



Code of Behaviour

***St. Louise de Marillac Primary School
Drumfinn Rd
Ballyfermot
Dublin 10***

Roll No: 20397S

St. Louise's Primary School Code of Behaviour**Table of Contents**

Topic	Page #
Mission Statement and School Ethos	3
Rationale: Developing a Shared Understanding of Code of Behaviour for a School Community	3
Goals of the Code	4
Implementing the Code in a Practical and Meaningful Way:	
• Responsibility of Adults	4
• Communicating a Shared Understanding	4
• Using Incentives	6
• Using Sanctions	7
• School Rules	8
• Classroom Rules	8
• Playground Rules	9
Managing and promoting positive pupil behaviour	9
▪ Rewards and Incentives – whole school, whole class	10
▪ Minor Incidents that are considered unacceptable	
Staged Diagram of Behaviour Management Strategies	
Level 1 Green Level: Happy Classroom - Happy Pupils - Happy Teacher	11
Level 2 Yellow Level: Cool Down	11
Level 3 Red Level: Take a Break / Time Out as a consequence for misbehaviour	12
Level 4 Blue Step: Written Warning for Repeated Minor incidences and behaviour involving conflict	13
Level 5 Purple Step: 2 nd Behaviour Note	14
Serious Misbehaviour	
▪ Examples of Serious Misbehaviours	15
▪ Procedure for Dealing with Serious Misbehaviour	16
▪ Detention	16
▪ Procedure for Dealing with Persistent Inappropriate Behaviour	16
Other Considerations	17
Suspension and Expulsion	17
Procedure for Dealing with a single incident of Serious Misbehaviour or for repeated instances of Serious Misbehaviour	17
Removal of Suspension (Reinstatement)	
Expulsions	18
Violent Behaviour	18
Behaviour Outside School	18
Children with Special Needs	19
Methods of Communicating with Parents	19
Review of Policy	20

It is a requirement under the Education (Welfare) Act 2000, Section 23(1) that the school prepares a Code of Behaviour/Discipline in respect of the students. The Act also requires the code to be prepared in accordance with the guidelines issued by National Educational Welfare Board. St. Louise de Marillac Primary School has complied with our obligations in both respects. This policy was developed and agreed by staff at St. Louise de Marillac Primary School in consultation with parents, pupils and the Board of Management.

Mission Statement and School Ethos

St. Louise de Marillac Primary School is a Catholic School. However, it is open to all denominations, and functions in accordance with our mission statement. We commit ourselves to value and respect each child in a happy and safe learning environment. The school, with the co-operation and support of the family, encourages each child to grow in confidence and self-esteem. The school actively seeks to give pupils a solid foundation that will enable them to avail of learning opportunities and so enable them to develop and attain their full potential.

We commit ourselves to the ongoing development of the school, our own resources and of our links with local community and with other support agencies. We commit ourselves to promoting the confidence, self-belief and potential of each pupil. Implementing this Code of Behaviour will support us in achieving this mission.

Rationale: Developing a Shared Understanding of Code of Behaviour for a School Community

The school's climate and atmosphere are created by the actions and behaviour of everyone in the school. It is recognised that the behaviour of the adults in a child's life, including parents and teachers, is a significant influence on how the child acts. A Code of Behaviour is established to ensure that the individuality of each child is accommodated, while at the same time acknowledging the right of each child to education in a relatively disruption-free environment.

A common understanding among teachers, parents and children of the factors that influence behaviour will provide a sound foundation for a whole-school approach to promoting good behaviour and for responding to inappropriate behaviour.

The children bring to school a wide variety of behaviour. As a community environment, in school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration, responsibility and safety of all. It follows that acceptable standards of behaviour are those that reflect these principles.

It is widely accepted that children need limits set for them in order to feel secure. Limits and boundaries also help to develop the skills needed for co-operation, fair-play and acceptance of and tolerance of others. Therefore, any rules will be age-appropriate, with clear agreed consequences.

Parents / guardians are expected to co-operate with the school by encouraging their children to understand the need for school rules, by supporting their children to abide by the school rules and when difficulties arise by visiting the school to resolve these issues in a way that supports the school's rationale and ethos.

There may be times when a pupil's expected behaviour in school is at variance with what home advocates. In such incidents parents/guardians are requested to work in partnership with members of the school staff to address issues of conflict or concern. The school has a central role in the children's social and moral development, just as it does in their academic development. Should pupils be involved in issues of concerning behaviour parents/guardians are reminded that while their personal opinion of what is in the best interest of their child may differ from what the school considers is in the child's best interest, the school makes decisions and puts interventions in place so that all pupils and staff are treated well. Behaviours that interfere with the process of effective teaching and learning and

behaviours that are disrespectful and cause negative atmospheres and relationships will not be tolerated. Parents/ guardians are reminded that enrolment of a pupil in St. Louise's Primary School indicates agreement to support the school's Code of Behaviour.

While we endeavour to ensure that all pupils comply with the school's Code of Behaviour we acknowledge that there may be a minority of pupils, who on occasion may be unable to behave in the manner the school advocates. Every effort will be made to support these pupils and additional help will be made available to enable them to comply as best they can with the school's good behaviour practices.

Goals of the Code

- To create a positive learning environment that encourages and reinforces contentment, motivation and achievement
- To promote self-esteem and positive relationships
- To encourage consistency of response to positive behaviour
- To encourage consistency of response to negative / inappropriate behaviour
- To create a positive and safe environment for teaching and learning
- To encourage children to take responsibility for their learning and behaviour
- To encourage self-discipline in pupils
- To support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To build positive relationships of mutual respect and mutual support among children, staff and parents
- To support individual pupils who have significant difficulty in complying with school practice and procedures
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- To ensure that the school's high expectations for the behaviour of all the members of the school community are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy
- To support pupils who experience behaviour difficulties to manage their own emotional reactions and their responses to others, especially in situations of conflict, peer interaction, acceptance of limits and boundaries, respect and tolerance for authority and principles that promote fairness, equality for the common good.

