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Bord Oideachais agus Oiliúna an Longfoirt agus na hIarmhí
Longford and Westmeath Education and Training Board

Ardscoil Phádraig

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ARDSCOIL PHÁDRAIG

Code of Positive Behaviour

2026 - 2027

SEPTEMBER 2026

Mission Statement:

In Ardscoil Phádraig our mission is to create a pleasant, caring and secure environment in which the individual student is able to develop his or her full potential through a spirit of partnership with all the stakeholders in education. We strive to develop and maintain a safe, supportive and caring school which seeks to provide the best opportunities for everyone to develop his or her potential.

Rationale:

The Board of Management of Ardscoil Phádraig will review annually the school's Code of Positive Behaviour to ensure that it complies with all legal requirements and good practice as set out in national legislation. It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to the obligation on schools to prepare a Code of Behaviour in respect of the students registered at the school. It details in Section 23(2), that the Code of Behaviour shall specify:

- The standards of behaviour that shall be observed by each student attending the school;
- The measures that shall be taken when a student fails or refuses to observe those standards;
- The procedures to be followed before a student may be suspended or expelled from the school concerned;
- The procedures to be followed in relation to a child's absence from school.

The Health, Safety and Welfare of each member of the school community underpins the code of behaviour.

Aims of the Code of Positive Behaviour:

Ardscoil Phádraig endeavours to promote a happy, respectful and caring environment where students are encouraged and supported to reach their full potential. Ardscoil Phádraig is a partnership of students, staff, parents/guardians, Board of Management and the local community. Our aim is to provide high-quality teaching and learning, and the school has expectations of high standards in all aspects of school life. The regular review of the school's Code of Positive Behaviour assists all stakeholders in upholding the values expected of Ardscoil Phádraig. Its procedures and sanctions will be applied consistently and fairly. It aims to encourage students to have due regard for their teachers and fellow pupils.

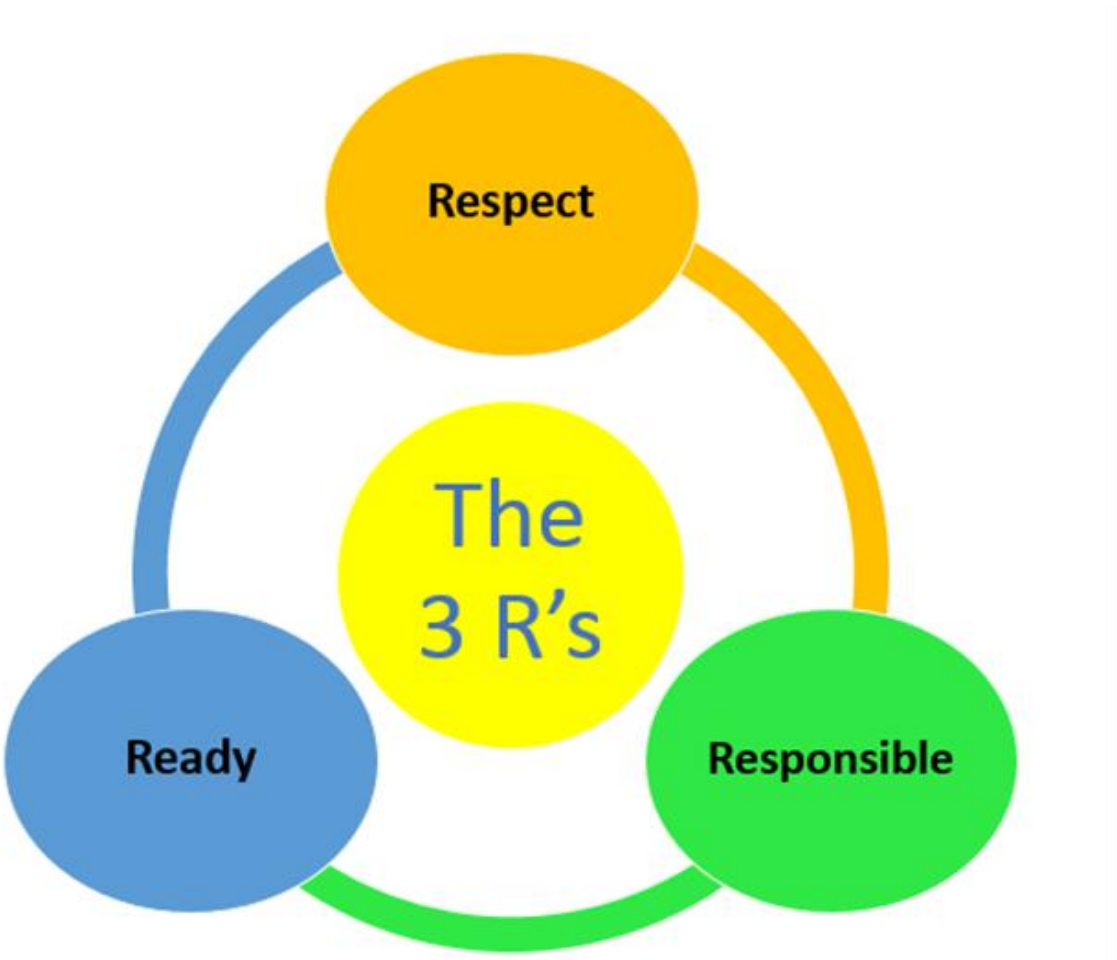
The explicit aims of this Code of Positive Behaviour are:

