



**Pelletstown Educate Together National School**

# **Relationships and Code of Positive Behaviour Policy**

Date of Ratification: April 2023  
Date for Review: Term 3, 2026

# Pelletstown Educate Together National School

## Relationships and Code of Positive Behaviour 2023

### Introduction

This Relationships and Code of Positive Behaviour Policy was developed in 2023, following a review of the previous Code of Behaviour. This was carried out in consultation with all school staff, pupils and parents. It encapsulates the approach and attitude for positive behaviour taken by the school community at Pelletstown ETNS, and is supported by staff training in Restorative Practice (2019-2020), Crisis Prevention Institute Safety Intervention (2022-2023) and training in Neurodiversity and Developmental Trauma (2023).

### Rationale

The Pelletstown Educate Together National School Relationships and Code of Positive Behaviour was written in accordance with Circular 20/90 of the Department of Education and Skills on school discipline, the Education and Welfare Act (2000, the Equal Status Act (2004) and the NEWB Publication 'Developing a Code of Behaviour: Guidelines for Schools' (2009). It is underpinned by the four principles of Educate Together; Equality Based, Child-Centred, Democratically-Run and Co-Educational.

It is a requirement under section 23 of the Education Welfare Act, 2000 that the Board of Management must prepare and make available a Code of Behaviour for its students. The act requires that the school code of behaviour is prepared in accordance with Guidelines issued by the National Educational Welfare Board (NEWB). It details in Section 23(2), that the code of behaviour shall specify:

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

### Contents

The following content applies to all members of the school community, with a particular focus on:

- The ethos of Pelletstown Educate Together National School.
- Respect for the autonomy and professionalism of individual teachers in their classrooms.
- Support and intervention, if necessary, of the Principal
- Support, and intervention, if necessary, of the Board of Management

The contents of this policy are as follows:

1. Relationship to the Characteristic Spirit of the School
2. Aims/Purpose of the Policy
3. The Rights of Pupils, Teachers, Staff and Parents
4. Responsibilities of Pupils, Teachers , Staff and Parents
5. Standards and Expectations
6. Strategies for Promoting Positive Behaviour
7. Strategies for Addressing Inappropriate/Unacceptable Behaviour
8. Pupils with Additional Needs
9. Suspension
10. Expulsion
11. Dissemination and Implementation of the Policy
12. Ratification and Review of the Policy

## **1. RELATIONSHIP TO THE CHARACTERISTIC SPIRIT OF THE SCHOOL**

The aim of the Relationships and Code of Positive Behaviour is to ensure that the individuality of each child is respected and that individual differences are celebrated, acknowledging the right of each child to an environment in which they can learn safely and grow. The entire school community has a part to play in contributing to this environment. The strength of this community, together with a high level of cooperation between staff, parents/carers and children, will ensure a high standard of behaviour.

In Pelletstown Educate Together National School we recognise that each member of the school community, staff, parents/carers and children have the right to be treated with respect and consideration, therefore staff members will adopt a positive approach towards behaviour in the school. Positive techniques of motivation and encouragement will be utilised by staff, placing greater emphasis on relationships, connections and restorative practice than on sanctions. School rules are child-centred and child-friendly, and are there to ensure the health, safety and welfare of all members of Pelletstown Educate Together National School.

Central to the Pelletstown Educate Together National School's Relationships Code of Positive Behaviour is the fostering of a respectful atmosphere which informs all other school policies, as well as everyday school life. This code offers a framework within which positive techniques to motivate and encourage positive behaviours are used by all partners in the children's education.

## **2. AIMS**

At Pelletstown Educate Together we aim to create an environment in which pupils can develop self-discipline, feel secure and make progress in all aspects of their development. The Relationships and Code of Positive Behaviour will be reinforced throughout the school day through an integrated approach across curricular subjects such as Social, Personal, Health Education (SPHE), Ethical Education, SESE, English, Art, P.E., History etc.