Implementing the Code in a Practical and Meaningful Way

Responsibility of Adults

The adults encountered by the children at school have a 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 adults we aim to:

- Create a positive climate with realistic expectations
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all
- Assist pupils in learning how to engage in positive relationships
- Keep opportunities for disruptive behaviour to a minimum

- Be familiar with the Code of Behaviour and support its implementation
- Identify the interventions and supports that best support a minority of pupils, who find it difficult to comply with expectations and rules
- Teach the school rules and expectations in a way that is accessible to all pupils
- Monitor a pupil's ability and willingness to engage in positive behaviour
- Assist pupils in learning how to cope with, manage and resolve conflict in an appropriate manner
- Communicate with parents at an early stage to avoid escalation of misbehaviour
- Provide / seek support from colleagues
- Engage in CPD and with professional agencies, so that the minority of pupils who may be unable to behave well and respond appropriately to the school's Code of Behaviour, will be supported to behave as best they can
- Keep a record of instances of behaviour that may indicate an inability to behave appropriately in school in the future, serious misbehaviour or repeated incidents of misbehaviour
- To discourage physical aggression and encourage '*Kind Hands, Kind Words, Kind Feet*'
- The school's *Dignity at Work: Adult Bullying and Harassment* policy for staff and volunteers as well as the Teaching Council's *Code of Professional Conduct for Teachers* ensures that the rights of the children are upheld.

Communicating a Shared Understanding

In developing a shared understanding of our Code of Behaviour we will communicate with pupils, management, colleagues, parents and others in a professional, discreet and constructive manner characterised by humanity, respect and the principles of democracy. We will respect the lines of authority in the school. We will commit ourselves to a continuous process of evaluation and review of policies by being open to change.

Good behaviour will be encouraged through a positive, affirmative approach. Central to our whole school approach will be the development of a culture that aims to promote positive behaviour throughout the school by focusing on the skills that enable children to understand their own emotions and recognise their mood at particular times. Effective relationships between adults and pupils and good peer relationships are promoted. De-escalation, diffusion and distraction strategies are used to establish calm at times when pupils are experiencing distress. Promoting positive mental health is addressed by using strategies and resources like Circle Time, mindfulness activities, Social Skills programme, Restorative Practice Approaches, Friends programme & Botvins Life Skills - Resilience Building Programme. School activities that encourage participation and interest in leisure and hobbies are provided.

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not. This will involve teaching students about acceptable standards and how to live up to them. The school will also help pupils with additional needs, whose behaviour is concerning, to understand expected behaviours and will support these pupils in learning skills and strategies to encourage them to behave as best they can.

Every member of the school community has a role to play in the implementation of the Code of Behaviour.

- The school community will be involved in regular discussion about standards of behaviour.
- The school community will be involved in developing and reviewing standards of behaviour.
- Pupils will be involved in developing school and classroom rules.

- Pupils will be involved in setting targets to improve their own behaviour and will be supported by adults to monitor and track their efforts. Adults will conference with pupils and provide support, guidance and encouragement to achieve their targets.
- The school staff is provided with opportunities to discuss and share understandings about behaviour at staff meetings, at in-school management team meetings and at planning and professional development sessions. They plan and implement a team approach to help children behave well and avoid an individualised or personal stance about the behaviour of children. Many members of staff have attended 'Incredible Years' training and this approach is implemented school-wide where appropriate. The programme has been adapted for Yard Time. (See **Appendix A - Incredible Years Programme adapted for Yard Time**). School staff also uses Circle Time, Restorative Practice and Incredible Years approaches to help pupils understand relationship and behaviour issues. (See **Appendix B - Guidelines for Lunchtime Supervisors, Jenny Mosley**). (See **Appendix C1, C2 & C3 – Restorative Practice Questions and Facilitator Guide**).
- The school has various ways of helping parents to understand how they can help children to behave well at school. These include discussion at class group meetings, individual parent-teacher conferences, parenting courses such as Incredible Years / Parenting Plus offered through the HSCL teacher and individual Student Support meetings for pupils with special educational needs. (See **Appendix D1 and Appendix D2 Turtle Technique to help children calm themselves**)
- Class teachers use opportunities that arise in class / playground to help children to take responsibility for their behaviour and relationships.
- Explicit lessons on behaviour and relationships are taught through the implementation of SPHE & Religion programmes. Botvins Life Skills Programme is done in senior classes. Social stories may be used to support individual pupils to learn about behaviour.
- Resource materials *Stop Think Do Programme*, *SALT Programme* are available in the School Library and Teacher's Resource Library to support staff in implementing the policy.

Using

Incentives

Part of the vision of St. Louise's School is to help children achieve their personal best – academically, intellectually and socially. We recognise that there are many different forms of intelligence and that, similarly, children use a variety of approaches to solve problems. Reward systems which are based on achieving academic merit or that are continuously motivated by particular extrinsic goals apply to a limited number of children only and may undermine the individuality of children if used as the sole incentive. All children deserve encouragement to attain their potential. As far as possible, within the time available children will be encouraged, praised and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal efforts and achievements. Children who are unable to behave will be supported as best the school can using the resources, skill and time available. Levels of praise for good behaviour should be consistent with levels of praise given for good work. We place a greater emphasis on rewards and incentives than on sanctions.

Efforts for good work, achievement and good behaviour in the classroom and in the playground will be acknowledged at a class level and at a whole school level through:

1. Encouragement and focus on good / improving behaviour
2. A quiet word or gesture to show approval
3. A comment in a pupil's exercise book / homework journal
4. A visit to another member of staff or to the Principal for commendation
5. A word of praise in front of a group or class
6. A system of merit marks or stickers
7. Delegating some special responsibility or privilege
 - A mention to parent, written or verbal communication
 - Building on respect and trust

- Display of good work at teacher's discretion
- Merit stickers, stamps, stars, class dojo, compliment charts, certificates, other prizes
- Class / school applause/ special prize at Assembly
- Assisting in Junior Yard
- Given a special job - helping with AR Library
- Recognition at monthly school assembly and at the end of year. These may be given for e.g.
 - improved at work
 - improved behaviour
 - being helpful
 - a good / improved school attender
 - displaying good manners.

Parents/ guardians are encouraged to praise his/her child when he/she comes home with any rewards from school.