- To **create** an atmosphere, which is conducive to **high-quality teaching and learning** by promoting and encouraging **mutual respect** among all partners in our community.
- To create a **sense of pride** in Ardscoil Phádraig.
- To have **effective procedures** in place which facilitates the smooth running of the school and which helps meet the demands and requirements of current legislation.
- To help all students achieve their **full potential** in all aspects of school life: academic, moral, creative and recreational.
- To **equip** students with the knowledge, skills, values and qualifications, which prepare them for adult life.
- To **promote** good behaviour and self-discipline.
- To **clarify** how good behaviour and self-discipline are acknowledged.
- To **outline** strategies used to prevent behaviour that negatively impacts on the provision of quality teaching and learning, and that affects the high standards expected.

- To **outline** to all school stakeholders and the wider community the structure of fair, consistent, accepted and agreed sanctions that will be used in response to behaviour which impacts negatively on learning and teaching.

Expectations:

Ardscoil Phádraig expects all stakeholders to adhere to the principles contained within the Code of Positive Behaviour. The school's Code of Positive Behaviour is entirely based on the **3 R's – Respect; Ready; Responsible.**



Above all the school expects all stakeholders to have **Respect:**

- **respect for each other**
- **for the school and**
- **for school property**.

We expect parents/guardians to work with the school in a spirit of co-operation to support the education of all students.

Promoting Positive Behaviour:

The **3 R's – Respect; Ready; Responsible** support Ardscoil Phádraig in its principal aim of promoting positive behaviour. School management and staff actively foster a school ethos, policies and practices that help to promote **positive behaviour** and prevent inappropriate behaviour.

Students who follow the **3 R's – Respect; Ready and Responsible** make an immense and positive impact on the school community through their behaviour.

Location	Be Respectful	Be Responsible	Be Ready
In the classroom	✓ Enter classroom quietly ✓ Journal on desk ✓ Listen to your teacher and each other ✓ One voice at a time ✓ Hand up and wait	✓ Ask for help when needed ✓ Stay focused on the task ✓ Try your best ✓ Allow others to learn and the teacher to teach	✓ Be on time ✓ Settle down quickly ✓ Have all your books and equipment on your desk ✓ Follow instructions ✓ Put phone away
Outside the classroom	✓ Keep to the left on corridors ✓ Follow one-way system ✓ Treat others as you would like to be treated ✓ Use appropriate language & voice level	✓ Go directly to your next class ✓ Follow teacher's instructions ✓ Watch your space and keep hands and feet to yourself ✓ Put litter in bin	✓ Eat, drink, go to toilet at correct times ✓ Use your timetable to ensure you have what you need ✓ Line up outside classroom in an orderly manner
In the general school community	✓ Attend every day ✓ Be kind and mannerly to every person in the school ✓ Respect property and equipment of your school ✓ Be proud of your school	✓ Be where you are supposed to be ✓ Be a positive representative of the school ✓ Keep Ardscoil Phádraig substance free ✓ Bullying is everybody's business – **Look up**, **Speak out** and **Tell someone** if you notice something is wrong	✓ Make the most of your time in school ✓ Help and look out for each other ✓ Always be ready for learning ✓ Be in full uniform ✓ Use mobile phone at authorised times only

Strategies to Affirm and Promote Positive Behaviour:

Promoting good behaviour is the main goal of Ardscoil Phádraig's Code of Positive Behaviour. School management and staff actively foster a school ethos, policies and practices that help to promote positive behaviour and prevent inappropriate behaviour. The day to day excellence of classroom teaching will enable most students to behave in ways that support their own learning and development. Teachers and other staff in Ardscoil Phádraig use a range of strategies to promote positive behaviour at class and school level including:

Before Lesson:

- **Being prepared** for class – on time, planned lesson, seating plan, extra stationary, etc.
- **Engaging teaching** methodologies
- Having a **routine** – e.g., students lining up, roll call, journals, books, copies and equipment are on desks, etc.

