



Annaduff National School,
Aghamore, Carrick-on-Shannon, N41 K309



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Code of behaviour Policy

1. Link with School Ethos

The ethos of our school recognises the importance of a sense of community within the school and the existence of a high level of co-operation among teachers, ancillary staff, pupils, parents/guardians, the Board of Management and the Parent Association.

Annaduff N.S. places greater emphasis on promoting positive relationships rather than a singular focus on sanctions, in the belief that this will, in the long run, give the best results.

2. Link with other school policies

The Code of Behaviour should be read in conjunction with the related school policies which include the following: Bí Cinéalta/Anti-Bullying Policy; Supervision Policy, Acceptable User Policy, Mobile Device Policy, Substance Use Policy, Dignity in the Workplace Policy, Attendance Policy, Parents as Partners, RSE Policy, SEN Policy, SPHE Plan and P.E Plan.

All policies are accessible on the school website www.annaduffns.ie or on request from the school office.

3. Aims

Our overarching aims guide the development and implementation of our comprehensive Code of Behaviour that serves the best interests of our pupils, staff, and the school community as a whole.

1. **Promoting a Safe and Inclusive Learning Environment:** To ensure that all pupils feel safe, respected, and included within the school community.
2. **Fostering Responsible Citizenship and Ethical Conduct:** To instil values of responsibility, integrity, and ethical behaviour among pupils. This includes guidelines on honesty, respect for others, accountability for one's actions, and adherence to rules and regulations.
3. **Setting Expectations for Behaviour that facilitate Learning and Growth:** To promote behaviours such as active participation, respect for staff and peers, and the responsible use of resources and technology.

The overall responsibility for behaviour within [Annaduff N.S.](#) rests with the Principal. All members of the school community have rights and responsibilities to promote positive behaviour. See the 'Expectations' section below for these rights and responsibilities.

The emphasis in [Annaduff N.S](#) is on the positive. Our catch phrase is "catch them when they're good".

4. When the Code of Behaviour applies

The expectations and rules contained in the Code of Behaviour will apply when the pupil is in the school and in any situation where the pupil, although outside the school, is still the responsibility of the school. Examples include school tours, games and extracurricular activities and attendance at events organised by the school.

On enrolment, each new family is directed to this policy document on the school website. Attendance at [Annaduff N.S](#) is seen as an acceptance of this Code of Behaviour. The enrolment form includes provision for parents to indicate in writing their acceptance of the school's Code of Behaviour.

5. Principles

If [Annaduff N.S](#) is to achieve a happy and secure environment in which children can develop to their full potential, it is necessary to provide a framework, which promotes constructive behaviour and discourages unacceptable behaviour. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a relatively undistruptive environment. The school places a greater emphasis on rewards than on sanctions, and the ideal is that pupils will acquire self- discipline through mutual respect.

There are times however when it may be necessary to impose sanctions in order to maintain good order and to discourage unacceptable behaviour.

Understanding Behaviour *Reference: Daly, Patricia. (2019) **Small changes can make big differences**, Limerick: CDU*

Understanding behaviour will help to identify approaches to promote positive behavior as well as interventions to respond to challenging behaviour.

- **Behaviour is not random:** It is connected to events which occurred before the behaviour and is reinforced, positively or negatively, by reactions to the behaviour. It is therefore controllable in terms of interventions targeted at antecedents, or “triggers” and consequences.
- **Behaviour works, has meaning and is not random:** It serves a purpose and has goals, though these goals may not be easy to recognise. The functions of behaviour which negatively affect learning are:
 - Getting attention, from adults or peers
 - Getting an object – something the child wants e.g. a ball, a chase
 - Avoiding something e.g. attention or a particular task
 - Getting or avoiding a sensory experience or human contact relationships in the school community physical, sensory or medical factors.
- **Children want approval:** Adult approval, particularly affirmation and approval from key adults such as teachers, is as important to children as the air they breathe. Approval is the strongest reward you have in the classroom.
- **Children want to learn:** This has been demonstrated time and again, both in scientific and psychological studies, and is borne out by the experience of teachers over the years. Some may have particular difficulties with the learning process, but they all want to learn.
- **Children who know “what” and “how” cannot always “do”:** It takes a while for children to fully know, understand and apply social interactive skills. Not all children grasp them easily and they need to be taught and supported.
- **Some behaviour has hidden dimensions:** These are related to a particular child’s unique life experience, internal and external factors. We see what happens in the classroom and in the playground but we cannot see the child’s unique history or underlying “invisible” conditions e.g. We should always be aware of this, especially with children who display challenging behaviour.

In many cases, there is no single “cause” of challenging behaviour, but it is the result of several factors and influences operating in combination.