Using Sanctions

- The aim of any sanction is to bring about a change in behaviour and prevent the behaviour occurring again.
- A sanction is a form of positive intervention to help a student learn that their behaviour is unacceptable and to help them recognise the effect of their actions on others. Sanctions will be age-appropriate. The consequence must relate as closely as possible to the behaviour. It should be the behaviour rather than the person that is the focus. There should be a clear distinction between minor and major incidents. As far as possible group punishment will be avoided as it can breed resentment.
- Sanctions may also signal to other students and to staff that their wellbeing is being protected.

The use of sanctions or consequences should be characterised by the following features:

- The expected behaviour and consequence will be specified in advance to pupils.
- It must be made clear to the pupil why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- The choices available to the pupil should be made clear to the pupil.

The view taken about how serious a particular behaviour is will depend on several factors including:

- The frequency, duration and persistence of the behaviour.
- Whether it is part of an escalating pattern of behaviour.
- The context of the behaviour.
- The needs of individual pupils and their particular social and emotional and environmental circumstances.

Some pupils may need support to help them cope with their feelings and emotions and help them to manage their responses and reactions to people and situations. Coping and calming strategies may form part of pupil behaviour plans to support pupils to self-regulate their emotions. Pupils will be reminded to practise strategies they have learned to help them self-regulate, so that in time they will be able to manage their own reactions independently.

Each classroom will have a designated **Calm Space / Time Out Area** that pupils may use when they unfocused and are unable to attend to classwork.

School Rules Appendix E1

There is an agreed set of rules that underpin expectations of both students and adults in St. Louise's school.

Our school rules

- ☺ Use Good Communication Skills
- ☺ Show a Positive Attitude
- ☺ Follow Directions Promptly
- ☺ Be Kind - Don't hurt anybody on the inside or the outside
- ☺ Stay cool or calm down
- ☺ Make Good Choices
- ☺ Take Time to Reflect and offer solutions
- ☺ Be safe inside and outside the building
- ☺ Tell an adult if someone is hurting you
- ☺ Ask an adult for help when you need it

Appendix E2 Our School Rules Teacher Checklist is included as a reference and support document for staff when clarifying and explaining and teaching the expected behaviours. In addition to the above rules there are a number of guiding principles that we implement to ensure the safe and efficient running of our school:

- ☺ Be punctual
- ☺ Ask permission to leave the classroom/ use a pre- arranged agreed signal with teacher
- ☺ Wear a full school uniform (including flat shoes) when attending school and if requested wear a school uniform or tracksuit when going on school outings and tours.
- ☺ Runners must be worn for P.E. activities
- ☺ Respect the school's dress code

We have identified a number of essential rules that apply in the daily routines of the school day. These are included as **Appendix F1 Letter to Parents re School Rules** and **Appendix F2 School Rules Checklist Pupil Version**. Should rules differ on various occasions e.g. for particular school outings etc. pupils will be informed in advance of any changes that may apply.

Classroom Rules

- Each class teacher together with his/her pupils draws up class rules at the beginning of each school year. **Appendix G1 Selection of Class Rules on Powerpoint (editable)**
- The class rules reflect and support the school rules, but are presented in a way that is accessible to the children at that class level.
- Opportunities to practise observing the rules, with feedback on progress will be built into the classroom routines.
- Children are encouraged to be aware of and to remember these rules.
- The school and classroom practices that support good learning and behaviour are valid for all children, including those with identified special educational needs.
- Class teachers and members of the Special Education Team check regularly that standards and rules are communicated in a way that children with special educational needs can understand.
- Calming and coping strategies and self-regulation techniques will be taught when necessary i.e. **Turtle Technique Appendix D1 & D2**.
- Visual prompts and written format of classroom rules will be used. **Appendix G2 Show Me 5 Visuals**.
- **Appendix G3 contains WALT & WILF Visuals**. WALT & WILF will be used by teachers as a strategy to teach school practices and procedures.

- Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference.
- Where difficulties arise, parents will be contacted at an early stage.

Playground Rules Appendix H1

Supervising adults in the yard will expect high standards of behaviour and implement the Code of Behaviour to the same standards as during class time. Playground rules are generally agreed at the beginning of the school year and revised periodically. An example of a list of playground rules includes:

- ☺ Be kind to others. Include other children in your games.
- ☺ Play safely. Have fun!
- ☺ Obey the adult on duty.
- ☺ Take care of equipment.
- ☺ Stay in the assigned area. Keep away from stray animals.
- ☺ Come back to class on time. First bell – Freeze! Second bell - Walk to your line and wait quietly and patiently until teacher collects your line.

A more comprehensive list of playground rules for pupils is included as **Appendix H2. Happy Break Times - Playground Rules for Pupils**. A wall display of these rules/reminders is contained in **Appendix H3. Wall Display for Happy Break-Times**.

A version of the rules and procedures for staff supervising at yard-time is included as **Appendix H4- Playground Rules and General Procedures for Supervising Staff**.

Managing and Promoting Positive Pupil Behaviour

Rewards and Incentives

Positive behaviour will be encouraged and promoted using a series of rewards and incentives in all classes and at whole school level.

Whole School Good Behaviour Reward System

We recognise that many pupils make efforts to engage in good behaviour all the time. A whole school reward system is in place for pupils who make genuine efforts to behave as best they can in the classroom and in the playground.

- Class teachers may have a preferred system of recording these points. Some teachers may use class do-jo, others may use stamp or sticker charts etc.
- Targets may be set for the whole school and if classes perform favourably and attain the stipulated target a reward will be enacted at the end of an agreed period e.g. good line behaviour at the end of the month, good performance in a targeted curricular area – recount writing, oral reports, project work etc. at the end of a period of class/ school intervention.
- Pupils who have earned a certain number of points will be awarded an extra 10-minute play time at morning break. Extra time will be added to the beginning of the break. Pupils who have not earned the required amount of points will be supervised indoors while they continue to work quietly. When 10 minutes has passed, they will be brought to the yard to join their class.