We aim to:

- Promote positive behaviour, respect, acceptance and inclusion throughout the school.
- Create an environment that maximises learning and minimises disruption.
- Offer a framework within which the staff makes use of positive language and techniques of motivation and encouragement, that is, a Narrative Approach ('The person is not the problem. The problem is the problem.') See Appendix II
- Ensure the safety and personal well-being of all children.
- Help all school partners understand the systems and procedures that form part of the Pelletstown ETNS Relationships and Code of Positive Behaviour.
- Equip the children with skills to respond to negative situations and emotions.
- Help children to acquire and develop moral and ethical values and a respect for the beliefs and values of others.
- Ensure that the individuality of each child is cherished and that additional needs are accommodated.
- Prevent bullying behaviours in the school.
- Build a strong sense of community and a high level of cooperation amongst staff, and between staff, pupils and parents.
- State clearly our school values, expectations and natural consequences.
- State school rules in a clear, child-centred and positive way.

## **3. THE RIGHTS OF PUPILS, STAFF AND PARENTS**

The school's expected standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for teaching and learning. Central to this is the expectation that all members of the school community will demonstrate respect for others and that they have an understanding of their rights and responsibilities in relation to the Code of Positive Behaviour as outlined below.

### **3.1 Pupils' Rights**

Pupils have the right:

- To be educated in a safe, happy and secure environment.
- To grow intellectually, emotionally, morally, spiritually and physically with an understanding of additional needs and differences.
- To be treated as individuals with due respect and regard for others within the school community.
- To be listened to.
- To express their emotions, doubts and beliefs.
- To be free from all forms of abuse
- To receive information about topics and concerns affecting their lives including information on the Code of Positive Behaviour.



## 3.2 School Staff Rights

Teachers have the right:

- To educate in an environment free from disruption.
- To be respected and held in proper esteem.
- To full and open communication with parents.
- To information on the pupil required to help the pupil learn, and access to parents to discuss the child's development when necessary.
- To voice concerns about the pupil's safety, behaviour and academic progress.
- To expect backup, support and cooperation from parents and other members of staff for their work.
- To confidentiality.
- To be listened to.
- To appeal to a higher authority, e.g. Board of Management, Department of Education & Skills, Union.
- To receive adequate facilities and resources appropriate to their teaching duties.

## 3.3 Parents' Rights

Parents have the right:

- To informative communication with and access to the Teacher/Principal.
- To respect understanding and confidentiality.
- To updates on the progress of the pupil/pupils.
- To be listened to.
- To be consulted about disciplinary action at an early stage.
- To appeal to a higher authority, e.g. Board of Management, Department of Education & Skills.
- To have access to the Code of Positive Behaviour of the school.

## 4. THE RESPONSIBILITIES OF PUPILS, TEACHERS, STAFF, PARENTS AND THE BOM

Adults in the school have a responsibility to model the student's standards of behaviour, in their dealings both with students and with each other, since their example is a powerful source of learning for students. In order to do this, they need to be familiar with the standards and to understand the importance of expecting students to behave according to these standards. Adults are expected to adhere to all code of behaviour policies including Positive Language Policy and Dignity at Work Policy. The ways in which parents/carers and teachers interact with each other will provide students with a model of good respectful relationships.

### 4.1 Pupils' Responsibilities

Pupils are responsible for:

- Their class work and homework and doing their best in both.
- Knowing and complying with school and class rules.
- Their behaviour in class, on the school premises and off the school premises for school-related trips and activities
- Their belongings.
- Their classroom.
- School property.
- Their environment.
- Playing safely.
- Not excluding others from their games.
- Helping and caring for others, in particular the younger pupils in the school.
- Behaving in accordance with the Code of Positive Behaviour at all times including when representing the school and on school outings.
- Following the school's standards and expectations, i.e. the Golden Rules - Be safe, be respectful, be responsible

## 4.2 Teachers' Responsibilities

Teachers are responsible for:

- Treating all students, parents / carers and other staff in our school community with respect and dignity.
- The pupils in their care.
- Developing connections and relationships with the pupils in their care
- Creating a positive atmosphere/environment for learning.
- Being firm, fair and consistent in their approach
- Promoting a culture and practice of equality which values all children equally.
- Teachers will develop specific behaviour management plans for their classes in line with the school's ethos and policies. These plans will be submitted to Principal at the start of each year and reviewed/revised collaboratively on a regular basis. They will also be uploaded to students' Aladdin profiles.
- Being prepared for class work.
- Giving attention to all pupils.
- Communicating with parents on issues concerning their child's learning and behaviour.
- Having positive expectations for pupils.
- Ensuring opportunities for disruption are minimised.
- Assigning, checking and correcting school and homework in accordance with school policy.
- Informing pupils what is expected from them in terms of behaviour.