During Lesson:

- **Sharing** the **learning goals** and **success** criteria
- **Checking** and **correcting** homework
- **Rule** reminders
- **Positive reinforcement** – **noticing** and **affirming** good behaviour
- **Focusing** on the **problematic behaviour** and **not** the **student**

Relationship between Students and Teachers:

The **quality of relationships** between teachers and students is one of the most powerful influences on student behaviour. For many students in Ardscoil Phádraig; their teachers are a major source of support, pastoral care and adult empathy, and are hugely significant figures in their lives; promoting and modelling respectful behaviour.

Teachers in Ardscoil Phádraig take the time to get to know their students and build **positive relationships** with them both in-class and during extra and co-curricular activities.

As adults and professionals, teachers have a strong capacity to develop good relationships with students, and a greater responsibility for their relationship. **Mutually respectful relationships** balance warmth and empathy with professionalism, objectivity, professional detachment, fairness and consistency.

Use of Awards and Rewards Systems:

Reward systems in Ardscoil Phádraig may be part of an overall school or class strategy or may form part of a planned intervention to help an individual student to manage their own behaviour.

Ardscoil Phádraig places greater emphasis on positive reinforcement than on sanctions in the belief that this will, in the long-term, give better results. Rewards are accessible to all students and encourage, promote and recognise effort, improvement, high standards of achievement and attainment.

Student achievements, academic or otherwise, are recognised in many ways. Assemblies are used as an opportunity to acknowledge achievements and to foster a sense of community. Examples of student's work and achievements are displayed in the classrooms and around the school. Affirmation of positive behaviour is also done in the following ways:

- Verbal praise

- Tutor / Year Head – positive daily reinforcement
- Assigning positive behaviours
- Phone calls home to recognise positive achievements and behaviour
- School social media platforms to recognise student successes
- Intercom announcements
- Year Group Assemblies
- Attendance Awards
- Academic Awards
- Extra and co-curricular trips
- Awards – Prize Giving
- Sports Awards
- Student of the Year Awards
- Principal's Award
- Selection for Student Council, Prefects, Student Mentors

Responding to Inappropriate Behaviour:

Teachers in Ardscoil Phádraig use a **respectful** and **problem-solving** approach, even when a student's behaviour is difficult and challenging. Most students behave appropriately, with the help of clear, consistent rules and routines in class and in school. Occasional, minor misbehaviour is attended to routinely and effectively through the skill of the classroom teacher.

Teachers must keep records of the inappropriate behaviour, the interventions/sanctions employed and the follow up to ensure the process is complete.

Teachers also record if the student adapted his/her behaviour after the sanction.

Some students need more active intervention to help them manage their behaviour. Without additional help, they may be at risk of failing, behaviourally, educationally and socially.

A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to other interventions. These students need a sustained and systematic response involving the important adults in their lives, in school and at home.

As **relationships** are integral in any community the school aims to use **conflict resolution** to repair damaged relationships when appropriate.

Sanctions are one of the ways in which Ardscoil Phádraig seeks to positively intervene and assist students in achieving and choosing appropriate behaviour. The purpose of a sanction is to bring about a change in behaviour.

Sanctions used are proportionate to the nature and seriousness of the behaviour and are dependent on the following:

- **The frequency, duration and persistence of the behaviour**
- **Whether it is part of an escalating pattern of poor behaviour**
- **The context of the behaviour**

The school's ***"Levels of Inappropriate Behaviour"*** describes the nature, intensity and persistence of inappropriate behaviours. **This list is not exhaustive**. This allows staff to locate behaviour on a continuum of seriousness, to notice patterns, to observe changes over time or in different contexts and to develop ways of responding based on this detailed knowledge.

Ardscoil Phádraig staff follow an agreed ***"Ladder of Intervention in Response to Inappropriate Behaviour"***. This allows for consistency among staff and ensures that all staff follow a planned approach to helping students change their own behaviour.