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| <p>Internal factors include:</p> <ul style="list-style-type: none"> ● age and stage of development ● personality and temperament ● personal history and experience ● physical, sensory or medical factors ● skills, ability to learn ● beliefs about self and others ● resilience and self-efficacy ● anxieties or learning difficulties ● Biophysical factors: such as medical conditions or disabilities ● Psychological factors: including emotional trauma or lack of social skills | <p>External and interpersonal factors include:</p> <ul style="list-style-type: none"> ● parental and family patterns and relationships ● social networks - friends and peer groups <ul style="list-style-type: none"> ○ Child group dynamics: such as bullying and teasing, cliques or child apathy or hostility ● neighbourhood and community factors ● the status and standing of different groups in society ● school factors <ul style="list-style-type: none"> ○ Environmental factors: e.g. the level of classroom noise or seating arrangements ○ Classroom organisation issues: such as inconsistent routines, inadequate materials or obliviousness to cultural differences <ul style="list-style-type: none"> ○ Teacher behaviour: e.g. boring or disorganised lessons, over-reaction to misbehaviour or over-reliance on punishment. ● time, opportunity and support for personal and social development ● learned behaviours that have developed through reinforcement, consequences or adaptation to social practices (a child with a learning difficulty repeatedly misbehaves knowing that he/she will be removed from the class and this will avoid his/her learning difficulty being exposed) |
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6. Expectations in Annaduff National School

| Pupils' Rights | Pupils' Responsibilities |
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| <ul style="list-style-type: none"> • To be educated in a safe, happy and respectful environment • To grow intellectually, emotionally, morally, spiritually and physically • To be listened to | <p>See - 'School Rules' - Section 6A below</p> |
| Staff Rights | Staff Responsibilities |
| <ul style="list-style-type: none"> • To work in a respectful and safe environment • To be able to express themselves and to be listened to • To receive adequate facilities and resources appropriate to their duties | <ul style="list-style-type: none"> • Treat children, parents and other staff members with respect, courtesy and polite language. • Be punctual. • Be prepared for class. • Be cognisant of the various needs and ability levels of all children in their class and adapt their teaching accordingly. • Co-operate with each other and work as part of a team. • Be fair and consistent. • Be aware of their duty of care to all children, at all times |
| Parent / Guardian Rights | Parent / Guardian Responsibilities |
| <ul style="list-style-type: none"> • To respect, understanding and confidentiality. • To updates on their children's progress. • To have access to the Code of Behaviour. • To be consulted about behaviour matters at an early stage. • To participate in the Code of Behaviour review. | <ul style="list-style-type: none"> • Treat all members of the school community with respect. • Ensure children come to school each day on time. • Explain reason for child's absence from school. • Ensure children wear full uniform and are clean, neat and tidy. • Help children with their homework. • Co-operate with school staff and attend meetings when requested. |

| Board of Management Rights | Board of Management Responsibilities |
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| <ul style="list-style-type: none"> To uphold the school ethos. To support the Principal in the application of the Code of Behaviour. | <ul style="list-style-type: none"> To be fair and equitable. To ensure that the entire school community has a safe environment. <p>Ensure that all pupils and parents are aware of and agree to follow the school's</p> |
| <ul style="list-style-type: none"> To ensure that staff consistently and fairly. implement and uphold the school's Code of Behaviour. Be informed of any children at risk of suspension or whose behaviour regularly breaches the school's Code of Behaviour. | <p>Code of Behaviour.</p> <ul style="list-style-type: none"> To support the Principal and staff with the implementation of the Code of Behaviour. |

6A. School Rules

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| I Need To Be... | |
| Respectful /Kind | <p>I know I am respectful/kind when I</p> <ul style="list-style-type: none"> ❖ treat others as I would like to be treated; in my class and in the yard ❖ listen in class and let others speak ❖ do not interrupt other pupils from learning ❖ follow the teacher's instructions ❖ raise my hand to ask a question ❖ ask permission to leave the classroom ❖ walk quietly on the school corridor |

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| | <ul style="list-style-type: none"> ❖ step aside to let an adult pass ❖ use a low voice when working in the classroom ❖ look after school property e.g. iPad, footballs, desk, chair, library book ❖ return everything I borrow from other pupils ❖ take turns in the yard when playing ❖ stand in the line at the end of break ❖ say sorry when I know I did something wrong ❖ am ready to forgive someone who says sorry to me ❖ do not bully others ❖ do not loose my temper, hurt or threaten others |
| Do my best | <p>I know I do your best in class when</p> <ul style="list-style-type: none"> ❖ I do my own work to the best of my abilities ❖ I listen in class ❖ Take part in class by asking and answering questions ❖ Help others ❖ I am honest and tell the truth ❖ Arrive at school in time. I will not arrive before 8:50am. ❖ Come to school properly prepared for class having the books, copies, pencils, pens, etc. required. ❖ Keep my homework journal up to date by taking down the homework assigned each night. ❖ Complete my written and oral homework each night. My parents or guardian are responsible for checking that the work is completed. |

