Code of Behaviour Policy

Scoil Ghráinne CNS

School Address: Clonee, Dublin 15

Roll number: 202047W

School Patron: DDLETB

Date: November 2024

Scoil Ghráinne CNS is a Community National School (CNS), a primary school under the patronage of Dublin and Dún Laoghaire Education and Training Board (DDLETB). Scoil Ghráinne CNS opened in September 2008 and is now a fully developed three stream vertical school. Scoil Ghraínne CNS operates within the regulations laid down by the Department of Education (DES) and follows the Primary School Curriculum (DES 1999), in accordance with Sections 9 and 30 of the Education Act (1998).

Guiding Principles

The school endeavours to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a relatively disruption free, safe environment. The emphasis of the code is the encouragement of positive behaviour and the cultivation of mutual respect.

It is hoped that this code of behaviour will relate strongly to the ethos of the Community National School which is reflected in our 4 cornerstones;

1. Excellence in Education
2. Multidenominational

3. Equality Based
4. Community- Focused

Scoil Ghráinne is committed to a spirit of inclusion and equality, where all families and staff are valued and treated with respect. This is achieved by:

- Encouraging high standards of behaviour among pupils and creating and maintaining an orderly atmosphere for learning in the school will include the use of praise for good behaviour.
- Matching teaching and learning activities to the aptitudes of the pupils, and the use of effective techniques for motivating pupils. Promoting positive behaviour will be implemented in each classroom.
- Creating a safe happy environment where there is order and an effective approach to discipline will be created.
- Building a positive relationship between staff and children, underpinned by the principles of restorative practice.
- Committing to promoting self-regulation among children.
- Promoting SPHE curriculum to strengthen relationships, through the use of *You Can Do It* (YCDI).

Aims

1. To allow the school to function in an orderly and effective way.
2. To maximise each child's learning and development by enabling children to learn without disruption.
3. To encourage each child to be responsible for their own behaviour.
4. To promote self-esteem, positive relationships among children and adults and care towards one another and the environment.
5. To ensure that the school's expectations and strategies with regard to behaviour are well communicated and accepted by the whole school community.
6. To support staff with effective strategies to promote positive behaviour.
7. To guide staff on best practice in managing behaviours of concern.
8. To encourage and support parents to implement the policy.

Expected Behaviour

A strong sense of community and cooperation is required if the code is to be implemented in a meaningful way. This means that certain things are expected from each section of the school community. While we are aware of our children's differences, there are some expectations we have for all children.

Expectations of Pupils

- Each child is expected to behave to the best of their ability and show consideration of others.
- Each child is expected to be respectful towards themselves, their peers, staff and visitors to the school.
- Each child is expected to respect our school, their belongings and the belongings of others.
- Each child is expected to do his/her best, both at school and while doing homework assignments.
- Each child is expected to follow the School Rules.
- Each child is expected to follow the school protocol for Covid-19.

Children with additional needs

All children are required to comply with the code of behaviour. However, the school recognises that children with special needs may require assistance in understanding and following certain rules. Pupils with additional needs will be considered on a case-by-case basis.

Specialised behaviour plans will be put in place in consultation with parents and the Class Teacher/Special Class Teacher, SEN Teacher and/or Principal will work closely with home to ensure that optimal support is given. Cognitive development will be considered at all times. Clinical teams supporting the child will be consulted when appropriate.

The children in the class or group may be taught strategies to include and support a pupil with special needs. This will be done in a sensitive and safe way, acknowledging and respecting the difference in all individuals.

Expectations of Parents and Guardians:

Parents are requested to:

- become familiar with the school's Code of Behaviour.
- cooperate with the school with regard to the implementation of this policy.
- communicate with the school about factors likely to affect the behaviour of their children in school.
- inform the school in writing (or via Aladdin) of any absences and the reason for these absences.
- ensure their child is in the correct uniform every day (clearly labelled) and suitably attired for weather conditions.
- ensure their child is on time for school each morning and collected on time each afternoon.
- ensure their child completes their homework every night
- model a high standard of behaviour
- communicate in a respectful manner with school staff and members of the school community.
- follow the school protocol for Covid-19.

Expectations of staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As staff, we aim to:

- model the school's behaviour expectations in their interactions with children and staff.

- create a positive climate with realistic expectations and positive language.
- be calm and consistent and use an appropriate tone of voice.
- provide a caring and effective learning environment.
- encourage relationships based on accepting, respecting, encouraging, listening, supporting, trusting and negotiating.
- ensure fair treatment for all regardless of age, gender, gender identity, race, disability, family status, marital status, religious belief, sexual orientation and membership of an ethnic community.
- discourage physical aggression and encourage 'Kind Hands, Kind Words, Kind Feet'.
- Teach and practise the school wide call back: ***"Hands on top, that means stop"*** to gain attention.
- alert parents, at an early stage, regarding concerns about a pupil's behaviour so that ways of helping the pupil can be discussed and agreed.
- be punctual when bringing classes to/from yard at breaks and at home time
- ensure that each pupil hangs up their coat and belongings properly each morning and after yard times. Hats, caps, coats, scarves, gloves and hoodies are not permitted to be worn in the classroom. If pupils feel cold, they can wear extra layers under their uniform.
- Teach, practise and promote efficient and safe movement throughout the school.
- follow the school protocol for Covid-19.

