Attempted self-harm resulting in the occurrence of potentially serious physical injury where the school judges that it can no longer meet the pupil's needs by adequately providing for the pupil's health, safety and well-being when at school

Procedure in respect of expulsion:

1. A detailed investigation of the incident(s) will be undertaken by or at the direction of the School Principal including interviews with all relevant parties, witnesses and the alleged wrongdoer. As part of this investigation, the Principal will meet with the pupil and his/her parents. At this meeting, the parents will have the opportunity to respond to the allegation(s) and make any submissions they wish to make in relation to the nature of the sanctions to be applied or how the pupil's behaviour might be managed without the school having to resort to expelling the pupil. The pupil's parents should be provided with copies of the relevant documentation before this meeting in order that they be aware of the nature and extent of the allegations against their child.
2. The Principal will provide a written report to Board of Management outlining the facts of the matter as ascertained by the Principal and the Principal's recommendations in relation to sanctions.
3. If the Principal is recommending expulsion as a possible sanction, the Principal's report should be furnished to the parents of the pupil at least 5 working days before the hearing referred to below or any rate sufficient time must be allowed to them to review the report and be aware of what allegations are being investigated as part of this process. If statements have been taken as part of the investigation or

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- evidence gathered, the parents are entitled to copies of such statements (unless the statement has been given in confidence and on the understanding that it will not be shared with the pupil and/or their parents) and details about the evidence which will be considered by the Board of Management.
4. The Board of Management will then consider the school principal's report and recommendations. If the Board decides to consider expelling the pupil, it will hold a hearing at which the child's parents/guardian can make submissions.
 5. Having held the hearing, and heard the pupil's parents submissions, the Board of Management will withdraw to consider the sanction and the Principal's recommendations in light of the following factors:
 - 5.1. The nature, scale and persistence of the behaviour in question,
 - 5.2. The effect of the behaviour on the school community (staff and pupils) – in particular their health and safety,
 - 5.3. The previous behaviour and conduct of the pupil,
 - 5.4. Any contrition or attempts by the pupil to reform their behaviour,
 - 5.5. The merits of any explanation of justification offered by or on behalf of the pupil
 - 5.6. Attempts (short of expulsion) made by the Principal and staff to divert, correct or check the behaviour and the effectiveness of those attempts,
 - 5.7. The duty of the school to provide an education for its students and whether the continued enrolment of the student affects or limits the Board's ability to discharge this duty,
 - 5.8. The duty of care owed by the school to its employees, pupils and to visitors to the school and whether the continued enrolment of the pupil affects or limits the Board's ability to meet this duty of care.
 - 5.9. the educational interests of the student concerned and the desirability of enabling him or her to participate in and benefit from education with his or her peers,
 - 5.10. the educational interests of, and the effective provision of education for, other students of the school and the maintenance of a classroom and school environment which is supportive of learning amongst all students in the school and ensures continuity of instruction provided to students,
 - 5.11. such other matters as the Board of Management considers relevant.
 6. Based on the foregoing considerations, any submissions from the parents and the Principal's Report, the Board will then make a decision as to whether or not to exclude the pupil.

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7. If the Board of Management recommends expulsion, the Board of Management will propose a date on which the expulsion will become effective which will allow a 20 school day period from the date on which the Education Welfare Officer is notified of the proposed expulsions.
8. If the Board deems it necessary, the pupil may be suspended for the 20 school days before the Board meets again to confirm the expulsion in accordance with step 11 below.
9. The Education Welfare Officer is informed of the proposal to expel the pupil and the effective date of that proposal.
10. The Education Welfare Officer will arrange consultations with the appropriate parties.
11. 20 school days after the EWO was notified of the proposed expulsion, the Board will meet again to decide whether or not to confirm the decision to expel the pupil.
12. Confirmation of the decision of the Board of Management (and if relevant, the effective date of the expulsion) is sent in writing by registered post or a recorded delivery method to the parents of the pupil.
13. Parents of the pupil are informed of their rights to invoke a Section 29 appeal under the Education Act 1998.

Procedure For Notification of A Child's Absence From School

Each parent must notify the school of their child's absence and the reason for this absence. Parents will be asked to indicate the reason for the absence and a record of this will be kept by the school. In the event of a pupil's absences exceeding 20 days, the school is legally obliged to report such absences to the National Education and Welfare Board (NEWB).

Requirement for parents of new students to accept the terms of the Code of Behaviour

Parents who are applying for a place for their child in PPSS, will be furnished with a copy of Code of Behaviour prior to registering their child. As provided for in the Section 23 (4) of the Education (Welfare) Act 2000, a Board of Management may require that the parents of pupil confirm that the school's Code of Behaviour is acceptable to them before the child is enrolled. The Board of Management of PPSS, as a condition of registering their child in the school, require parents to confirm in writing that the PPSS Code of Behaviour (and its associated policies) is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by their child.

Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

Concerns and Complaints

Parents and students have the right to raise any concerns they may have in relation to behaviour or any aspect of the code of behaviour. Concerns can provide valuable feedback to the school and are welcomed. The school has provided a mechanism for dealing with concerns and complaints through the school Parental Complaints Policy.