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| Tidy | <p>I know I am tidy when</p> <ul style="list-style-type: none"> ❖ I wear the correct school uniform/ PE gear. • Maroon v-neck crested jumper • White shirt/polo shirt • Grey school trousers or tailored grey shorts • Grey pinafore or skirt. • PE Uniform Maroon sweatshirt (this can be crested or uncrested) • Maroon tracksuit bottoms – available from The Magnet in Carrick on Shannon or other retailers e.g. Dunnes Stores • Maroon sport shorts – these can currently be purchased on The Schoolwear Centre • I keep my belongings tidy on my desk. ❖ I pick up any rubbish on the floor under my desk and bin it. ❖ I pick up rubbish in the yard and bin it. ❖ Do not bring chewing gum to school. Chewing gum is not allowed. |
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| Safe & Healthy | <p>I know I am keeping myself safe when</p> <ul style="list-style-type: none"> ❖ I walk on the corridor in school. ❖ I walk away from any arguments on the yard. ❖ I do not swing on my chair. ❖ I do not enter the school building during lunch without permission from the teacher on yard. ❖ I do not leave the school grounds without permission from a teaching member of staff. ❖ I will wear Hi-Viz top and helmet if I cycle to school. ❖ I can only leave the school early when I have permission from my teacher and/ or principal. My parents or guardian will send a message to my teacher on Aladdin Connect. ❖ I do not return to the school grounds or building after school/weekends/holidays without permission from the school principal. ❖ I only bring food for my lunch that is allowed for in the school's Healthy Eating Policy. ❖ I follow hygiene procedures for hand washing in the school. ❖ I behave in an exemplary manner on school outings, e.g. football matches, tours, class outings, etc. Directions from the person in charge must be followed. All school rules included in previous sections apply to school outings |
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Every class will complete formal and incidental lessons with pupils to familiarise them with the school rules. Every class will build in time to revisit and reinforce the rules regularly. Display the rules in ways that are appropriate for the pupils in the class. The rules will also be reinforced at school assemblies and during visits by the principal to classrooms.

6B. Class Rules

- At the beginning of each academic year, the class teacher drafts a list of class rules with the children. These reflect and support the school rules.
- The class rules are presented in a way that is easily understood by the children. For example, pictures or illustrations will be used for some classes.
- Class rules are kept to a minimum.

- They should emphasise positive behaviour (e.g. 'Walk' and not 'Don't run').
- Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual differences.
- Examples of classroom rules in our school:
- Classroom Rules:
 - I will sit on my chair and do my work.
 - I will always try my best with all of my school work.
 - I will listen. I will let others speak. ○ I will help to keep a tidy classroom. ○ I will be kind and helpful and respect other people's feelings.

7. Incentives / Rewards

Our school supports children to achieve their personal best relative to their unique strengths and needs. We strive towards a culture that raises expectations of the children and, in turn, improves their progress and attainment. The importance of rewarding positive behaviour cannot be underestimated. Affirmation is the means by which teachers and parents mirror for children their goodness, worth, value, uniqueness, lovability and vast potential. By accentuating the positive it is hoped that such behaviour types will increase in frequency. That said, praise and reward are valued commodities and must be earned relative to the child's behaviour according to their unique strengths and needs.

Incentives or rewards come in different forms.

- **Tangible rewards** from teachers come in the form of treats or privileges for a class (extra playtime, story time, golden time, etc.).
- **Praise** is positive and enthusiastic feedback from teachers that is used in a specific way to recognise effort or achievement or to enhance the pupil's self-esteem.

The following are examples of how praise might be given.

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class including the School Assembly on a Friday

- A system of merit marks or stickers
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication – note on Aladdin Connect, PTM, etc.

Strategies to promote positive behaviour for pupils with additional needs.

Whole school strategies to promote positive behaviour for pupils with additional needs.

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| <ul style="list-style-type: none"> • Visual of our four key rules in the school- Kind Hands, Kind Feet, Kind Words and Kind Heart • Developing vocabulary, language and communication skills across all classes through oral language, SPHE, Use of emotion cards as a communication tool to identify emotions when regulated or dysregulated • Visual cues to reinforce verbal instructions • Clear and simple classroom rules and instructions • The use of timers to plan for transitions • Visual timetables • Choice boards • Teaching of social skills • Use of social stories • Talk and discussion of behaviour with the child (if capable) • Zones of Regulation • Class-based strategies/interventions/reward systems • Home/School strategies/interventions/reward systems • Behaviours of concern tracking, incident logs, and checklists. | <ul style="list-style-type: none"> • Soft Starts, Nurture Groups • WIN Groups – What I Need Group Weaving Wellbeing Programme • Brain Calming • Buddy Systems • Sensory Regulation Plans/Movement Breaks • Individual behavioural plans, classroom/school/school support plus Pupil Plan • Consistent approaches to behaviour by all staff members. Clear, consistent consequences for misbehaviour from the school's Code of Behaviour • Regular communication with parents –Aladdin Connect, email, daily journal, phone call • Assemblies- promote and reward good behaviour • Individual class reward schemes • “Catch them being good” • Always focus on the positive rather than the negative Being specific about what has been good- well done for.... • Modelled co-regulation • Social Skills Groups /WIN Groups |
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8. Unacceptable Behaviour

Three levels of misbehaviour are recognised: **Minor, Serious and Gross.**

All everyday instances of a minor nature are dealt with by the class teacher. Parents will be informed if the minor behaviour is repeated.