Expected behaviour of pupils in the school environment

- Courtesy and respect are fundamental. Good manners are expected and encouraged.
- Pupils are expected to greet adults that they meet in the morning or on the corridor.
- Children are expected to observe the five school rules **(Be Safe, Be Ready, Be Respectful, Be Responsible, Be Kind)**.
- Children are expected to participate in the five foundations of the social and emotional skills programme *You Can Do It* (Confidence, Persistence, Organisation, Resilience, Getting Along).
- Verbal, physical abuse, bullying or intimidation is strictly forbidden. We encourage 'Kind Hands, Kind Words, Kind Feet'.
- Pupils must show respect for school property.
- Pupils must present for school in the correct school uniform

- Chewing gum is strictly forbidden on the school premises.
- Pupils need to respond to the school wide call back: ***"Hands on top, that means stop"*** when prompted by an adult.
- Children should adhere to all school policies relevant to them e.g. Healthy Eating Policy, Acceptable User Policy, Mobile Phone Policy, Uniform Policy, Covid-19 Protocols.

Expected behaviour of pupils when lining up and moving around the school

- Walk everywhere. Keep to the left-hand side of the stairwell, corridors etc
- In a line, pupils walk to a designated spot and wait for the teacher before continuing.
- Whispering allowed, but no shouting.
- Pupils will always walk in single file when in class lines.
- Pupils will leave the classroom promptly with their line. Pupils should not remain in the classroom unsupervised.
- Pupils will keep their hands to themselves.
- Pupils will hold open doors for others as a courtesy.
- Pupils will stand back for adults as a courtesy.

Expected behaviour in the classroom

- Courtesy and respect are fundamental. Good manners and politeness are expected and encouraged.
- Pupils are expected to greet adults that they meet in the morning or on the corridor.
- We encourage 'Kind Hands, Kind Words, Kind Feet'.
- Pupils must respect the right of others to learn. Pupils must cooperate with the instructions given by the teacher.
- Each child is expected to hang up their coat and belongings properly each morning and after yard times. Hats, caps, coats, scarves, gloves and hoodies are not permitted to be worn in the classroom. If pupils feel cold, they can wear extra layers under their uniform.
- Pupils need to take care of their own belongings (including tracksuit top and school jumper). School staff are not responsible for mislaid uniform items.
- Each child is expected to follow class rules
- School bags should be placed under desks (not hanging on back of chair for safety reasons)
- Only one pupil in the toilet at any time

- Children should raise their hands before answering a question.
- Toys are not to be brought into school unless requested by teacher. This includes collectible cards (Football cards, Pokemon cards, Match Attax).
- Tippex is not allowed in school.
- Children should listen carefully and respond to the best of their ability.
- Children should complete tasks set by teacher to the best of their ability.

When teacher leaves the classroom:

- Children are expected to remain in their seats and adhere to all school rules, under the supervision of duty teacher.

When a visitor is addressing the class:

- Greet visitor and respond appropriately.
- Continue working while teacher is speaking to visitor.
- Listen attentively if asked.
- Be courteous and don't interrupt.

During lunch or break time

Indoor breaks

- Remain in seats.
- No sharing of lunches.
- Tidy up after eating.
- Only one pupil in the toilet at any time
- Pupils must inform the duty teacher of any incidents or injuries which occur during indoor break. When deemed necessary, the duty teacher records these in the Central Incident Report Log (contact Ruth at office) and informs the relevant class teacher.

Outdoor breaks

- Any behaviour which is deemed unsafe is not permitted. Rough behaviour e.g. fighting, hitting, spitting, pushing, tripping, play fighting is forbidden. We encourage 'Kind Hands, Kind Words, Kind Feet'.
- Pupils may not leave the play area without the expressed permission of the supervising teacher.
- Only school equipment may be used in the yard

- On the first whistle, pupils freeze, on the second whistle, pupils walk to their lines and line up in single file
- No food is allowed to be eaten in the yard
- Pupils must inform the duty teacher of any incidents or injuries which occur during yard time. When deemed necessary, the duty teacher records these incidents in the yard book and informs the relevant class teacher.
- Pupils will wait in line until their class teacher arrives.
- Pupils should stay in their designated areas in the yard.
- Pupils are encouraged to use the toilet before or after yard. If a pupil urgently wishes to use the toilet during yard time, they must use designated toilets under supervision. The pupil needs to ask permission from the duty teacher to go inside and also checks back in with duty teacher on their return to yard. A child is always accompanied to the toilet by another pupil.
- Pupils will follow the school protocol for Covid-19 and remain in their class bubbles.

In the case of negative behaviour in the yard the following sanctions may be used, depending on the severity and frequency of the behaviour.

- Verbal warning
- Child walks with the duty teacher/SNA on yard
- Child can take some 'time out' by the fence (this is not as a punishment, rather as time taken to cool down and reflect) – 3rd -6th class only. Pupils may remain at fence for no longer than five minutes (irrespective of age).
- Class teacher informed of behaviour.
- Child sent to Principal's office
- Parents informed.
- Pupil is not allowed to go out to the yard if behaviour is unsafe.

Expected Behaviour in the toilets

- Only one child at any time.
- Pupils are expected to leave toilet area in good condition and to respect school property.
- Pupils should flush after use.
- Pupils should wash and dry hands.
- Taps turned off.
- Hand towels put in bin.
- Pupils should not stand on cistern or pipes.