## 4.3 School Staff Responsibilities

School staff are responsible for:

- Treating all students, parents / carers and other staff in our school community with respect and dignity.
- Assisting in the creation of a positive atmosphere and environment for learning.
- Adhering to school policies including the Code of Positive Behaviour and related policies.
- Participating in the culture and practice of equality which values all children equally.
- Having positive expectations for pupils.
- Encouraging students to uphold the school's ethos and to respect all members of the school community.
- Showing good examples to students especially on the school premises by ensuring their own behaviour is exemplary.
- Making themselves aware of the school's system of rewards and natural consequences, and co-operating with same.

## 4.4 Parents' Responsibilities

The school needs the support of parents/carers in order to meet our school's expectations with regard to positive behaviour. Parents/carers are informed about the Code of Positive Behaviour and their role in supporting it, upon enrolment and at new parents meetings. The policy is also available on our school website;

[www.pelletstownetns.com](http://www.pelletstownetns.com)

Parents are responsible for:

- Agreeing that they understand, and will adhere to and fully support, the Relationships and Code of Positive Behaviour policy, and will encourage their child to do the same, upon enrolment in the school
- Providing firm guidance and being positive role models to pupils.
- Their child's behaviour in school and towards other children and adults in the school community.
- Encouraging their child and empowering them (in line with developing independent thinking) to uphold the school's ethos and Code of Positive Behaviour.
- Making themselves aware of and cooperating with the school's system of rewards/natural consequences.
- Signing and returning orange/red notes when requested to do so by the class teacher/Principal
- Becoming involved in their child's learning
- Supporting their child's schoolwork and homework and ensuring it is completed
- Ensuring pupils come on time to school.
- Explaining absences on Aladdin.
- Ensuring pupils come prepared for school with a healthy lunch, pencils, books etc.

- Making an appointment, through Aladdin, to meet with a teacher/the Principal.
- Attending meetings at the school as requested
- Being courteous and respectful to pupils, staff and all of the school community.
- Respecting school property and encouraging their children to do the same.
- Ensuring safe access to the school for pupils by parking and driving in a safe, legal manner, as well as being respectful of others in the school community including our neighbours in the local community.
- Supervising other children in their care when in the school and on school grounds.
- Ensuring pupils comply with all school policies.
- Informing the school of any circumstances or incidents which may impact on a child's behaviour. This will be treated in confidence and with sensitivity.

#### 4.4.1 Parental involvement in pupil-based activities

Parents are encouraged, as part of our ethos, to become involved in the school and in pupil-based activities on a voluntary basis. Parents come into the classroom at the invitation of the teacher by prior arrangement and for an agreed purpose. The following are guidelines as to parents' responsibilities when becoming involved:

- The happiness, welfare and safety of the children are our primary concern. A child's personal history, academic ability, progress or behaviour are strictly confidential. Parents will not discuss their thoughts on how a pupil might be doing (academically/behaviourally/socially/emotionally) with any party. Any doubts or concerns about issues of confidentiality must be discussed with the class teacher/the Principal.
- Respect for the professional role of the teacher is essential.
- Behaviour/discipline remains the responsibility of the teacher.
- All work will be supervised by the teacher.
- Parents who participate should be conscious of, and sensitive to, the needs of the entire class, not just the needs of their own child.
- Parents coming into the classroom must consult with the teacher/Principal before inviting other parents/individuals to participate.
- In the interests of safety, babies, toddlers and younger children cannot be accommodated during a class/pupil activity.
- The highest standard of adult behaviour and language is expected
- In the case of a parent-led workshop/projector presentation, the parent will meet with the teacher to discuss the activity prior to any visit to the class, or will send the material to the teacher for review in advance. It remains the responsibility of the teacher to determine the appropriateness of the content (e.g. Is it suitable for the age-group? Is it relevant to the curriculum? Is it in keeping with the ethos of the school?).
- The school ethos must be upheld at all times and it is important to keep in mind that the school is equality-based, co-educational, child-centred and democratic. Consequently, respect for all of the partners in education – children, staff and parents – must be upheld at all times.