In cases of serious misbehaviour or single instances of gross misbehaviour, parents will be involved at an early stage and invited to meet the teacher and the principal to discuss their child's behaviour.

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| | Definition <i>Note: The lists below consist of examples only of misdemeanours. They are not exhaustive lists. Other items may be added in line with evolving experiences.</i> | Sanctions <i>Note: The separation of a pupil from peers either through detention or other form, is about maintaining our duty of care to the pupil and to the other school community members. It also gives the pupil an opportunity to reflect on the behaviour, provides an opportunity for discussion, and allows teaching and learning to continue without interference for others.</i> <i>For any incidents of misbehaviour, the school will ensure that fair procedures of investigation will be adhered to. The two essential parts of a fair procedure are the right to be heard and the right to impartiality, i.e. the absence of bias.</i> The purpose of a sanction is to bring about a change in behaviour by <ul style="list-style-type: none">- helping students to learn that their behaviour is unacceptable- helping them to recognise the effect of their actions and behaviours- helping them to take responsibility for their actions- helping students (in ways appropriate to their age and development) that they have choices about their own behaviour and that all choices have consequences. |
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| Minor | <ul style="list-style-type: none"> ➤ Continuous talking leading to disruption/ interfering with the flow of a lesson ➤ Shouting out in class ➤ Constantly swinging on chair ➤ Fidgeting intentionally ➤ Inattention during teacher instruction/ guidance ➤ Running on the corridor(s) ➤ Refusal to do school work/ homework ➤ Writing and passing notes - <i>depending on the content of the note, this may be dealt under the 'Serious' category.</i> | <p>1st Occasion</p> <ul style="list-style-type: none"> ● Verbal warning from teacher - Name the unwanted behaviour to the pupil. Remind the pupil of the expected behaviour. ● Verbal report is given by the supervising teacher to the pupil if the incident occurs in the playground. <p>2nd Occasion</p> <ul style="list-style-type: none"> ● Sanction given to child by class teacher – see list below ● Class teacher records the incident of misbehaviour in the pupil's profile on Aladdin. The incident is named '<u>2nd Occasion</u>'. A tick is given to the child on the list in the Principal's Office. ● Parent/ Guardian(s) are informed via the pupil's homework journal or Aladdin Connect. <p>3rd Occasion</p> <ul style="list-style-type: none"> ● Sanction given to child by the class teacher - see list below |
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| | <ul style="list-style-type: none"> ➤ Name calling amongst peers ➤ Not ready for learning in class - not having items ready when asked by teacher, e.g. textbooks, tin whistle, etc. ➤ Deliberate delaying while going to class lines after the bell rings at break and lunch time ➤ Pushing in line in class and on yard ➤ In the wrong yard area on purpose ➤ Leaving the yard without the supervising teacher's permission ➤ Interfering with others class group's games ➤ Not wearing a school uniform/ PE gear ➤ Distance Learning: <p>For Find a quiet place free of distractions (siblings, television, pets, etc...)</p> <ul style="list-style-type: none"> ➤ Be on time and wait to be admitted to the virtual class. ➤ Keep your video on for attendance purposes. ➤ Be respectful at all times. ➤ Raise your hand virtually for permission to speak. ➤ Mute yourself, except when you have permission to speak. ➤ | <ul style="list-style-type: none"> ● Class teacher records the incident of misbehaviour in the pupil's profile on Aladdin. The incident is named '<u>3rd Occasion</u>'. Second tick given in Principal's Office. ● Parent/ Guardian(s) are informed via a phone call home. ● Class teacher and SET consider if the child's repeated actions may be an indicator of an unidentified need, e.g. query ADHD <p>4th Occasion</p> <ul style="list-style-type: none"> ● Pupils move to the 'Serious' category for sanctions. See 'Serious' sanction section below. 3rd Tick is given. 3 Ticks means child misses out on a school Privilege e.g. school trip/sports trip <p><u>2nd and 3rd Occasion Sanctions may include:</u></p> <p><i>In the classroom</i></p> <ul style="list-style-type: none"> - Temporary separation from peers within the class and/or temporary removal to another class - Sent to another class with assigned written work to complete - Loose golden time or equivalent - Written Behavioural Log - to be signed by pupil and teacher plus a copy sent home to parent/ guardian(s). Log kept on file in school - Pupil to write story of what happened <p><i>On the yard</i></p> <p><u>Infant pupil receives an immediate timeout. Sit for 5-10 minutes on infant step OR walk beside teacher/ SNA. All other pupils lose 5/ 10 mins. of play time depending on the incident</u></p> |
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| Serious | <ul style="list-style-type: none"> ➤ All minor misdemeanours when they occur a fourth time ➤ Bullying or being a party to bullying will not be tolerated under any circumstances. ➤ Bringing a phone/ device to school ➤ Deliberately injuring a pupil ➤ Rough play causing injury ➤ Spitting ➤ Fighting ➤ Hitting or other aggressive behaviour (unprovoked) ➤ Stealing from others/teachers ➤ Lying/ dishonesty - ongoing | <p>Stage 1 & 2</p> <ol style="list-style-type: none"> 1. The pupil is taken off the yard immediately to his/her classroom/the Principal's Office/ the sensory room for regulation OR the pupil is removed from class by supervising teacher. 2. Principal meets with the pupil and teacher. Supervising teacher / class teacher records the incident of misbehaviour in the Behaviour Record Book in Principal's Office. 3. Teacher and principal will phone or meet the parent/ guardian(s) depending on the severity of the misbehaviour. Go through the Code of Behaviour and highlight the stage reached. The parent/ guardian(s) and pupil give commitment to follow the code. 4. Implementation of an extensive behaviour management plan by class teacher, SET and Principal. 5. Communication with parents on review of behaviour management plan. <p>Supportive Interventions:</p> <ul style="list-style-type: none"> - Nurture Support as part of pupil's School Support Plan - Team conference to include class teacher, SET, Principal - Using Relate Document - Brain Calming - Request for assistance from external agencies such as NCSE, CNT, National Educational Psychological Services and CAMHS. <p>*In the Behaviour Record Book – State the category of the incident i.e. minor, serious or gross.</p> |