School Uniforms (supplier is www.grants.ie)

- Children should wear correct uniform on designated days. Hats, caps, coats, scarves, gloves and hoodies are not permitted to be worn in the classroom.
- Uniforms and tracksuits must be clearly labelled with pupil name. School staff are not responsible for mislaid uniform items.
- Tracksuits can be worn every day.
- Only stud earrings are permitted for health and safety reasons. Necklaces, chains etc are not permitted.
- Make-up is not permitted.
- Shoes with a high heel are not permitted for health and safety reasons.
- Pupils must wear school uniform/tracksuit on school outings unless otherwise specified.
- Parents will be contacted when pupils are consistently in breach of uniform rules.

Expected behaviour at activities outside of school premises

- Children taking part in school related activities outside of school premises such as educational outings and sports events are required to act responsibly, to listen and follow instructions by teachers and supervisors.
- Be courteous to guides, bus drivers and others.
- Remain seated on bus and wear seat belts.
- Do not litter and take all refuse home.
- Always stay with the group.
- Queue in an orderly manner as directed by the teacher
- School rules must be followed at all times.
- Failure to behave in an appropriate manner may result in a pupil being withdrawn from future outings.

Effective Classroom Behaviour Management

Building relationships and promoting a sense of community in the class by

- keeping in mind that all behaviour is communication and expresses an unmet need.
- separating the child from the behaviour (i.e. separate who they are from what they do).

- viewing misbehaviour as an 'error', a mistake or learning opportunity to acquire social and emotional skills
- using positive language and interactions
- having a restorative mind set and using restorative conversations (RP questions)
- welcoming pupils with '*Meet and Greet'* at classroom door
- incorporating energy check-ins (1-10 and why?) in the morning
- using restorative circles (one/week to build relationships and cohesion)
- taking time to teach behaviour expectations explicitly and reinforcing regularly, especially after holiday periods
- consistently modelling values and expected behaviour for pupils
- providing safe space, using non-confrontational body language, noting tone of voice and talking at eye-level
- responding with deliberate calm, avoiding power struggle
- being open to actively listening to what pupils are saying about their behaviour and feelings and not making assumptions about a pupil's behaviour
- using recognition board for expected social behaviours
- having consistent routines e.g. call backs, lining up strategies, transitions between lessons
- using the school wide call back: ***"Hands on top, that means stop"*** to gain attention. Teachers may also use a variety of call backs in the classroom setting, but also need to teach and practise the school call back.
- incorporating regular movement breaks throughout the day (within the classroom) and especially for transitions between lessons
- focusing on efforts rather than accomplishments.
- reinforcing positive behaviour with specific praise and rewards (individual, group or class)
- focusing on behaviours that are 'over and above' to shift expectations and raise standards
- sending positive notes to parents or making phone calls with 'good news'
- providing a share box in the classroom where children can share their worries with the teacher in a discreet way
- being aware that some pupils in your class may have experienced adverse childhood experiences and that these may have a significant impact on their wellbeing and on their behaviour in school.

School Rules

- **Be Safe:** I keep my hands and feet to myself. I walk everywhere**.**
- **Be Ready:** I listen and follow direction.
- **Be Respectful:** I respect myself, others and my environment.
- **Be Responsible:** I am responsible for myself.
- **Be Kind:** I use kind thoughts, words and actions.

Steps Procedures 2nd – 6th Class

Steps 2nd – 6th Class	Level of Behaviour
Step 1: Verbal Warning 1 Pupil is given a verbal warning by the teacher. A positive reminder of the expectation relating to the individual pupil and/or whole class may be given. **Step 2: Verbal warning 2** The pupil receives a second verbal warning from the teacher. The pupil is informed that they are receiving a second warning and that if the behaviour continues they will move to step 3 and the consequence that this may include. * If a child is regularly getting to step 2 then at this point a teacher may need to contact a parent and put a consequence in place. **Step 3: Consequence/in-class separation** The pupil receives a consequence and/or completes work separately from the rest of the class for a duration of time, at the discretion of the teacher. Prior to re-joining the class, the teacher has a conversation with the pupil clearly outlining expectations regarding behaviour. The consequences at step 3 may include: • Missing golden time • Missing yard time • Missing football or other activity during break time • Being assigned unfinished work or extra work to be completed at home such as a reflection sheet (teacher asked to be considerate of individual pupil's ability level and/or additional needs)	**Green Behaviours** • Talking out of turn (e.g. calling out, interrupting teacher) • Distracting other children (e.g. banging equipment, fidgeting, talking with peers, whispering, humming). • Deliberate disruption of the flow of a lesson (e.g. asking irrelevant questions, using delay tactics, procrastinating) • Unnecessary movement around the room (e.g. leaving assigned areas of the classroom without an acceptable reason). • Inappropriate movement around the school (e.g. refusal to line up properly or walk in single file etc) • Avoidance of schoolwork/homework (e.g. not doing assigned tasks, giving up quickly, making minimal effort to do tasks). • Breach of uniform policy • Telling lies and refusal to accept responsibility for one's own actions • Using an Ipad for any purpose other than the assigned activity • Eating chewing gum on the school premises • Minor breach of mobile phone policy (bringing phone to school and taking it out of bag) • Repeated Green Behaviours become Orange Behaviours.