Whole Class Good Behaviour Reward System

Every day pupils who do their best to behave as best they can, are awarded points. The classroom behaviour system will be managed by each class teacher with the class teacher using their preferred incentives e.g. do-jo points, stickers etc. and granting privileges and rewards to individuals / groups during the month. When a class reaches their target an announcement could be made in assembly / on the intercom. Targets could be set for the class and when the pupils reach the agreed target then the whole class is rewarded. **See page 111 – 116 NEPS Continuum of Support Guidelines for Teachers.**

Individual pupils will not be excluded from a Class Reward and the class will have to earn the stipulated target before the reward is granted.

It is the responsibility of the school authorities to maintain a classroom and school environment, which is supportive of the learning of every child in the school and which ensures the continuity of instruction for them. Where a child's behaviour disrupts the teaching and learning of other children, school authorities have to weigh the needs of that child with the needs of other children and staff. The teacher may choose to ignore pupil's low-level inattentiveness during a lesson if their behaviour does not interfere with the learning of the other pupils and the teacher's teaching. The incident may be dealt with by the teacher at a later stage.

Minor Incidents that are Considered Unacceptable

The following list is a sample of once-off incident / behaviours that are regarded as minor incidents:

- Breaking a school or classroom rule
- Ignoring a teacher's instruction on request - once-off incident
- Intentionally disrupting the class – making noise
- Wearing jewellery other than a watch and stud earrings
- Not wearing the school uniform
- Not completing homework without good reason
- Quarrelling / calling names / using put-downs
- Getting involved in an incident that is not your business
- Telling something back to a pupil that was told to you by another but that you did not hear yourself
- Spreading gossip & rumours
- Exaggerating and overdramatising situations

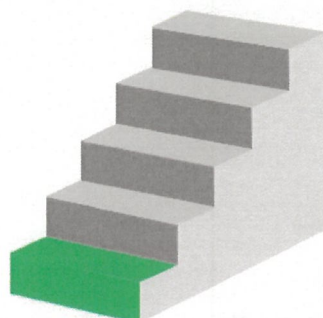
Staged Diagram of Behaviour Management Strategies Appendix J

St. Louise's has agreed a staged approach to managing and dealing with behaviours of concern. Disruptive behaviour that interferes with the teaching and learning of others is considered unacceptable. The following is the sequence of interventions that all teachers use to address disruptive behaviour should it occur in their classroom. The strategies and interventions are outlined according to the level of teacher interaction that may be required to encourage an individual pupil to re-engage with the activity in hand. Teachers will use a range of strategies and will use their professional judgement to select strategies for individual pupils that are most likely to result in a positive pupil response. When addressing pupil misbehaviour teachers will be mindful of their own personal style of correction and of their use of both verbal and the non-verbal language. ***See page 117 & 118 of NEPS Continuum of Support Guidelines for Teachers***

Level 1: Green Level Happy Classroom - Happy Pupils - Happy Teacher

This is the desired level of positive behaviour and interaction that will ensure teaching and learning is productive and successful for all individuals. Positive relationships and a supportive classroom atmosphere will contribute to the wellbeing of both children and adults. Minor misbehaviours are attended to routinely and effectively through the skill of the school staff.

Rewards and Incentives



01

Rewards & Incentives

- These can include stickers, dojo points, tickets, privileges, labelled praise, thumbs up, happy-grams, positive note/call to home.
- Whole school rewards – based on targets e.g. Wellness Break
- Class rewards

Level 2: Yellow Level - Cool Down

At this level teachers and pupils may experience low level disruptive behaviour that requires minimal teacher intervention either in the classroom or in the schoolyard. Teachers may be required to de-escalate situations.

Re-directives- These are some strategies teachers may use to redirect attention and encourage pupils to focus on the task in hand.

02

Re-directives / Cool-down

Non verbal strategies:

- Ignoring
- Stand close to child
- Using gestures to remind students to use hands-up; quiet voice, listening ears, sitting up straight, hands on knees etc.

Visual cues

- Show visual card as non-verbal warning
- Point to the Show Me Five display Appendix G2

Verbal Re-directives:

- Use of proximal praise (praising other children demonstrating desired behaviours)
- Reminder of class of rules; Show Me Five
- Specific Praise

Cool-down time – in class/yard

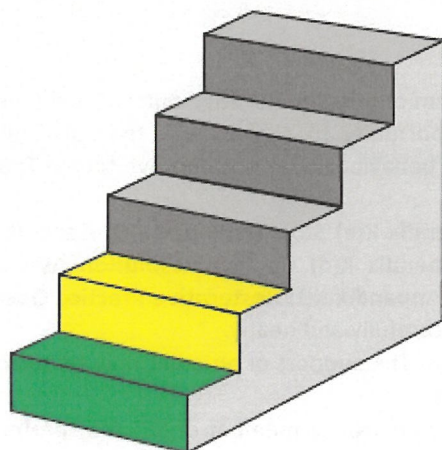
- Give a visual cue (May be a Cool-Down card) - Ask the child if they need to cool down; practice calming strategies- breathing exercises

Reduce distractions/ disruptions

- Sit or move student away from triggers

Follow-up

- Praise for good decisions



Notes

1. Tactically Ignoring Behaviour *See page 114 Continuum of Support Guidelines for Teachers*

2. Redirecting

- **Visual Reminder.** There is an agreed warning system used by teachers to indicate to pupils that a change in behaviour is required. Teachers will show pupil a visual reminder card or give a verbal reminder to pupil to remind them to self-adjust their behaviour and attend to the task in hand. Sit or move pupil away from triggers and follow up with praise for good decision.

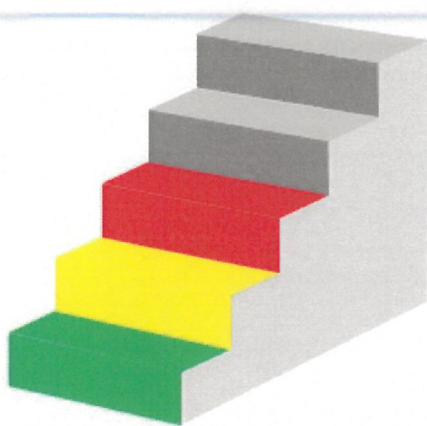
Level 3 Red Level: Take a Break / Time Out as a consequence for Misbehaviours

Time Out & Verbal Reprimand

If minor behaviour persists after being shown a visual reminder and being given a verbal reminder to encourage the pupil to self-adjust their behaviour or attention to the task in hand time –out from a class activity will apply.