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| | <ul style="list-style-type: none"> ➤ Disrespect to other pupils, any school staff member in school or on school outings ➤ Disrespectful behaviour during online lessons ➤ Back answering a staff member ➤ Inappropriate language and/or behaviour during an online class/ in class/ out on yard. ➤ Bad/ inappropriate language directed at someone ➤ Racist remarks towards other pupils and staff ➤ Biting other pupils ➤ Throwing of items in the classroom or on the yard - directed at someone or otherwise ➤ Inappropriate use of digital technology and programmes ➤ Writing/ graffiti on school property ➤ Continuously leaving school/ yard or classroom without permission ➤ Any other behaviour not listed which the staff, Principal and Board of Management deem to be a serious misdemeanour | <p><u>Stage 1 - Sanctions Include:</u></p> <ul style="list-style-type: none"> - Withdrawal of privileges to include: - Supervised detention during some/ all break time depending on the severity of the act. Class teacher assigns busy work. - Parent/ guardian(s) may be requested to bring their child home early from school. <p><u>Stage 2 - Sanctions Include:</u></p> <ol style="list-style-type: none"> 1. Teacher and principal meet parent/ guardian again. 2. Withdrawal of privileges to include school outing / class event. 3. The pupil may be suspended. Suspension will be in accordance with the provisions set out in 'Developing a Code of Behaviour: Guidelines for Schools', Tusla, 2008. Sections 11.02 – 11.12. See Appendix 5 and Appendix 6. |
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**** Individual behaviour plans will be reviewed after a three-month period.**

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| Gross | <ul style="list-style-type: none"> ➤ Repeated incidents of serious misdemeanours ➤ Repeated actions that put the safety of self or other pupils or staff at risk or any action that puts the safety of self or others at risk if the school deems it serious enough on the first occasion. Misuse of school I.T. devices/ programmes ➤ Ongoing refusal to follow school rules to the detriment of the rights of other pupils and staff | <ul style="list-style-type: none"> • Report submitted to Board of Management • In the case of gross misbehaviour, the pupil may be suspended. Suspension will be in accordance with the provisions set out in ‘Developing a Code of Behaviour: Guidelines for Schools’, Tusla, 2008. Sections 11.02 – 11.12. See Appendix 5 and Appendix 6. • Expulsion will be considered in an extreme case in accordance the provisions set out in ‘Developing a Code of Behaviour: Guidelines for Schools’, Tusla, 2008. Sections 12.01 – 12.06. |
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9. Pupils with Additional Needs

Pupils with additional needs will be required to follow the school's Code of Behaviour. Teachers will apply the Code equally to all pupils but use their professional judgment in the context of age, maturity, need and circumstance. Teaching the rules to children with additional needs and helping them understand behaviour and its consequences will be a focus of the teacher's work.

Parents will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help improve this behaviour. This may involve agreeing a behaviour plan as part of their School Support File. Support services such as NEPS, the school's SENO and the NCSE may be involved.

10. Behaviours of Concern

From time to time, a child may exhibit **behaviours of concern**.

Behaviours of concern are defined as "Culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities".
Emerson, 1995

Appendix 1 - Behaviours of Concern: Examples

Appendix 2 - Behaviours of Concern: Responsibilities

Appendix 3 - Behaviours of Concern: Responding

Appendix 4 – Behaviours of Concern: Follow-up

11. Parent / guardian notification of child's absence from school

Under the Education Welfare Act 2000 parents must inform the school if their children will be absent from school on a school day and the reason for the absence, for example, illness. It is best to do this in writing before 9.45am on the morning of the absence, alert the class teacher via the Aladdin Connect that your child will be absent from school. Include the reason and the duration of the absence.