#### **4.5 Responsibilities of the Board of Management:**

The Board of Management of Pelletstown ETNS is responsible for:

- Treating all students, parents / carers and staff in our school community with respect and dignity.
- Supporting the Principal and staff of the school in the application of the Code of Positive Behaviour and rewards/natural consequences used.
- Reviewing the Code of Positive Behaviour on a regular basis and supporting other reviews of the policy as necessary.
- Facilitating and supporting the revision and implementation of any updated policy.
- Dealing with any issue that comes before the Board of Management in a timely, fair and transparent manner (in accordance with relevant legislation) whilst also respecting and upholding confidentiality.



## 5. STANDARDS/EXPECTATIONS: OUR SCHOOL RULES

<b>JUNIOR GOLDEN RULES</b> <b>(JUNIOR INFANTS – 2<sup>ND</sup> CLASS)</b>		<b>SENIOR GOLDEN RULES</b> <b>(3<sup>RD</sup> – 6<sup>TH</sup> CLASS)</b>	
1.	<b>Be Safe</b>	1.	<b>Be Safe</b>
2.	<b>Be Responsible</b>	2.	<b>Be Responsible</b>
3.	<b>Be Respectful</b>	3.	<b>Be Respectful</b>

**Note:**

- These rules apply in **all** school settings (i.e. everywhere in the school and on school trips off-campus)
- See grid below for whole-school expectations within these 3 rules
- Teachers should develop a class contract in consultation with the pupils in their class of 6 class rules/expectations based on the 3 golden rules (these should be reviewed termly, or more often if required based on the needs in the class)

Expectations:	In the Classroom	On the Yard	Moving around the school	In the Toilet
<b>1. Be safe</b>	<p>Sitting safely, two feet on the floor.</p> <p>Using equipment appropriately (e.g. scissors)</p>	<p>Play safely</p> <p><u>Lining up:</u>                      (a) First whistle:                      Everybody stands and freezes (i.e. all play/talk stops)</p> <p>(b) Second whistle:                      All pupils walk to their own class line quietly and wait for their teacher.</p>	<p>Walk in a single file when with your class</p> <p>Walk on the right hand side of the corridors and stairs</p>	<p>In Junior classes, close the door but do not use the lock.</p>
<b>2. Be Respectful</b>	<p>Treat other staff, students and visitors with respect in your words, actions and body language</p> <p>Treat all property with respect</p>	<p>Include others in your games</p> <p>Follow the instructions of the staff on the yard</p> <p>If you bump into someone or knock someone over, stop and check if they're ok</p>	<p>Move <b>quietly</b> around the school at all times</p>	<p>Ask teacher permission</p> <p>Wait your turn</p>

<p><b>3. Be Responsible</b></p>	<p>Be organised with your belongings</p>	<p>Follow the rules of the yard zone you are in</p> <p>Always ask permission before leaving the yard (e.g. to go to the toilet)</p> <p>Take care and look where you're going</p> <p>Equipment is only to be used for the purpose it's made for</p>	<p>Take care of yourself and your belongings as you move around the school.</p>	<p>Wash and dry your hands after going to the toilet</p> <p>Flush the toilet after using it and keep the toilet area clean</p>
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## **6. STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR**

- Development of positive relationships and connections between staff and pupils
- Implementation of Restorative Practice and Crisis Prevention Institute Safety Training
- Verbal praise by staff member/visit to Principal office to acknowledge exemplary behaviour
- A positive note or phone call to parents/carers
- Positive communication of achievements to school community
- Regular reflection and revision of rules and expectations
- Behaviour management system in each class, as detailed below
- Fortnightly Shining Star certificates to acknowledge pupil work and commitment to school values, as based on the Learn Together programme
- Monthly Assembly to discuss rules, values and themes, presented by a different class level each Assembly
- Modelling of positive, respectful behaviour by all school staff
- Golden Time at the discretion of the class teacher
- Whole-class reward system to promote safety and responsibility on the yard, as follows;
  - **Junior Classes:** Star Jars to work towards designated rewards as follows;  
20 Stars - Golden Time  
40 Stars - Homework pass/Show and Tell  
60 Stars - Popcorn and movie party  
80 Stars - Trip to the playground  
100 Stars - Pizza Party!
  - **Senior Classes:** Weekly Star Jars to work towards a reward as decided by the class and the teacher, if the class reaches 8 stars by Friday lunch time.
- Early intervention activities/strategies on an ongoing basis
- Drawing up Individual Behaviour Plans to support pupils with Additional Needs where deemed appropriate