Time-Out for Minor Misbehaviours

Time Out



03	1st Red Incident If behaviour is persistent then a consequence will apply and the behaviour will be noted Consequences for classroom incident • Time-out in class/ or from class activity (5-10mins) • Behaviour logged in teacher book. Consequence for Yard incident: • Time-out on yard (2- 5mins) in time out area • Loss of part yard time in time out area (following day) • Behaviour logged in yard book. 2nd Red Incident - Verbal warning • Time-out in class/ or from class activity & Reflection sheet to be completed
----	---

- Pupils who have difficulty staying focused on learning tasks in class will be supported and encouraged to identify themselves when they need to take a short break to help them self-direct their behaviour.
- A short time out from a class activity (5 – 10 mins) will be given.
- The pupil will be prompted to identify the school rule that was broken.
- Parents/guardians will be informed that their child **has completed** a Time Out. A standard Behaviour Note will be sent home to communicate this information. **See Appendix L.**
- Teacher will log the incident in his/ her behaviour book.

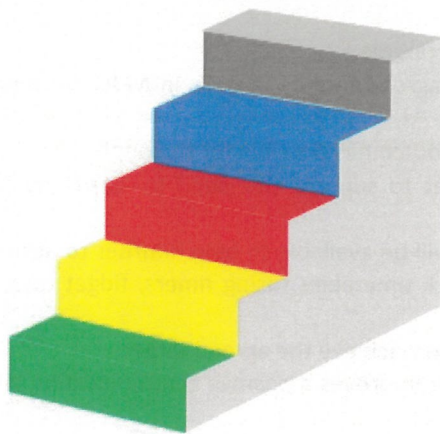
***Note 1** Guidelines relating to setting up and implementing a Time Out System are available in **NEPS Continuum of Support Teacher's Guidelines pg 120 – 121.**

2nd Red Incident - Verbal Reminder is given discussion with pupil.

- Teacher will tell the pupil what they need to do and remind them of possible negative outcomes should their inappropriate behaviour continue. The pupil is given an opportunity to explain why they are behaving inappropriately and may re-engage with the task. If the pupil's behaviour does not improve then a Time Out from the class will be implemented.
- The pupil may be given a Reflection Sheet to fill out **See Appendix K(a) Stop Think and DO, Appendix K(b) Think Sheet, K(c) Draw or Write Reflection Worksheet, Appendix K(d) Conflict Resolution Assessment Junior, Appendix K(e) Conflict Resolution Assessment Senior, Appendix K(f) Restorative Practice Questions to be answered.** Pupils will be expected to complete the sheet carefully and neatly.
- The pupil will be prompted to identify the rule that was broken. The support of an adult may be needed to reason or prompt pupils to make better choices or resolve issues.
- Should a pupil need assistance to complete the reflection sheet an SNA or member of SET may prompt and support the pupil to reflect on their behaviour and record their responses.
- Advice on how to improve will be given.
- The pupil's completed reflection sheet will be kept by the teacher.
- Parents/guardians will be informed that their child **has completed** a Time Out. A standard Behaviour Note will be sent home to communicate this information. **See Appendix L.**
- The teacher will take note of the incident and the outcome (whether positive or negative) for the pupil. If the misbehaviour occurs on yard it will be logged in the Yard Book by the supervising teacher.
- The teacher will note any relevant information.

***Note 1** Guidelines relating to setting up and implementing a Time Out System are available in **NEPS Continuum of Support Teacher's Guidelines pg 120 – 121.**

***Note 2** It may not be convenient for the teacher to give a Time Out immediately following the incident but as soon as is convenient the teacher will organise it.

Level 4: Blue Step**Written Warning for Repeated Minor Incidences and Behaviour involving Conflict****Behaviour Note – Time Out****04****1st Written Warning**

- Longer Time Out as consequence or loss of privilege (miss out on activity/ yard time; time spent in other class)
- Behaviour is logged in teacher book/yard book
- Behaviour Note sent home to be signed
- Reflection sheet – identify causes, strategies to help improve the situation
- Conflict Resolution Sheet
- Restorative practice worksheet
- Behaviour Tracker – Frequency chart & agreed targets -positive call/note home after tracker

Time Out for Reflection & Behaviour Note

- Pupils may be asked to go to another class to complete their work or to complete a Reflection Sheet **See Appendix K(a) Stop Think Reflection Worksheet (Written Format), Appendix K(b) Think Sheet Visual & Tick Box Format, Appendix K(c) NEPS Draw or Write Think Sheet pg 137 Continuum of Support Guidelines for Teachers**
- If the temporary separation is related to an incident of conflict the teacher will ascertain as best he/she can the circumstances involved and the cause of the upset.
- Pupils may be assigned extra work or asked to write out the details of what happened.
- Serious behaviours involving conflict may be investigated and addressed using Conflict Resolution and Restorative Practice approaches. See **Appendix K(d) Conflict Resolution Assessment Junior, Appendix K(e) Conflict Resolution Senior, Appendix K(f) Restorative Practice Questions to be answered by pupil.**
- When pupils have calmed down and reflected on the situation teacher may offer the pupils the opportunity to resolve the issue with his/her peers by facilitating and prompting the pupil to make good choices to resolve the issues themselves. Pupils will be encouraged to use *I statement* as a strategy to resolve issues.
- Pupils are encouraged to resolve conflicts by agreeing to respect each other.
- Situations of conflict may be addressed through the use of social stories, role play, discussion, teaching calming and coping strategies.
- Advice on how to improve will be given.
- A loss of privilege may be given.
- The pupil's completed reflection sheet will be kept by the teacher.
- The Time Out will be noted in the Teacher's Behaviour Book/ Yard Book.
- Teacher may use the **Appendix Q Code of Behaviour Incident Report Form** to record the incident.
- A standard Behaviour Note will be sent home to inform parents that their child completed a Time Out. **Appendix L Behaviour Note.**
- The teacher will note any relevant information including the parent's response.