Conflict Resolution

Ardscoil Phádraig aims to promote the use of restorative practice in mediating issues between students and between students and staff. This process seeks to involve all of those who are affected by a specific issue. It is based on the idea that the best way to help someone who has engaged in inappropriate behaviour is to give them the opportunity to put things right.

It helps students who engage in inappropriate behaviour take responsibility for their actions, understand the consequences of their behaviour and restore a positive relationship with those affected by their actions.

Some of the key questions asked in this process are:

- What happened?
- Who was affected?
- How can the harm be repaired?
- Who should repair the harm?

Mediation between students, giving opportunity for reflection, acknowledging what has happened, what harm has been done and what can be done to put it right and finally agreeing a way forward is at the heart of this practice.

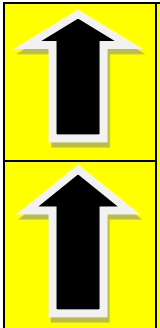
We promote positive relationships and behaviour through our wide range of school programmes which aim to meet the varied needs of our students e.g. Wellbeing, PE, SPHE, Guidance and through programmes such as Anti-Bullying Programmes.

Levels of Inappropriate Behaviour:

Level 1	Level 2	Level 3
		
• **Disruption of others right to learn**: -Talking out of turn -Making noises -Distracting others • **Disregarding others right to feel safe** -Jostling/pushing others -Obstructing others -Making comments -Showing aggression -Throwing objects • **Not ready for learning** -Late for class -Lack of materials -Not in correct Uniform -Phone visible and/or turned on • **Not responsible for your learning** -No homework -No participation in learning • **Lack of respect for others** -Refusal to follow instructions / answering back / rudeness -Inappropriate use of property without permission -Making comments -Using foul language -Chewing gum -Littering	• Persistently disrupting others right to learn • Persistently disregarding the safety of others • Persistently not ready for learning • Persistently not responsible for own learning • Persistently disrespectful of others • Unauthorised use of mobile phone • Repeated unexplained absences from school • Graffiti on other people's property • Minor damage to work or property • Bringing the school into disrepute through one's actions • **No improvement or worsening of any Level 1 Behaviour despite interventions**	• Severe disregard for others right to feel safe -Verbally abusive towards others -Physically abusive towards others -Fighting -Bullying • Smoking/Vaping on school grounds • Making blatant sexual and/or racist remarks to another • Accessing or recording inappropriate content on a digital device • Absent from class without permission • Refusal to attend class • Leaving school grounds without permission • Serious deliberate damage to school property • Bringing weapon/s or dangerous substance/s to school • Use and/or possession of prohibited substances • **No improvement or worsening of any Level 2 Behaviour despite interventions**

Ladder of Intervention in Response to Inappropriate Behaviour:

	Level 3 Behaviour: Severe disregard for others right to feel safe - Verbally abusive towards others - Physically abusive towards others - Fighting - Bullying Smoking/vaping on school grounds Making blatant sexual and/or racist remarks to another Accessing or recording inappropriate content on a digital device Absent from class without permission Refusal to attend class Leaving school grounds without permission Serious deliberate damage to school property Bringing weapon/s or dangerous substance/s to college Use and/or possession of prohibited substances **No improvement or worsening of any Level 2 Behaviour despite interventions**	**Management Responses:** (no order pref.) Proposal for Expulsion to BOM Referral to the Board of Management Immediate removal from school Suspension In-house suspension Fine/Damage compensation Problem-solving meeting Behaviour Contract Assign appropriate sanction Recommendations to Management/BOM Refer to SCP programme Refer to further supports (in and out of school) Reduced curriculum Recommended sanctions in line with the behaviours being exhibited	**9** **8**	LEVEL THREE
	Level 2 Behaviour: Persistently disrupting others right to learn Persistently disregarding the safety of others Persistently not ready for learning Persistently not responsible for own learning Persistently disrespectful of others Unauthorised use of mobile phone Repeated unexplained absences from school Graffiti on other people's property Minor damage to work or property Bringing the school into disrepute through one's actions **No improvement or worsening of any Level 1 Behaviour despite interventions**	**Year Head Responses:** (no order pref.) Meeting with Parents & student Red report sheet Assign appropriate sanction Referral to supports (HSCL, SCP, Guidance) Yellow report sheet After-school detention Further contact with home Meeting with student Restorative meeting with teacher Phone-call home 1st time, Removal of phone for 1 school day 2nd time, Removal of phone – parent informed **Recorded on TYRO as Year Head referral**	**7** **6** **5**	LEVEL TWO
	Level 1 Behaviour: Disrupting others right to learn Disregarding others right to feel safe Not ready for learning Not responsible for learning Lack of respect for others	**Subject teacher Responses:** (no order pref.) Phone call home in consultation with YH **Year Head informed** Follow up conversation after class Mutual agreement on positive change Record in teachers Journal Move seat Redirect to task	**4** **3**	LEVEL