Roles and Responsibilities

Board of Management Responsibilities

The Board of Management is expected to

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- Provide a comfortable, safe environment
- Support the Principal and staff in implementing the code
- Ratify the code
- Ensure the code is communicated to the whole school community

Principal's Responsibilities

The Principal is expected to

- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- Arrange for review of the Code, as outlined in the timetable for review.

Teachers' Responsibilities

Teachers are expected to:

- Teach the code
- Support and implement the school's code of behaviour having regard to decisions made on a whole school basis
- Be cognisant of their duty of care
- Create a safe and welcoming working environment for each pupil
- Develop and nurture a sense of self-esteem in each pupil
- Praise desirable behaviour
- Facilitate pupils to reach their full academic potential
- Listen, at appropriate times, to pupils' explanations for behaviour
- Be courteous, consistent and fair
- Keep opportunities for disruptive behaviour to a minimum
- Deal appropriately with misbehaviour
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour
- Provide support for colleagues
- Communicate with parents when necessary
- Provide reports on matters of mutual concern

All Staff Members Responsibilities

All staff members are expected to:

- Support and implement the school's code of behaviour having regard to decisions made on a whole school basis

- Be cognisant of their duty of care
- Contribute to a safe and welcoming working environment for each pupil
- Develop and nurture a sense of self-esteem in each pupil
- Praise desirable behaviour
- Be courteous, consistent and fair
- Deal appropriately with misbehaviour
- Provide support for colleagues
- Work as a team to discuss and brain storm.
- Help teachers to think about and analyse possible reasons for a student's poor behaviour
- Help to devise possible ways of changing the behaviour and support and implement behaviour plans for students

Pupils' Responsibilities

Pupils are expected to

- Attend school regularly and punctually
- Listen to their teachers and staff members and act on instructions/advice
- Show respect for all members of the school community
- Respect all school property and the property of other pupils
- Avoid behaving in any way which would endanger others
- Avoid all nasty remarks, swearing and name-calling
- Include other pupils in games and activities
- Follow school and class rules
- Be available to be contacted by the school throughout school hours and during bus journeys.
- Provide the school with at least two mobile numbers.

Parent's Responsibilities

Parents/guardians are expected to

- Encourage children to have a sense of respect for themselves and for their own and other people's property
- Ensure that children attend regularly and punctually
- Be interested in, support and encourage their children's school work
- Be familiar with the code of behaviour and support its implementation
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others and support

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- Communicate to the school the reasons for children's absences
- Communicate with the school in relation to any problems which may affect child's progress/behaviour on a day to day basis

School Policies Relevant to the Code of Behaviour

- Non-Violent Crisis Intervention Policy
- Parental Complaints Policy
- Anti-Bullying Policy
- Health and Safety Policy

Relevant Documents

- *Behavioural, Emotional and Social Difficulties, A Continuum of Support, NEPS*
- *Special Educational Needs, A Continuum of support, NEPS*

Ratification and Communication

This Policy is available on the school's website and is provided to all children on enrolment. It was ratified by the Board of Management in September 2021.

Dr. Brendan Doody, Chairperson of the Board of Management

Appendix 1

Support Planning

Ref: *Behavioural, Emotional and Social Difficulties, A continuum of Support*, NEPS

Stage 1: CLASSROOM SUPPORT

At this stage, teachers consider a broad range of factors in their classrooms and make adjustments to classroom structures and items to meet the needs of the pupil.

Step 1

Teacher completes information gathering and assessment of child's needs. The following documents can be used:

- Basic Needs checklist
- Learning Environment Checklist
- Classroom Support Checklist

Step 2

Class team complete the Classroom Support Plan

Stage 2: SCHOOL SUPPORT

Step 1

Teacher brings the case to the Principal. Team completes information gathering and assessment of child's needs, involving the pupil, Parents, and other professionals as appropriate.

Step 2

School Support Plan is put in place.

Stage 3: Intensive support

Step 1

Teacher brings the case to the Principal. Multi-agency support is sought for the child (e.g.; NEPS, Social services, CAMHS, NEWB).

Meeting convened to plan for the needs of the child.

Step 2

Intensive Support Plan is put in place.

Appendix 2 School Behaviour Summary Classroom

Mild Behaviour

- Chatter
- Rocking on chair
- Work avoidance without effort
- Not sharing/taking turns
- Using other kids stuff without asking
- Calling out
- Work refusal
- Refusing to take part in classroom activities.