Where access to Aladdin Connect is not possible, contact the school office by phone to share the same information. See the school's Attendance Policy on the school website for more information.

12. Ratification

The Board of Management ratified this revised Code of Behaviour at a Board Of Management Meeting on **22nd January 2026**. The policy will be reviewed in light of emerging implementation experience and new national guidelines whichever comes first.

The Code of Behaviour policy document published on the school website at any given time includes the agreed procedures to be followed. The signed policy is available in the school Office as part of the School Plan.

TP Cox

Thomas Patrick Cox, BOM Chairperson

Clare Caslin

Clare Caslin, Principal

Date: 22nd Jan 2026

Appendices

Appendix 1

Behaviours of Concern: Examples

- **Aggressive behaviour:** pinching, biting, scratching, punching, slapping, pushing, pulling, kicking, head butting, pulling hair, using objects against people and themselves.
- **Non-compliance:** lying down, non-cooperation, resistance to teaching, refusing to do things.
- **Disruptive or threatening behaviour:** shouting, screaming, swearing, repetitive vocalisation, verbal abuse, remarks/discrimination, curses, gestures or threats to harm, teasing, arguing, interrupting, obstructing, taking food or drink from others, setting off the fire alarm, invading personal space.
- **Absconding / Flight risk:** wandering outside the classroom without permission, running away or trying to run away.
- **Attention seeking:** constantly misbehaving in order to seek attention.
- **Sexually inappropriate behaviour:** inappropriate sexual language or sexual gestures including inappropriate comments about the sexuality of others.
- **Destruction of property:** damage to property belonging to self, other children or adults or damage to school property.
- **Socially- inappropriate behaviour:** spitting, interrupting others, provoking others, making inappropriate comments.
- **Emotionally dysregulated episodes:** outbursts of bad temper, emotional reaction
- **Self-injurious behaviour:** head banging, scratching, biting and poking.
- **Passive challenging behaviour:** glaring, refusing to respond, averting gaze, withdrawal.

This list of behaviours of concern is not exhaustive. These behaviours may arise due to various factors and influences, including but not limited to, being a new pupil in the school, transitioning to a new teacher, or experiencing external events in their lives.

Appendix 2 Behaviours of Concern: Responsibilities

Teachers will be responsible for:

- Providing a safe and supportive classroom environment.
- Communicating with the pupil's parents/guardians as early as possible to discuss concerns, suggest forms of support and encourage cooperation.
- Implementing suitable classroom management practices and appropriate intervention strategies for pupils who are at risk of developing challenging behaviour e.g. contacting an SNA to withdraw a pupil where there is a behaviour concern.
- Leading others in the development of a Behaviour Management Plan.
- Participating in professional development that contributes to skill development in the pupils and a clearer understanding of pupils with challenging behaviour.

- Documenting all challenging behaviour incidents on Aladdin.
- Reporting all challenging behaviour incidents to the principal and parents/ guardians.
- Seek support from a neighbouring class teacher or SNA.

Parents/Guardians will be responsible for:

- Communicating with the child's teacher or school principal in relation to concerns about their child's behaviour.
- Assist in the development of a Behavioural Support Plan.
- Supporting interventions and behavioural strategies agreed with the child's teacher and the principal.

Principal will be responsible for:

- Facilitating the development of a supportive school environment.
- Leading the school community in relation to the management of pupils with challenging behaviour.
- Facilitating access by all staff to appropriate professional learning.
- Providing opportunities for SETs to develop higher-level skills so they can provide additional support and advice within the school.
- Supporting the SEN Co-ordinator to seek external support and advice from the NEPS Psychologist and the NCSE.
- Advising on a course of action when all intervention programmes have been exhausted e.g. reduced day.
- Instigate the review of agreed procedures where appropriate in light of experiences.

Appendix 3

Behaviours of Concern: Responding

In the initial stages of addressing concerning behaviours, positive strategies will be implemented to try to calm the situation. Here are the steps to follow:

1. Approach the child calmly and ask them to refrain from using emotional statements or aggressive communication.
2. Recognise and praise appropriate behaviour demonstrated by nearby pupils.
3. Gradually move closer to the pupil while continuing to acknowledge positive behaviour from others. Avoid prolonged eye contact to prevent escalating the situation.
4. Redirect the pupil's attention by asking a question, such as "Joe, I can see you're upset. Is there something bothering you?"
5. Politely give a brief instruction, ending with a "thanks" to convey the expectation of compliance.
6. Allow the pupil time to respond to the direction, avoiding immediate demands or a confrontational tone.
7. If the pupil begins to argue or refuse, acknowledge their feelings and redirect them back to the original request.
8. Clearly state what behaviour needs to stop and what action is expected from the child.
9. Maintain communication with the child throughout, using a calm and measured approach. Avoid conveying frustration or anger through body language or tone.
10. If the situation escalates and poses a risk, involve another staff member for support using a designated signal.
11. Inform the child that help is being summoned and continue attempting verbal deescalation while waiting for assistance.
12. If a child refuses to leave a classroom, remove other students to ensure their safety.
13. Stay with the child until the situation is resolved, and contact their parent or guardian as necessary.
14. In exceptional circumstances where there is an immediate risk of injury, a member of staff may need to physically intervene, to prevent the pupil from injuring themselves or others. E.g. running onto a busy road, throwing an object at another person. In such circumstances any such intervention will be for the **shortest time and at the minimum level required**.