The teacher may also inform the pupil that if the behaviour continues then they will have to move to step 4 and the consequences that this may include.	
Step 4: **Parental involvement** The teacher communicates with the child's parent through a phone call, Aladdin message and/or meeting with a view to supporting the child in improving the behaviour of concern. If necessary, the pupil may also receive a consequence at this step. The consequences at step 4 may include: • Missing golden time • Missing yard time • Missing football or other activity during break time • Being assigned unfinished work or extra work to be completed at home such as a reflection sheet (teacher asked to be considerate of individual pupil's ability level and/or additional needs) The parent and pupil should also be informed at this step that if the behaviour doesn't improve then it may be necessary to move to step 5 and the consequences this may include. * During step 4 and beyond, it may be necessary to create a Classroom Support Plan/ School Support Plan. While responsibility for creating this plan lies with the class teacher, the relevant SET teacher can assist with this. Deputy Principal and Assistant Principal with responsibility for SET are also available to support this process.	**Orange Behaviours** • Repeated Green Behaviours become Orange Behaviours. • Behaviour with potential to cause risk to self or others e.g. climbing of equipment, unsafe behaviour on the stairs, rough play/wrestling on yard etc. • Inappropriate behaviour towards another pupil or staff member e.g. defiance, yelling, losing temper, answering back, cheekiness, poor attitude, openly challenging, ignoring or walking away from a staff member • Using unkind words, swearing, name calling and offensive gestures • Stealing or deliberately damaging equipment belonging to the school or others • Repeated Orange Behaviours become Red Behaviours. Steps to follow (Case dependent) Repeat Steps 1-3 above •

Step 5:

The teacher and pupil meet with the principal. Parents may be requested to attend a meeting with the principal and teacher regarding their child's behaviour.

Parents informed at this step, that if the behaviour doesn't improve or continues to occur then the child may move to step 6 (suspension).

At this point, the following consequences may be put in place:

- Missing yard for a longer time (e.g. full week)
- Miss football at yard time for a longer period of time (e.g. full week)
- Internal suspension: Moved to do work in a learning support room for a day or longer portion of a day.
- Pupil asked to complete a reflective note
- Removal from trip or outing

Step 6:

Pupil and teacher meet principal and at this point suspension may be discussed and implemented and/or another consequence.

* **VERY SERIOUS** cases of misbehaviour may result in the child being automatically moved to **Step 6.**

At this point, upon investigation, **SUSPENSION** may occur.

Red Behaviours

• Repeated Orange Behaviours become Red Behaviours.
• Physical fighting causing injury, aggression (verbal, physical, body language, spitting, biting, pinching, scratching, hair pulling, pushing) and deliberately injuring others or posing serious risk to others • Leaving school building / yard without permission
• Possession or use of dangerous/unsafe objects 12
• Use of mobile phone including recording/videoing/taking photos of self and others
• Racism or discrimination of any kind
• Inappropriate and sexualised behaviour or language towards others
• Bullying behaviour to include cyber bullying Please note: Incidents of bullying, while regarded as major incidents, are dealt with using the procedures outlined in the school's Anti-bullying Policy.
• Deliberate and/or repeated breach of school policies relevant to pupils e.g. Healthy Eating Policy, Acceptable User Policy, Mobile Phone Policy, Uniform Policy, Covid-19 Protocols.

For Red Behaviours, go immediately to Steps 5 and/or 6.

Steps Procedures – Junior Infants - 1st Class

Depending on severity and frequency, all behaviours can be categorised into green, orange and red.

Green Behaviours

- Talking out of turn (e.g. calling out, interrupting teacher)
- Distracting other children (e.g. banging equipment, fidgeting, talking with peers, whispering, humming).
- Deliberate disruption of the flow of a lesson (e.g. asking irrelevant questions, using delay tactics, procrastinating)
- Unnecessary movement around the room (e.g. leaving assigned areas of the classroom without an acceptable reason).
- Inappropriate movement around the school (e.g. refusal to line up properly or walk in single file etc)
- Avoidance of schoolwork/homework (e.g. not doing assigned tasks, giving up quickly, making minimal effort to do tasks).
- Breach of uniform policy
- Telling lies and refusal to accept responsibility for one's own actions
- Using an Ipad for any purpose other than the assigned activity
- Eating chewing gum on the school premises
- Minor breach of mobile phone policy (bringing phone to school and taking it out of bag)
- ***Repeated Green Behaviours become Orange Behaviours.***

Steps to follow (Case dependent)

- **Step 1:** Whole class positive reminder of expectation and/or private individual reminder of expectations.

Step 2: Warning: a verbal warning is issued to the pupil, acknowledging the behaviour of concern. If there is no improvement, move to step 3.

- **Step 3**: In-class separation. Thinking time at a designated space. Restorative practice conversation with child before rejoining class.

Orange Behaviours

- ***Repeated Green Behaviours become Orange Behaviours.***
- Behaviour with potential to cause risk to self or others e.g. climbing of equipment, unsafe behaviour on the stairs, rough play/wrestling on yard etc.
- Inappropriate behaviour towards another pupil or staff member e.g. defiance, yelling, losing temper, answering back, cheekiness, poor attitude, openly challenging, ignoring or walking away from a staff member
- Using unkind words, swearing, name calling and offensive gestures
- Stealing or deliberately damaging equipment belonging to the school or others
- ***Repeated Orange Behaviours become Red Behaviours.***

Steps to follow (Case dependent)

Repeat Steps 1-3 above

- **Step 4**: Classroom Support Plan (CSP)/School Support Plan (SS Plan) is created (relevant for repeated green/orange behaviours, rather than one off incidents)
- **Step 5**: Parents are informed by phone call/meeting/note.
- **Step 6**: Pupil is sent to Principal/Deputy Principal.