Possible Consequences

- Redirect using rule reminder
- Reinforce positive behaviour of others by reward
- Refer to classroom plan
- Minutes off preferred activity

Moderate Behaviour

- Running in the classroom
- Not following direction...constant defiance
- Constant disruption...calling out
- Destroying property/resources
- Throwing items across the room
- Swearing
- Leaving class without permission

Possible Consequences

- Rule reminder
- Loss of preferred activity
- Removal to another class or resource room
- Complete work at lunchtime
- Replace property or resources
- Cost contribution
- Clean up mess made

Serious Behaviour

- Verbal abuse
- Spitting
- Setting off the fire alarm
- Damaging school displays
- Physical abuse
- Stealing
- Consistently ignoring classroom instructions
- Sexual harassment
- Vandalism
- Self exiting without permission
- Throwing furniture
- Truancy-Leaving school grounds
- Bullying
- Refusal to follow directions given to ensure safety

Possible Consequences

- Letter warning system
- Loss of privileges
- Parent contact
- Garda
- Internal Suspension
- Suspension as per child's plan
- Expulsion

Mild Behaviour

- Bad manners
- Rough Play
- Disrupting games
- Excluding individuals
- Not speaking with respect
- Littering

Possible Consequences

1. Rule reminder
 2. Minute out
 3. Sent to cooler
- Pick up papers
 - Apologise
 - Separate children
 - Remove play equipment

Playground Moderate Behaviour

- Out of bounds
- Verbal bullying
- Misuse of school property
- Repeated rough play
- Repetitive touching of other students
- Disrupting games on purpose

Possible Consequences

- Internal suspension
- Banned from certain equipment
- Parent contact
- Minutes off preferred activity
- Loss of preferred activity

Serious Behaviour

- Fighting
- Pre-mediated bullying
- Verbal abuse towards staff
- Leaving school grounds
- Physical abuse
- Bullying

Possible Consequences

- Letter warning system
- Loss of yard time/preferred activity
- Parent contact
- Police
- Internal Suspension
- Restitution/Clean up
- Suspension

Mild Behaviour

- Running
- Shouting or making inappropriate noises
- Not staying in line

Possible Consequences

Running:

- Rule reminder: "Walk, walk, always walk"
- Praise appropriate behaviour
- Go back and walk from where you ran
- Sanction after 3rd time

Shouting/Noises:

- Rule reminder
- Sanction after 3rd time

Not staying in line:

- Rule reminder
- Praise appropriate behaviour
- Go to back of the line

Corridor

Moderate Behaviour

- Pushing
- Verbal abuse/Swearing
- Damaging displays
- Arguing
- Refusing to co-operate
- Disrupting other classes
- Climbing on railings

Possible Consequences

- Loss of privilege time
- Fix what has been damaged/destroyed

Serious Behaviour

- Physical abuse, including spitting
- Damaging school property
- Intentionally disrupting other classes while on the corridor
- Interfering with fire extinguishers
- Setting off fire alarm

Possible Consequences

Time out of class:

- Give a choice to return to class or timer started
- All time on corridor is paid back during reward time

Physical Abuse:

- Refer to principal
- Warning letter system started
- Written/Oral Apology
- Suspension in serious or persistent cases
- Expulsion

Destroying property

- Cost contribution to replace damaged item
- Earn payback with jobs

Tampering with Fire Equipment/Panic Alarms

- 1 day suspension

Kitchen

Mild Behaviour

- Not sitting properly
- Talking across tables
- Bad manners
- Talking too loud
- Too giddy
- Not waiting for turns
- Passing comments
- Making faces
- Not ignoring
- Not listening
- Wasting food
- Being rude

Possible Consequences

- Prompting/reminding of rules
- Reminder of merit/rewards
- Loss of a few minutes off privileges
- Warning
- Lose 5 minutes from yard

Moderate Behaviour

- Shouting
- Slagging
- Leaving chair
- Not following staff instructions
- Arguing with staff/others
- Messing with food/object

Possible Consequences

- Prompting and reminding
- Reminder of consequences
- Set limits
- Loss of rewards/merits/privileges
- Get a warning
- Miss the next day in the kitchen
- Lose yard time

Serious Behaviour

- Setting alarm off
- Refusing to leave room
- Climbing on furniture
- Weapon seeking
- Throwing objects/trashing room
- Assaulting/pushing staff/others
- Abusive/bad language
- Bullying – name calling
- Throwing soup/food/items
- Damaging property
- Fighting

Possible Consequences

- Ask to leave room
- Cooler
- Quiet Room
- Loss of privileges
- Letter
- Phone call
- Suspension
- Lose yard time
- Lose a day from Nurture Room/ Art Class/Drama Class

Mild Behaviour

- Not sitting properly
- Talking to others
- Arguing with staff/others
- Not listening
- Being rude

Possible Consequences

- Prompting/reminding of rules
- Reminder of merit/rewards
- Lose activity time
- Do extra work

Cooler

Moderate Behaviour

- Shouting
- Not following staff instructions
- Refusing to do work
- Walking around the room
- Not sitting down to do work
- Giving cheek
- Bad language

Possible Consequences

- Prompt /remind rules/consequences
- Set limits
- Sent back to cooler next day
- Stay longer in the cooler
- Time off yard

Serious Behaviour

- Climbing on furniture
- Weapon seeking
- Throwing objects
- Assaulting staff/others
- Asking other pupils in the cooler to cause trouble
- Damaging school property

Possible Consequences

- Sent/brought to quiet room
- Phone call home
- Warning letter home
- Miss yard next day

Policy Review Procedures

The policy will be reviewed regularly. The policy will be reviewed every two years. The next review will take place in 2023

Date Created	September 2021
Date Ratified	October 2021
Date for Review	September 2023



Chairperson's Signature: _____