		Rule Reminder Request phone to be turned off / put away Tactically ignore Proximity Control Expectations reminder Non-verbal reminder	**2** **1**	**ONE**

The above *Levels of Inappropriate Behaviour & Ladder of Intervention in Response to Inappropriate Behaviour* is not exhaustive. The Principal may need to make a decision based on best practice for the good of all other students, staff and the school. The advice of the Chairperson of the Board of Management will be sought in this scenario and will be communicated to parents/guardians.

COVID-19 Health and Safety Measures:

We expect the cooperation of all members of the Ardscoil Phádraig community in complying with the COVID-19 health and safety measures and protocols that are implemented to ensure a safe and sustained re-opening of our school. These measures are outlined in the Ardscoil Phádraig COVID-19 Response Plan. The most important measures, but not limited to, are as follows:

- As per public health guidelines, a school appropriate facemask must be worn when 2 metres social distancing cannot be maintained on the school grounds.
- All students must strictly adhere to the one-way system in operation.
- Students must not leave their seats at any time without the permission of the classroom teacher/SNA/person in charge.
- Students must show due awareness and consideration for the personal space of others when entering and exiting the classroom.
- Students must show due awareness and consideration for the personal space of others when inside and outside the classroom and adhere to HSE guidance on social distancing.
- All students must stay in their assigned areas at break time and lunchtime. They must not enter the area of another year group without the explicit permission of the supervising teacher.
- All students, when directed to do so by a teacher/SNA/person in charge, must clean their personal workspace/lunch space in line with DES & HPSC advice. Cleaning materials will be provided.
- The misuse of sanitising gel will incur a serious sanction in line with the school's Code of Positive Behaviour.
- Coughing and/or spitting at a member of the school community will incur a serious sanction in line with the schools Code of Positive Behaviour.
- Any behaviour deemed to be inappropriate or disrespectful with regards to any member of the school community, and/or in breach of COVID-19 public health guidelines, may incur a serious sanction, in line with the school's Code of Positive Behaviour.

Face Coverings:

Face coverings act as a barrier to help prevent respiratory droplets from travelling into the air and onto other people when the person wearing the face covering coughs, sneezes, talks or raises their voice. Face coverings are therefore intended to prevent transmission of the virus from the wearer (who may not know that they are infected) to those with whom they come into close contact.

It is therefore a requirement that teachers, staff and students attending post primary schools wear a face covering when a physical distance of 2m from other staff or students cannot be maintained.

A medical certificate to certify that a person falls into a category listed below must be provided to the school by, or on behalf of, any person (staff or student) who claims that they are covered by the exemptions below:

- any person with difficulty breathing who cannot wear a cloth face covering or a visor.
- any person who is unable to remove the cloth face-covering or visor without assistance.
- any person who has special needs and who may feel upset or very uncomfortable wearing the cloth face covering or visor, for example persons with intellectual or developmental disabilities, mental health conditions, sensory concerns or tactile sensitivity.

In circumstances where a medical certificate is not provided that person (staff or student) will be refused entry to the school.

Community Links:

The Principal and staff of Ardscoil Phádraig have very strong links with local support services that can assist in responding to the needs of a student with behavioural difficulties. Sources of support include the National Educational Psychological Service; National Council for Special Education; HSE Community Care and Psychology Services; Child and Adolescent Mental Health Services amongst many others.

The School Completion Programme (SCP) provides an intensive, short-term, individualised response for students who have not responded to other supports available in the school. The overall aim of the SCP Programme is successful reintegration of the student into subject classes.

Arrangements for Recording Behaviour:

Ardscoil Phádraig uses a simple recording system that allows the school to track, systematically and consistently, any student's behaviour that is a cause of concern. Teachers keep their own records in their own teacher journal. Recorded on **TYRO** are late for class, no homework attempted, no class materials, toilet breaks and disrupting teaching and learning. Year Heads are informed of Level 1 behaviours on **TYRO** by the class teacher. Referrals for Year Head intervention are recorded as **Level 2, and 3 referrals which are recorded on an Incident Report Sheet and forwarded to Year Head.** When a referral is received on **TYRO**, the Year Head discusses with class teacher the class interventions tried and how the student has responded to them.