In some cases, Steps 1-4 may be skipped and Steps 5 or 6 are employed immediately for Orange Behaviours.

Red Behaviours

- ***Repeated Orange Behaviours become Red Behaviours.***
- Physical fighting causing injury, aggression (verbal, physical, body language, spitting, biting, pinching, scratching, hair pulling, pushing) and deliberately injuring others or posing serious risk to others
- Leaving school building / yard without permission
- Possession or use of dangerous/unsafe objects

- Use of mobile phone including recording/videoing/taking photos of self and others
- Racism or discrimination of any kind
- Inappropriate and sexualised behaviour or language towards others
- Bullying behaviour to include cyber bullying
  Please note: Incidents of bullying, while regarded as major incidents, are dealt with using the procedures outlined in the school's Anti-bullying Policy.
- Deliberate and/or repeated breach of school policies relevant to pupils e.g. Healthy Eating Policy, Acceptable User Policy, Mobile Phone Policy, Uniform Policy, Covid-19 Protocols.

For Red Behaviours, go immediately to Steps 5 and/or 6.

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Other possible consequences may be used for green, orange or red behaviours (case dependent).

- Loss of rewards
  Please note: All pupils have the right to access all curricular subjects and exclusion from any subject should not be used as a consequence for a behaviour e.g. no yard/PE/Art etc. However temporary exclusion from these subjects/activities may be necessary as a consequence to the behaviour in question when relevant.
- Note/Phone call to parent
- Meeting arranged with parents
- Removal of trip/outing
- Loss of playtime (not yard time/PE, unless the behaviour relates to safety on yard/during PE)
- Pupil completes unfinished school work at home.
- Sent to the Principal's office
- Suspension
- Expulsion

Note: Where possible, consequences should link to the initial behaviour e.g. child injures another child during yard time. Child's behaviour on yard is unsafe and child does not go outside at the next yard time. Child reflects on what he/she needs to do to be able to go out to join their class again.

Suspension and Expulsion

Where there are instances of serious misbehaviour the parents will be requested to attend the school to meet the Principal/Deputy Principal.

Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes along with any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of serious misbehaviour, where it is necessary to ensure that order and discipline is maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000.

Reintegration following suspension

Following a period of suspension, the parent and child will meet with the Principal. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code of behaviour. The Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff and that their behaviour will not disrupt the teaching and learning of their peers. The Principal will ensure a behaviour plan for the pupil is in place (if required) and will facilitate a meeting with the pupil and Class Teacher. The pupil will then be readmitted formally to the class.

Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. We facilitate a high level of communication amongst staff and also between staff, pupils and parents.

Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour. The following methods of communication are available:

- Informal/formal parent/teacher meetings
- Phonecalls to parent
- Letters/notes from school to home and from home to school
- School notice board on Aladdin
- School e-mails: office email s.ghrainne@gmail.com (if a parent wishes to meet with a teacher, this can be arranged by emailing the school office).

Success Criteria

The success of the policy will depend on

- Staff commitment to implement the policy in a consistent manner
- Pupil familiarity with the code
- Vigilant supervision by all staff
- Parents commitment to supporting the code

Implementation and Review

The Board of Management, Principal and school staff will be responsible for implementing this policy in the school. It will be implemented from September 2021 and will be reviewed annually.

This reviewed policy was ratified by the Board on March 6th 2024. A copy is on the staff shared drive and on the school website.

Signed: _____Chairperson of BOM Date: 6/3/24

Signed: _____Principal Date:6/3/25

Appendix 1

Restorative Practice (RP) Questions

RP Questions for Jnr-2nd

- What happened that you _____?
- What were you feeling when you _____?
- How do you think [STUDENT NAME] was feeling when you _____?
- What could you do the next time this happens?
- What can you do to make things right?

RP Questions for 3rd-6th

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what ways?
- What do you need to do to make things right?

Appendix 2

Proactive strategies to promote expected behaviours

Research indicates that putting proactive effective whole-class structures and supports in place can reduce the incidence of undesirable behaviours and facilitate the implementation of more individualised supports for the minority of pupils who may need them. Research highlights the importance of reflection on the following areas:

- Positive relationships
- The social environment of the classroom
- The learning environment
- Classroom organisation
- Teacher attitudes and behaviour
- A systematic and consistent approach to responding to behaviour
- Social and emotional teaching strategies

Ways of addressing these areas are discussed in the pages, which follow. They are adapted from the '*Behaviour, Emotional and Social Difficulties: A Continuum of Support: Guidelines for Teachers'.* Pg. 81/82 of the document have a detailed assessment of these areas.