***Note 1** Guidelines relating to setting up and implementing a Time Out System are available in **NEPS Continuum of Support Book Teacher Guidelines pg 120 – 121.**

Should a pupil refuse to comply with teacher's instructions and go to time out either within their class or in another class the class teacher may request a colleague to come and speak to the pupil. This is considered a serious misbehaviour and will be dealt with as such. Parents/ Guardians/Principal will be informed and a consequence will apply.

Setting up a Behaviour Tracker (There are 2 parts to this process)**Part 1****Identifying the frequency of the behaviour of concern**

If the behaviour is repeated the class teacher will observe and keep a tally of the frequency of the pupil's behaviours over a set period of time. Behaviour checklists are useful to help identify particular behaviour. **A sample Behaviour Checklist for the individual pupil is available on page 83 - 86 NEPS Continuum of Support Guidelines for Teachers Book.** However, checklists that are customised to individual pupils are most effective and at the start it may be enough to focus observations on just one or two priority behaviours. Teachers may wish to design their own checklist to track the frequency

Part 2

Behaviour Tracker with agreed targets and pupil involvement

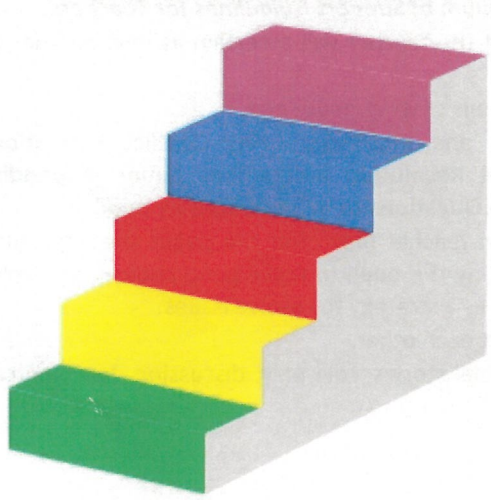
- Following the teacher's observation and identification of the behaviours of concern a behaviour tracker and plan will be set up. A sample Behaviour Tracker is included Appendix N. Teachers may need to design and customise a tracker to suit the individual involved.
- Pupils will be involved with the class teacher in agreeing and setting targets.
- Wherever possible pupils will be involved in self-monitoring their agreed targets. Details in *NEPS Continuum of Support Teacher Guidelines Book pages 129 & 130*.
- Teachers will conference with the pupil to ensure the most positive outcomes possible for the pupil.
- Targets will be reviewed and revised and new targets will be set to support the pupil to learn and behave effectively as best they can.
- The pupil will be involved in setting up the support structure that will be available to help him/her to achieve the agreed target. These supports may include sticker/ star charts, tick timetables, using timers, fidget toys, Break Cards etc.
- An agreed incentive/reward will be identified with the pupil when they achieve the agreed target.

If the outcome of the Behaviour Tracker is positive and the pupil's behaviour improves a positive communication will take place with home.

Level 5: Purple Step 2nd Behaviour Note

Repeated minor incidences or following a negative outcome of a behavior tracker or a once-off serious incidents

Repeated Minor Incidences / Serious Misbehaviour



05

Consultation with Parents/Teacher & Principal or Management team
2nd Written Warning • Behaviour Note – Request for meeting with parents • Behaviour logged in teacher book • Consequence: In-school detention (full yard time/ removal to another classroom) • Behaviour plan set up • Positive call/note home after plan • Referral to Management principal
Serious behaviour: Some examples listed in school discipline policy. • Behaviour logged in Principal's behaviour book • Meeting/call with parents • Consequence: In-school suspension/ miss out on class trip/school event • Behaviour plan/tracker updated • Referral to Principal- Code of Behaviour Incident Report to be filed

- Parents/ Guardians will be requested to meet with the class teacher. **Appendix L Behaviour Note** is available to communicate with parents/ guardians. A member of the school's Positive Behaviour Committee may be involved in discussing the pupil's behaviour.
- A record of this communication with parents/guardians will be logged by the class teacher.
- Parent/guardian will be informed of the supports and strategies that have been used to date.
- A Behaviour Plan will be set up with the pupil and the pupil will be involved in identifying targets for improving how they will try to improve their behaviour. There is an agreed standard template available for this purpose. **Appendix O Individual Pupil Behaviour Plan Template.**

There are also a number of useful support documents available in *NEPS Continuum of Support Guidelines for Teachers Book*. The information gathered may be useful to assist teachers in understanding the function of the pupil's inappropriate behaviour when planning an individual Behaviour Support Plan for the pupil.

- Basic Needs Checklist *NEPS Continuum of Support page 65*
- Learning Environment Checklist *page 66 & 67*
- Classroom Support Checklist *pg 68 & 69*

- *Teacher Checklist for Whole Class Structures and Supports. NEPS Continuum of Support page 81-82.*
- *Observation of Targeted Pupil in Class/ group setting NEPS Continuum of Support page 89 & 90.*
- *Social Skills Observation Profile for the individual pupil. NEPS Continuum of Support page 101.*

- This Individual Pupil's Behaviour Support Plan **Appendix O** will clearly identify the concerning behaviour and also will say how the behaviour needs to change.
- The Individual Pupil's Behaviour Support Plan will cover a period of up to 2 weeks but no longer than 4 weeks.
- A single target will be the focus of each intervention.
- The pupil will be involved in setting up the support structure that will be available to help him/her to achieve the agreed target. These supports may include sticker/star charts, tick timetables, using timers, fidget toys, Break Cards etc. Pupils may be involved in self-monitoring their behaviour. **See NEPS Continuum of Support page 129 & 130.**
- An agreed incentive/reward will be identified with the pupil to help them achieve the agreed target.
- The pupil will be informed of the consequences that may apply at the end of the period if genuine efforts have not been made to achieve the targets. Such consequences may include may include lunchtime detention, a full day separation from peers, the pupil will miss out on a school trip or a school event.
- At the end of the specified period the Individual Pupil's Behaviour Support Plan will be reviewed.
- If the pupil has not succeeded in achieving the target the plan will either be revisited and a revised plan with new/ easier targets will be identified and a new plan will be put in place or the matter will be referred to the Principal for attention.
- The outcome will be recorded in the Individual Pupil's Behaviour Support Plan.
- The outcome will be communicated to parents / guardians. This communication will be noted in the Pupil's Behaviour Support Plan.