School staff will never act in a way that might reasonably be expected to cause injury.

Staff will avoid touching or holding a pupil in any way that might be considered indecent.

15. Levels of physical intervention or restraint.

Restraint: Any act or intervention that retains part of the child's body.

- **Level 1: Presence:** a staff member will stand in front of the child – no physical contact, the **child retains full mobility**/ physically interposing between pupils/ standing between a door and the pupil to prevent entry into the room due to ensuring the safety of others in the room/ blocking a pupil's path.
- **Level 2: Touch:** A staff member will place a hand on the child's shoulder, lead, guide, usher, or block door handle, the **child retains a lot of mobility**.
- **Level 3: Holding:** A staff member will hold the child's hand- the **child still retains mobility**/ leading a pupil by the arm e.g. if a child goes to run out of the school grounds to the footpath outside the school.
- **Level 4: Holding:** Staff member will hold the child under the arm whilst sending for extra help in case the situation escalates (red card and the staff member's name on it) the **child has some mobility**.
- **Level 5: Holding:** Two staff members, one on each side will hold a child under each arm.
- **Level 6: Restraining:** Two staff member/s will hold child by arms and legs. **Child is restricted from moving around**.

16. Parent / guardian will be contacted by the school when any of the above interventions are made. They will be requested to come to the school.
17. If the threat to the personal safety to the child or others persists, the child's parents/guardians will be advised to take the child home for the shortest possible time.

Such a period (of time) can provide a respite for staff and the pupil, given the pupil time to reflect on the link between their action and the consequences and give staff time to plan additional ways of helping the pupil to change the unacceptable behaviour.

Developing a Code of Behaviour Guidelines for Schools: Section 11.3, p. 71 (Tusla, 2008)

18. When the child has become emotionally regulated, the teacher(s) will meet with the child and their parent / guardian. Actions will be agreed to support the child. These actions may include the implementation of the school's Code of Behaviour. This course of action will be at the discretion of the school and will take into account factors such as the child's stage of development, specific needs and the impact of any sanction on future behaviour.
19. The class teacher and SET teacher will record the behaviour of concern incident and the outcome of the meeting with the child and parent / guardian.
20. The SET and class teacher will monitor for antecedents, the behaviour and consequences to support adjustments to the behaviour plan in an effort to mitigate against a repeat.

Appendix 4

Behaviours of Concern: Follow-up

Assessment Referrals

When a child shows signs of specific behavioural issues or frequently displays emotionally dysregulated behaviour, their class teacher, Special Education Teacher (SET) and Special Needs Assistant (SNA) will discuss the matter with the Special Educational Needs Coordinator (SENCO).

Sometimes, it's necessary to monitor a child for a period before arranging an assessment, or families may need to engage with services like Tusla Family Support before an assessment can take place.

To progress assessment referrals, the SENCO will contact the relevant external agencies for support, such as the National Council for Special Education (NCSE), National Behavioural Support Service (NBSS), National Educational Psychological Service (NEPS), Children's Disability Network Team (CDNT), Child and Adolescent Mental Health Services (CAMHS), behavioral therapists, or play and community care services.

Throughout the assessment process, parents or guardians will receive as much support as possible.

Assessment Referral Process

- Referrals to the General Practitioner (GP) can be made by parents or the school nurse.
- Referrals to the Children's Disability Network Team (CDNT) require involvement from both parents and the SET/SENCO. The SET will inform the SENCO if they've referred a family to the CDNT or if they're aware of a family's referral, and these details will be documented in the child's support file.
- Referrals to CAMHS will be made by the school doctor or GP during a consultation. Families might be asked to undergo speech and language assessments and family support before being placed on CAMHS' waiting list.
- Referrals to Tusla will be initiated by the Principal in consultation with parents and the SENCO. Parents will be informed about drop-in clinics available at local Family Resource Centres.
- Referrals for play therapy at the Family Resource Centre will be coordinated by the SENCO and Principal, who will work with the local Family Resource Centre.
- Families dealing with bereavement or separation anxiety can engage with Rainbows Ireland/VETA House through the SENCO, parents, or the Educational Welfare Officer (EWO).
- Engagement or indirect consultation with NEPS will be facilitated through the SENCO.

- All referrals to external agencies will be recorded in the child's support file by the assigned SET teacher and documented in the assessment-related documents.

Appendix 5: Suspensions

Procedures for the use of suspension which are in line with Developing a Code of Behaviour: Guidelines for Schools', Tusla, 2008. Sections 11.02 – 11.12.