Positive relationships

Research clearly indicates that positive relationships between teachers, pupils and their families are ***key factors*** in effective teaching and classroom management. As adults build positive relationships with pupils their potential influence on pupils' behaviour grows significantly – that is, pupils notice responsive caring adults. They pay particular attention to what such a teacher says and does and they seek out ways to ensure even more positive attention from the teacher. In the context of supportive relationships, pupils develop positive self concept, confidence and a sense of safety that help reduce the occurrence of behaviours that are challenging. As such, the time spent building a strong relationship is less than the time required to implement more elaborate time consuming strategies. Some ways a teacher can do this are by:

1) **Getting to know the pupil and their family**
2) **Establishing clear communication systems with parents and pupils** e.g. positive notes home, home/school communication book, positive phone call etc.
3) **Demonstrating to pupils that they matter**
    - greeting them upon arrival at door;

- acknowledging birthdays and other special occasions;
- looking for genuine opportunities to provide positive feedback;
- celebrating achievements;
- recognising and acknowledging their emotional responses and feelings;
- actively listening to pupils
- inviting them to help with daily tasks and responsibilities;
- sharing your thoughts and feelings;
- communicating your confidence in them to succeed
- apologising to pupil when warranted

The social environment of the classroom

Teachers can also provide a good role model for problem solving and dealing with conflict situations. Modelling appropriate social behaviour such as tone of voice and body language, especially in responding to challenging situations in the classroom, can help pupils to develop these skills themselves. Some ways a teacher can do this are by:

- providing opportunities for pupils to work alone, in pairs or in groups
- demonstrating and teaching co-operative learning and play skills
- teaching and role-playing friendship skills
- teaching playground games and positive playground behaviour
- regularly exploring and explicitly teaching the school and classroom expectations with pupils
- using approaches such as circle time to teach and practise skills such as; active listening, turn taking, expressing an opinion, giving a compliment, respecting differing opinions
- taking account of and celebrating cultural differences

The learning environment

The learning environment has a fundamental influence on pupil behaviour. Pupils who are not stimulated or are overwhelmed by the learning activities provided in the classroom are more likely to engage in disruptive or withdrawn behaviour. Steps to providing a stimulating and supportive learning environment include the following:

- differentiating learning activities by process, content and outcome to ensure all pupils have an opportunity to experience a sense of success and achievement
- having flexible grouping arrangements
- accommodating a range of learning styles by providing a balance of activities within a lesson
- balancing individual, paired and group learning activities

- clearly stating learning and behaviour expectations
- planning fun activities as part of the school day/week
- anticipating needs or difficulties which may arise in lessons
- reflecting on pupil response to lessons and modifying and adapting teaching style, materials as appropriate
- having access for pupils to a range of learning resources, e.g. Ipads, reference books, manipulatives, etc.
- whole class distractions, 'active' transition strategies, frequent movement breaks (sensory, relaxation, poem, song, goNoodle, teacher read chapter of book etc)

See page 66/67 of 'Behaviour, Emotional and Social Difficulties: A Continuum of Support: Guidelines for Teachers' for checklist

Classroom organisation

Good classroom organisation provides predictability for pupils and consistency of management. These are essential in promoting learning and socialisation and in minimising disruptive behaviour. Some ways a teacher can do this are by:

1) **The physical environment**
   - creating a pleasant and welcoming environment - clean, well maintained, uncluttered
   - having an awareness of impact of lighting/ventilation/temperature control/noise volume
   - displaying work/visual aids in a manner appropriate to age group and changing displays regularly
   - thinking about how to use space and seating arrangements for working and ease of movement, while adhering to school protocols for Covid-19
   - ensuring easy access to materials, e.g. extra supplies, items/books clearly labelled and within easy reach

2) **Making expectations about desired behaviour observable, explicitly teaching expectations regularly**

3) **Establishing routines**

   Misbehaviour is more likely to occur when pupils are unsure of what to do. The establishment of routines helps to clarify how, when, and where to do what is required of them. This avoids activities becoming chaotic and thus reduces the opportunity for,

and occurrence of misbehaviour. Classroom activities which require the establishment of routines or procedures include:

- greetings and farewells
- entering and exiting the classroom
- starting lessons
- finishing lessons and preparing for transitions
- getting materials
- asking for assistance and getting teacher attention
- extension tasks for early finishers
- active listening
- eating lunch
- toileting
- tidying up
- expressing concerns and dealing with conflict
- moving within the school
- procedures for library, PE hall and school outings

4) **Bring predictability to the school day:** Have a visual whole class timetable. In planning a timetable, it is important to consider:
    - pupils' ages
    - time of day
    - length of activities
    - adaptability to circumstances and pupils' needs
    - structured breaks for recreation, relaxation, re-energising
    - balance between activities with regard to the demands placed on the pupils
    - Department of Education time allocation for each subject area

<u>Teacher attitudes and behaviour</u>

Even when teachers cannot change a pupil's situation, positive experiences in school can foster a pupil's resilience in coping with adverse circumstances.

We can control and change the school environment and this can have a significant effect on behaviour in school. We all have beliefs and values about our own and others' behaviour and our interpretation depends on our experiences and knowledge. It's helpful to have an awareness of how our beliefs, attitudes and emotional responses may affect the way we

respond to behaviours of concern. Teachers should be aware that their responses to behaviour ***may*** serve to reinforce that behaviour.

The following considerations are important for staff in responding to behaviours of concern:

- understanding the relationship between pupil's social and emotional development and behaviours of concern. Be careful about making assumptions.
- being aware that an early and positive relationship with a teacher/SNA for even a brief period can make a big difference to a pupil's future
- considering what messages a pupil's behaviour ***may*** be communicating (e.g. refusal to start work could mean *"I'm not able to do this", "I need a break right now" "It's too easy, I've done this before".*
- being aware of the need to identify those behaviours/responses that 'push my buttons'
- being aware of the need to manage their own emotions when dealing with misbehaviour
- acknowledging that they can't and won't solve everything that may be wrong in a pupil's life, and need not become discouraged or disheartened in dealing with behaviours of concern
- being aware of when they need to seek support of colleagues and external professionals

Awareness of how their own actions and reactions impact on pupil behaviour is also helpful for staff. It is important for staff to:

- remember that behaviours are not personal, all behaviour is communication.
- be aware of their tone of voice and body language
- model the standards of behaviour they expect from their pupils (courtesy, respectful behaviour, calm interactions, kindness and consideration)
- develop strategies to manage their emotions when dealing with behaviours that are challenging and to convey a sense of calm and control (it may be helpful to take a deep breath, relax muscles, count to three etc.)