Serious Misbehaviour

Following Stage 5 the Class Teacher will notify the principal of the situation. The teacher may request the Principal's involvement in dealing with situation. Parents/ guardians will be notified. If the school is unable to engage the parent/guardians a letter may be posted to parents/guardians requesting a meeting with them. If the parents/guardians do not respond to this letter the school will keep a record of the efforts made to communicate with the parents/guardians and will notify the BOM if there is no satisfactory communication is established and the serious misbehaviour or repeated persistent minor misbehaviour needs to be dealt with.

Examples of Serious Misbehaviours

Examples serious misbehaviours include:

- Bullying behaviour and repeated harassment
- Persistent repetition of minor misbehaviour
- Persistent breaking of school rules
- Behaviour that interferes with teaching and learning - repeated class disruption
- Repeated, deliberate annoying another pupil or an adult e.g. making noise / singing, humming
- Not engaging in previously agreed strategies arranged with pupil/ teacher/ parent/guardian as part of Behaviour Tracker/ Pupil Behaviour Support Plan
- Verbal abuse
- Physical injury to another pupil or staff member
- Physical threats to another pupil or staff member
- Stealing and/or damaging school property or other person's property
- Repeated deliberate behaviour that is hurtful, e.g. bullying and intimidating, victimising others
- Repeated racist behaviour
- Use of foul, abusive and offensive language towards staff
- Misuse of mobile phones e.g. taking or posting images or recordings featuring the pupil, another pupil or a member of staff. Children are not allowed to take or make calls or text messages or take any recordings / photos of themselves or others while on the school premises.
- Misuse of the school's technology devices and internet facilities.

- Refusing to leave the classroom when requested and go to another room to complete their work or cool down
- Repeated questioning, quarrelling and challenging an adult when given an instruction
- Repeated shouting back at an adult
- Refusing to comply with/ ignoring an adult's instructions or refusing to do work
- Walking out of the classroom / leaving the classroom
- Refusing to participate and engage in any conflict resolution supports offered by adults which could resolve the issues

Procedure for dealing with Serious Misbehaviour

The Principal will speak to the child and may follow one or more of the following:

- Pupil's behaviour is noted in Behaviour Book in principal's office
- In the case of repeated incidents of conflict, the Principal may conference with the pupil and assess the situation using **Appendix R Repeated Conflict Assessment Form**. The planned actions and interventions to support the pupil to improve his/ her behaviour will be recorded.
- The pupil may be given a reflection sheet to complete. *See Appendix K(a) Stop Think Reflection Worksheet (Written Format), Appendix K(b) Think Sheet Visual & Tick Box Format, Appendix K(c) NEPS Draw or Write Think Sheet pg 137 Continuum of Support Guidelines for Teachers, Appendix K(d) Conflict Resolution Assessment Junior, Appendix K(e) Conflict Resolution Senior, Appendix K(f) Restorative Practice Questions to be answered by pupil.*
- Principal may give a pupil a time out in another class.
- Pupil sent to another class for a limited time.
- The child may be suspended for a number of days depending on the seriousness of the behaviour.
- The principal may review the **Pupils' Behaviour Tracker Appendix N** or **Individual Pupil Behaviour Support Plan Appendix O**.
- The principal in consultation the class teacher may draw up a **Behaviour Tracker Appendix N** or **Individual Pupil Behaviour Support Plan Appendix O** with involvement from the pupil.
- The principal may request the pupil to undertake a **Behaviour Contract Appendix P** based on the review of previous Behaviour Tracker/ Plan.
- The Principal will inform parents / guardians by making a phone call, writing a note in Homework Journal or writing a letter.
- Parents/guardians may be invited to meet the teacher and/or the Principal to discuss their child's behaviour and will be asked to be involved in resolving the issue.
- A Code of **Behaviour Incident Report Form Appendix Q** is filled in by Staff Member / Principal and kept as a record of the incident.

Detention

Detention at break time, where it is a natural consequence of unacceptable behaviour in the yard, is an acceptable method of sanction. A child who engages in rough play in the yard may be detained at break time. This does not require prior notice to parents. Detention may also be applied as a consequence for inappropriate behaviour. Pupils will remain indoors at Big Yard Time for the full ½ hour. They may be given a Reflection Sheet related to the inappropriate behavior; pupils may be asked to write about their involvement in an incident, older pupils may be asked to write out the school rules or may be given classwork to complete.

Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by DES circular and Education Welfare Act 2000).

Procedure for Dealing with Persistent Inappropriate Behaviour

- The child's behaviour is reported to the principal
- Parents are requested to come to the school to discuss the problem
- The behaviour and agreed outcome is noted in Discipline File in principal's office

- Parents are informed that it may be necessary to shorten the child's school day (this arrangement would be reviewed at regular intervals) or to suspend the child if issue is serious/if behaviour does not improve.
- It will be communicated to the parents that it may be necessary to inform the Board of Management in writing if the child continues to misbehave.
- The Chairperson and the Principal may speak to the parents about the serious nature of the misbehaviour.
- Where there is a situation of consistent misbehaviour, it is important to examine the underlying causes and draw on outside professional help if appropriate or necessary.
- Parents may be asked to sign consent form granting permission for psychological or psychiatric assessment of the child.