Authority to suspend: The Board of Management (BOM) has the authority to suspend a student. The BOM delegates this responsibility to the Principal. The Principal is accountable to the Board of Management for the use of that authority.

Types of suspensions:

- The Principal may consider an immediate suspension to be necessary where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person.
- The Principal will not suspend a pupil for more than three days. If a suspension that will be longer than three days is being proposed by the Principal, the matter will be referred to the Board of Management for consideration and approval.
- Exclusion of a pupil for part of the school day as a sanction or asking parents to keep a child from school as a sanction, is a suspension.
- No suspension, including an immediate suspension, will be open-ended.
- Where the total number of days for which the pupil has been suspended in a single school year reaches twenty days, the parents may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

Grounds for suspension: Suspension should be a proportionate response to the behaviour that is causing concern. The grounds for suspension are that...

- the pupil's behaviour has had a seriously detrimental effect on the education of other pupils
- the pupil's continued presence in the school at this time constitutes a threat to safety
- the pupil is responsible for serious damage to property.

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

Suspensions impress on a pupil and their parents the seriousness of the behaviour and provide a respite for pupil and staff, give the pupil time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the pupil to change unacceptable behaviour.

Factors to be considered before suspension – see Appendix 6 below

Behaviour Management Plan - Suspension are part of an agreed plan to address the pupil's behaviour. If not already in place before the suspension, a plan will be put in place.

Procedures in respect when proposing a suspension

The school accepts its legal responsibilities to follow fair procedures when proposing to suspend or expel a pupil. Fair procedures apply to:

- the investigation of alleged misbehaviour that may lead to suspension or expulsion
- the process of decision-making as to (a) whether the pupil did engage in the misbehaviour and (b) what sanction to impose.
- The right to be heard for a pupil and their parents and to ensure they are fully informed about an allegation and the processes that will be used to investigate and decide the matter; and that they must be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed.
- The principle of impartiality in decision-making, so, where possible, the Principal arranges for another member or members of staff to conduct the investigation and to present a full report on the facts of the case and any other relevant information to the Principal. The Principal will then take a view about whether the pupil did engage in the behaviour and about the sanction, based on the report of the investigation.
- That allegations of criminal behaviour made about a pupil, will usually be referred to the Gardai who have responsibility for investigating criminal matters.

Reference: Developing a Code of Behaviour: Guidelines for Schools, Tusla 2008, Sections 10.3 and 10.4

Procedures to be followed before a suspension decision

Inform the pupil and their parents about the complaint, how it will be investigated, and that it could result in suspension.

Inform parents in writing to ensure that there is a formal and permanent record of having let parents know and are clear about what their child is alleged to have done.

Parents and their child should be given an opportunity to respond before a decision is made and before any sanction is imposed.

A meeting with the pupil 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.

If the parent and child fail to attend a meeting, the Principal will write to advise 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.

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 pupil, other pupils, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension.

The formal investigation will immediately follow the imposition of the suspension. In the case of an immediate suspension, parents will be notified, and arrangements made with them for the pupil to be collected.

The Principal will notify the parents in writing of the decision to suspend their child.

A record is kept on Aladdin of the behaviour and the sanction imposed and, Tusla and the BOM are informed in accordance with Developing a Code of Behaviour: Guidelines for Schools, Tusla 2008, Section 11.11.

Reintegrating the pupil after the suspension

The school will have a plan to help the pupil reintegrate on returning to school following a suspension. This plan will involve the class teacher, SET and Principal meeting with the pupil and monitoring behaviour. While a record will be kept of the incidents that caused the suspension, the pupil will be given the opportunity of a fresh start when returning to school after a suspension.

Appendix 6: Factors to consider before suspending a pupil

| Factors to consider before suspending a student |
|---|
| The nature and seriousness of the behaviour <ul style="list-style-type: none"> • What is the precise description of the behaviour? • How persistent has the unacceptable behaviour been? • Has the problem behaviour escalated, in spite of the interventions tried? |
| The context of the behaviour <ul style="list-style-type: none"> • What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)? • What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)? • What is the age, stage of development and cognitive ability of the student? • Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)? |
| The impact of the behaviour <ul style="list-style-type: none"> • How are other students and staff affected by the student's behaviour? • What is the impact of the behaviour on the teaching and learning of the class? • Does the behaviour have a particular or greater impact on some students or teachers? • Does the student understand the impact of their behaviour on others? |
| The interventions tried to date <ul style="list-style-type: none"> • What interventions have been tried? Over what period? • How have the interventions been recorded and monitored? • What has been the result of those interventions? • Have the parents been involved in finding a solution to the problem behaviour? • Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate? • Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available? • Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem? • Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent services)? |
| Whether suspension is a proportionate response <ul style="list-style-type: none"> • Does the student's behaviour warrant suspension? • Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student? |
| The possible impact of suspension <ul style="list-style-type: none"> • Will suspension allow additional or alternative interventions to be made? • Will suspension help the student to change the inappropriate behaviour? |

Source: Developing a Code of Behaviour: Guidelines for Schools, Tusla, 2008.