Appendix 3

A Systematic Approach to Responding to Behaviour

Research has shown that attention to any behaviour leads to an increase in that behaviour. It makes sense, therefore, that staff actively promote and encourage positive, appropriate, compliant classroom behaviour by acknowledging and praising it. Research suggests that staff engage in significantly more negative than positive interaction with students, and that they viewed negative attitudes and punishment as effective. This belief reinforces the adult's negative behaviour. However, in the longer term, negative interaction with an adult results in pupils having a negative attitude towards school, learning and school staff. It also impacts on their interaction with peers.

A systematic approach to responding to behaviour, includes the following:

1) **Teacher attention and praise to encourage positive behaviour and motivation**

- As a rule of thumb it has been recommended that teachers should aim to give three positive statements to counteract one demand in relation to behaviour
- Praise given in order to encourage and shape behaviour is most effective if it is:
  - ✓ specific
    - i. name the good behaviour and reflect it back to the pupil
    - ii. say why this is a positive behaviour i.e. it was helpful when
  - ✓ delivered in a genuine and sincere manner;
  - ✓ sensitive (some pupils prefer a quiet word or private gesture of approval).

2) **Planned ignoring of minor non-disruptive and attention-seeking behaviour case dependent**

- Teachers need to consider the reasons for certain behaviours and how planned ignoring of those behaviours may help to reduce them. Behaviours to ignore may include:
  - ✓ fidgeting and restlessness that is not disrupting the work of others;
  - ✓ impulsive calling out;
  - ✓ attention-seeking which may be irritating, but isn't challenging.
- It is very important when choosing to use planned ignoring to ensure that extra positive attention is given to expected behaviours. For example "catching being good" technique and praising specific behaviours of the target child.

3) **A stepwise approach to responding to misbehaviour using the steps outlined in the Code of Behaviour**

For a small minority of children many of the approaches mentioned above may not be effective. Some children exhibit behaviours that are extremely challenging such as: physical violence and aggression, bullying etc. Some children find it difficult to regulate their emotions and they need to be helped to stay calm and manage their anger in school. We need to help children understand the triggers to their angry outbursts and to help them identify alternative responses when feeling threatened or upset. This needs to be practised in a safe environment, when the child is calm and in control of their emotions. Anger involves a complex interaction of biological responses, feelings, thoughts and behaviour.

We can intervene at the following levels (Biological, Feelings, Thoughts, Behaviour) to prevent angry outbursts from occurring:

Biological

Teach children about their biological responses and then help them use relaxation techniques to calm their body down. Examples include:

- Breathing in deeply through their nose for 7 seconds and out through their mouth for 11 seconds.
- Younger children can be taught to be a turtle and have a protective shell and therefore not respond to any provocation.
- In some situations it may be appropriate to issue a Pass Card. The child is given permission to use a pass card to exit when they feel their anger is being triggered and they need to calm down. This strategy will be tailored specifically to the particular child's needs and it will be carefully set up in advance in consultation with SEN staff. This strategy will be included in the pupil's School Support Plus document and detailed therein.

Feelings

Help pupils to recognise and communicate their emotions effectively.

- Many teachers use material from the SPHE *Walk Tall* programme or other emotional toolkit resources (*You Can Do It*) to work with children on the subject of emotions.
- Children also need to be taught about assertiveness and learn through stories, drama and role play about how to make an assertive statement. For example, 'when you tease me about my mother, it hurts my feelings and makes be angry, please don't do that or I will tell the teacher'.

- Facilitate the child to communicate their mood to a teacher by using various strategies/tools e.g. Feeling Wheels, Feelings Thermometer, energy check-in, share cloud, share box.

Thoughts

Teach children how to recognise negative/'red light' thinking and how to replace this with positive self talk or 'green light' thinking. Teach pupils how to reframe situations.

- Positive self talk examples, include: 'I can do this'; 'I don't need to let this get to me'; 'stay cool'.
- Each person may respond differently to an event because of the way the person interprets what is happening. We need to work with children to help them understand this by getting them to reframe situations in various ways. For example, 'you are walking down the corridor and a boy in your class bumps into you, name three ways you could interpret this situation?'

Behaviour

Adapting the environment, avoiding triggers and examining the consequences of behaviour can bring about a change in behaviour

Despite intervening on all these levels before incidents arise some children will still have angry episodes in school. Observing early warning signs and using effective communication skills can prevent an escalation of difficult behaviour e.g.:

- Remind children to use specific techniques taught to them when they were calm, if they are in the headspace to hear this.
- Acknowledge the child's anger by saying 'I can see you are angry/ upset because. …'
- Use clear messages that are phrased positively. Say what you mean, mean what you say and, ideally, say it once.
- If the child attempts to argue back with you acknowledge what they have said. 'I hear that you are…..' Children need to feel heard.