Other Considerations

- A minority of children may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions. There may be situations where children are unable to cope with the demands placed upon them in school. These children will need a sustained and systematic response involving the important adults in their lives, in school and at home.
- The school recognises that young people require a bank of key emotional and social skills. The focus of positive behaviour supports for children who engage in concerning behaviour will include proactive strategies that build on the young person's strengths. Interventions will focus on teaching skills to develop the individual's capacity to engage in relationships with peers and adults, to effectively communicate emotions, to listen to instructions and be attentive, to concentrate and persist with challenging tasks and to manage their own emotional responses by being self-aware and knowing when and how to use coping and calming strategies.
- Children may be requested to attend for a shortened school day. Should this be necessary it will only happen as part of an agreed Pupil Support Plan with parents/ guardians and the school authorities will be made aware of the arrangement **See Appendix S Pupil in School Positive Support Strategy**. This arrangement would be reviewed at regular intervals with a view to lengthening it where appropriate.
- The principal and staff have built strong links with local support services that may be able to assist in responding to the needs of a child with behavioural difficulties. They include the National Educational Psychological Services (NEPS), the National Council for Special Education (NCSE), the local Child and Adolescent Clinic/Mental Health Services (CAMHS).

Suspension and Expulsion

In general, before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will normally have been utilised. Suspension may be considered for a single incident of serious misbehaviour or for repeated instances of serious misbehaviour as listed below:

- Abusive, aggressive, threatening or violent behaviour towards a staff member or pupil
- Use of cigarettes, vapes alcohol or drugs
- Leaving school grounds without permission
- Misuse of mobile phone on the school premises

Procedure for Dealing with a single incident of serious misbehaviour or for repeated instances of serious misbehaviour

- Parents of child(ren) involved will be invited to come to the school to discuss their child's case. Communication with parents may be verbal or by letter depending on the circumstances.
- Where there is an instance of serious misbehaviour or repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents

will be requested to attend at the school to meet the principal and the Chairperson (if available).

- 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 and any relevant medical information. See **Appendix T Developing a Code of Behaviour Guidelines for Schools page 72.**
- In the case of serious misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board authorises the Principal or Chairperson to sanction an immediate suspension for a period not exceeding five school days, pending a discussion of the matter with the parents
- Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.
- On suspension of a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school Code of Behaviour and 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. The Principal will facilitate the preparation of a contract of behaviour/behaviour plan for the pupil if required and will re-admit the pupil formally to class.

Expulsions

In rare cases, very serious misbehaviour may warrant expulsion. The school will follow the procedures in accordance with the NEWB *Developing a Code of Behaviour: Guidelines for Schools* and the *Education (Welfare) Act 2000*. These steps include:

- A detailed investigation carried out under the direction of the principal
- A recommendation to the Board of Management by the principal
- Consideration by the Board of Management of the principal's recommendation and the holding of a hearing
- Board of Management deliberations and actions following the hearing
- Consultations arranged by the Education Welfare Officer
- Confirmation of the decision to expel.
- On suspension or expulsion of a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.

Violent Behaviour

- Should an incident arise where any person displays aggressive, threatening or violent behaviour, either physical or verbal, that person may be asked to leave the school immediately.
- If the aggressor is a child, then his/her parents/guardians may be called immediately and asked to collect their child. If the child is considered likely to cause harm or injury to themselves or others, then he/she may be need to be held/restrained in an emotionally supportive manner (Refer to School's Guidelines for Using and Reducing Restrictive Physical Interventions) until he/she has calmed down and is no longer considered to be a threat or has stopped displaying signs of aggression.
- If a staff member or child feels at risk from or threatened by a particular person on school property, this must be drawn to the attention of the Principal and/or the Board of Management.

- The Board of Management will undertake to ensure that in such circumstances all appropriate measures will be taken to protect children and staff.

Behaviour Outside School

- The standards and rules contained in the Code of Behaviour apply in any situation where the child, although outside the school, is still the responsibility of the school. This includes school tours, games and extracurricular activities and attendance at events organised by the school.
- It does not include travelling on private school buses that have been contracted by parents. A child's behaviour on these buses is the sole responsibility of the parents involved.
- Parents are advised that serious issues that may arise outside of school as a result of social media e.g. cyberbullying should be referred to the Gardaí for further investigation. Class teachers will address issues of media etiquette in SPHE lessons.

Children with Special 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 certain rules. Specialised behaviour/school support plans will be put in place in consultation with parents and the class teacher, learning support and or Principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable. Should special considerations and accommodations be made by the school for inappropriate/ disruptive /abusive behaviour when applying the school's Code of Behaviour, supporting documentation and reports from outside professional for pupils will be necessary. However, we recognise that a minority of pupils may be unable to behave and the school will endeavour to support these pupils as best they can.

The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals. While pupils with SEN may need to take time out/ cool down outside the classroom it is not appropriate to leave the classroom without first having an agreement with the supervising adult/ teacher. It is not considered appropriate for any pupil to wander round the school as they so wish. Should a pupil decide to leave the school grounds the Gardaí will be notified and the parents/ guardians will be told.

Methods of 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. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents should be 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 may be used within the school:

- Informal parent/teacher meetings and formal parent/teacher meetings

- Through children's homework journal (infants do not have a homework journal-check bags) / communication on Aladdin Connect
- Letters/notes from school to home and from home to school
- Communication from Home School Community Liaison teacher and School Completion Co-ordinator

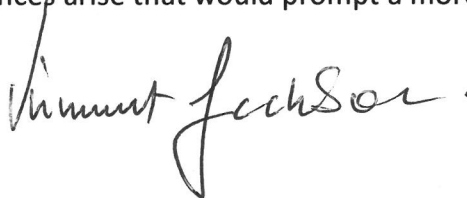
Parents should refer to the school's Statement of Strategy for School Attendance for guidance on notifying the school about pupil absence from school. Any member of the school community who wishes to raise a concern about behaviour in the school should make an appointment to see the principal / teacher. In order to comply with GDPR parents/ guardians are not entitled to information regarding the sanctions applied to any child other than their own.

Review of Policy

This policy was reviewed by the school community in May 2026. We are aware new guidelines on a Code of Behaviour are imminent so very few changes were made in light of that fact. It is available for parents and staff online on the school website/Microsoft Teams and in the school office.

St Louise de Marillac Primary School has an agreed "systematic cycle of review" of policies whereby new policies are reviewed after one year and subsequently every three years. In line with the above, this policy will be reviewed after three years unless changes are required by legislation. It may be reviewed sooner if circumstances arise that would prompt a more timely review.

Chairperson's Signature:



Date: 9/6/2026