The Year Head will record all disciplinary responses to more serious incidents.

Roles and Responsibilities:

"All staff should consider themselves responsible at all times for the behaviour of children within sight or sound of them and should respond promptly and firmly to any instance of unacceptable behaviour". (Circular, M33/91)

Subject teacher	• Deals with instances of minor misbehaviour. • Records requests for Year Head referral on **TYRO** when necessary and passes on to the Year Head. • Keeps parents/guardians informed through use of the journal/phone calls.
Tutor	• Monitors student's journals weekly and follows up with Year Head where necessary. • Builds supportive relationships with students and parents/guardians regarding academic progress. • Talks to student about difficulties helping to effect a change in behaviour.
Year Head	• Builds supportive relationships with students and parents/guardians. • Discusses teacher referrals. • Deals with referrals referred on **TYRO**. • Imposes sanctions in response to behavioural referrals. • Contacts parents and arranges formal appointments. • Consults with Deputy Principal and Principal in relation to sanctions. • Ensures study work is assigned for period of suspension. • Assists in student's reintegration on return from suspension. • Contacts parents/guardians regarding absences. • Keeps parents informed of all referrals.
Deputy Principal	• Advises Year Head when dealing with incidents of serious misbehaviour or repeated incidents of misbehaviour which affect the learning and teaching of others. • Assists in student's reintegration on return from suspension.
Principal	• Ensures all staff members administer the Code of Positive Behaviour consistently and fairly to all students. • **Has sole authority to impose suspensions**.
Guidance Counsellor	• Pastoral role. • Provides time and space to help students showing particularly challenging behaviour, recognise and respond to their feelings and deal with the issues. • Make referrals to outside agencies.
Home School Community Liaison	• Pastoral role. • Maintains strong links with the parents. • Maintain strong links with the community agencies, developing a positive learning environment.
School Completion Support	• Pastoral role. • Addresses the needs of students with particularly challenging behaviour. • Devises action plans, defining, analysing and addressing behaviour issues.

	• Reintegrates students back into mainstream class. • In consultation with relevant school staff keeps parents/guardians informed of progress.

Use of Sanctions/Consequences/Repercussions:

The purpose of using appropriate sanctions is to provide space to initially support students to reflect on, take responsibility for and encourage them to change their behaviour. The Code of Positive Behaviour is connected in its operation to other policies that are currently in operation in the school or under development in the current academic year. These include but are not limited to:

- The Child Protection Policy
- The Anti-Bullying Policy
- The Substance Abuse Policy
- ICT Usage Policy to encompass mobile device usage policy
- The Social, Personal and Health Education Programme
- The Health and Safety Statement
- The Homework Policy

Criteria for Success:

Ardscoil Phádraig will accept the effectiveness of this Code of Positive Behaviour if:

- Behaviour is in line with and/or exceeds expectations
- Quality learning and teaching is evident
- Respectful relations exist between staff/students/parents/guardians and the wider community
- It is understood and accepted by the school community
- Wellbeing of all members of the school community is to the fore
- Ardscoil Phádraig is a happy, caring and progressive school

Teaching the Code of Positive Behaviour:

Ardscoil Phádraig is an inclusive school. The Code of Positive Behaviour will be explained to all incoming students through the Induction Programme. Regular recaps and updates will be provided at class level and through whole year group assemblies when warranted. This will ensure the accessibility of the Code of Positive Behaviour to all students and will reinforce its rationale and expectations. It will also ensure the Code of Positive Behaviour is a "living document".

Implementation:

This policy will be implemented by the Board of Management of Ardscoil Phádraig. Attendance at Ardscoil Phádraig is conditional upon acceptance. The Board of Management have the right to make the final decision regarding the interpretation and application of the code.

Ratification and Review:

This policy was accepted and ratified by the Board of Management of Ardscoil Phádraig on _____.

This policy will be made available to all school personnel, published on the school website and provided to the Parents Association. A copy of this policy will be made available to the Department of Education and Skills and to Longford and Westmeath Education and Training Board (LWETB) if requested.

This policy and its implementation will reviewed regularly by the Board of Management. Ongoing reviews and evaluation take cognisance of changing information, changing society, legislation, ministerial/government instructions, developments in the school-based programmes and feedback from students, staff, parents/guardians and the Board of Management/ETB

The Board of Management will review this policy, and its implementation, once in every school year.

Signed: _____
(Chairperson; Board of Management)

Signed: _____
(Principal, & Secretary; Board of Management)