If your attempts to calm the situation and the child do not work be mindful that the higher the level of arousal the less rational the person is likely to be. In these situations remember:

- Don't try to reason, argue or threaten the child at this point as they cannot listen and may be past the point of being able to calm down. Trying to reason with them may only escalate the situation.

- Try to remove any audience to protect the dignity of the child. If it's not possible to move the child, it may be necessary to move the class for safety reasons.
- Stay calm and controlled. Do not take things personally. Children can find it frightening when they feel the adult is not in control of the situation.
- In some situations where the child's behaviour may be a danger to themselves or others send a responsible child for help.
- Remove the child from class to a quiet supervised room to allow the child to calm down.
- Ensure the child and other children and adults are safe.
- It can take a child up to 30 – 45 minutes to recover from a stress response. Ensure you give the child this time to calm down as trying to problem solve or mediate before this time can lead to another angry episode.
- When the child is calm, problem solve the incident with them using the KISS (Keep it short and simple) approach to the restorative questions
- Staff need time to debrief, reflect and problem solve together after a challenging situation in school so that they can learn from the situation and put appropriate protocols in place in the event the child exhibits the same behaviour again.
- Protocols should always be shared with parents and form part of the child's School Support Plus document (SS Plus). If a child has ongoing anger issues outside agencies should be involved in supporting the child, their family and school staff. A multidisciplinary approach to working with the child is recommended.

Social and emotional teaching strategies

Pupils' capacity to engage with learning, to manage their behaviour, and to regulate their emotions are essential pre-requisite skills to enable them to benefit from the learning and socialisation opportunities provided within the school. The SPHE curriculum provides a comprehensive framework for developing pupils' awareness of self and others, along with skills for relating effectively in the local and community environment.

The *You Can Do It!* (YCDI!) Social and Emotional Skills Development Programme can be used to develop students' social and emotional capabilities by explicitly teaching them the five foundations of: Confidence, Persistence, Organisation, Getting Along and Resilience. These are skills they need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community.

Appendix 4

Why are these behaviours happening?

The most important thing teachers need to try to find out is why an undesirable behaviour is happening. It may dictate the logical consequence, help the pupil to repair any damaged relationships and get back on track. Teachers also need to consider personal circumstances of the pupil and possible impacts on behaviour.

'Assessment document 2: The Behaviour Checklist' on Pg 83-86 of the document '*Behaviour, Emotional and Social Difficulties: A Continuum of Support: Guidelines for Teachers'* has a detailed checklist for desirable behaviours across all areas of school life.

We perceive and interpret the behaviour of others in our own way. We have our own beliefs and values about our own and others' behaviour. Our interpretation depends on our own experiences and knowledge. We need to try and get an objective picture of the behaviour and emotional responses of a pupil. A clearer picture is obtained if we ask what was actually observed, without any interpretation or judgement.

Gathering information through observations

Information from a wide range of sources is useful because it may reveal and clarify reasons for behaviour and correct misinterpretations of behaviour. This can be useful when planning the form of support that is most likely to be effective.

In order to gain as accurate as possible a picture of the behaviour, observation should be carried out:

- in a range of situations e.g. academic lesson, practical lesson, playground, in class activity, small group or individual task.
- ideally by someone who is not involved in teaching the lesson observed
- by someone who can remain objective

Recorded observation of a pupil's behaviour and analysis of the findings can provide information which may indicate:

- the exact nature of the behaviour causing concern- what did you see and hear the pupil doing?
- frequency of behaviour - once a week, once a day, ten times a lesson?
- duration of behaviour - how long does the behaviour in question last?

As well as using any of the methods to gather information, more detailed observation can be completed to build up a picture of the nature of the difficulties occurring and the context to them. Pg. 89-95 of the above guidelines contain some ideas and formats for gathering different types of information.

- Frequency event recording
- Duration recording
- Behaviour checklist
- Interviews with pupils

Recording Behaviour within a context - ABC

Having noted the environment in which the behaviours are occurring, the activity the pupil is doing, the frequency and duration of a behaviour, it is important to consider possible reasons for the behaviour within the school context.

Using the ABC - (Antecedents-Behaviour-Consequence) approach during specific times and situations can sometimes give useful insights into what triggers behaviour and helps identify what the maintaining consequences are.

When observing a pupil, make notes on the following:

A What were the antecedents?
What happened before the behaviour occurred? (e.g. Who was the pupil sitting with? What activity were they involved in? Where were they?)

B What was the behaviour?
What actually was observed happening?
Record each pupil's actions.

C What were the consequences or results of the behaviour?
How was the situation resolved?
What consequences were employed?
How did those involved react?
How did other pupils observing the behaviour react?
How did the adult(s) involved react?
Was each person happy with the outcome?
Are the consequences reinforcing the behaviour?

When considering whether the consequences are reinforcing the behaviour, we need to consider whether the inappropriate behaviours are positively or negatively motivated.

Examples of positive - reinforcement - based behaviours are:

- attention or reaction from others; getting things (such as tangibles or activities);
- sensory stimulation or environmental change.

Examples of negative – reinforcement based behaviours are:

- avoidance (prevention of an aversive event such as criticism, task being boring or difficult);
- escape (such as a frightening event/termination of a aversive event);
- reduction of aversive event.

A possible format for this assessment can be found on Pg104/105 of *Behaviour, Emotional and Social Difficulties: A Continuum of Support: Guidelines for Teachers'*