**(\*This is not, and cannot be, an exhaustive list.)**

## **A NOTE ON REWARD SYSTEMS**

Pelletstown ETNS strives to support pupils to have the ability to do the right thing even when no one is watching and to be intrinsically motivated. We agree with the NEWB guidelines (2008) that great care is needed to ensure that rewards do not 'become the goal of learning, result in unhelpful competition, repeatedly reward the same students or seem unattainable to some students and, as a result, de-motivate them'. As such, whole-school reward systems for individual positive behaviour have not been established.

The school acknowledges the need for teacher autonomy in the running of their classroom and, as such, individual teachers may consider small-scale reward systems eg. class dojo, individual reward charts/systems, within their class. However, such reward systems *should not be publicly displayed* and teachers should be cognisant of whether such systems result in unhelpful competition, repeatedly reward the same students or seem unattainable to some students.

## **7. STRATEGIES FOR ADDRESSING UNACCEPTABLE/INAPPROPRIATE BEHAVIOUR:**

Our school believes that strategies for addressing unacceptable/inappropriate behaviour should:

1. aim to stop the inappropriate behaviour
2. communicate to the pupils, parents/carers and broader school community that the inappropriate behaviour is unacceptable
3. defuse, not escalate, a situation
4. be applied in a fair and consistent manner
5. be timely
6. be appropriate
7. be implemented in accordance with the principles of natural justice
8. be recorded using a tracking document if the teacher so wishes. This document is kept at the teachers desk rather than on display in the classroom, see Appendix V for an example of a tracking document.
9. take the form of restorative practice in order to allow all involved to restore justice and to move forward (Appendix III sets out the Restorative Practice approach used at Pelletstown ETNS, and this is displayed in all rooms in the school for reference purposes).
10. encompass the values of Crisis Prevention Institute, see Appendix VI for Crisis Development Model;
  - Care - Show compassion and empathy
  - Welfare - Support emotional and physical well-being
  - Safety - Prevent danger, risk, and injury
  - Security - Ensure harmony - not harm

Pelletstown ETNS will always work on the premise that there is a reason for inappropriate or unacceptable behaviour and that, in most circumstances, once this has been identified, measures can be put in place to help the pupil stop the behaviour using a collaborative, problem-solving approach.

## **EXAMPLES OF UNACCEPTABLE/INAPPROPRIATE BEHAVIOUR:**

The following table sets out examples of what are deemed as minor, serious and extreme unacceptable/inappropriate behaviours, as well as the relevant school approaches to addressing these.

Pelletstown ETNS believes that the school approach/consequence should be relevant to the unacceptable/inappropriate behaviour and should address this in specific terms.

All teachers must record unacceptable/inappropriate behaviour on Aladdin and orange/red notes or other notes pertaining to a child's behaviour must be scanned and uploaded to the child's Aladdin profile, after they are signed by parents/carers and returned to the school. The orange and red notes referred to are available at Appendix IV.

Teachers should also notify parents/carers via Aladdin that an orange/red note has been sent home with their child, the template for which is saved on Aladdin.

### **Minor Unacceptable/Inappropriate Behaviour**

<b>Behaviour</b>	<b>Natural Consequences</b>
Interrupting classwork which prevents others from learning, including in own classroom or in corridors	Redirecting of pupil to complete their work or encouragement to stay on task Removal of pupil to another class to complete their work, if redirecting/encouraging is not successful
Isolated act of being impolite to any staff member, parent, pupil or visitor	Discussion with pupil about school rules of being respectful
Isolated incident of not following staff request/directions/instructions	Discussion with pupil about following staff requests, directions or instructions
Littering	Discussion with pupil about respect for school property and pupil instructed to pick up the litter
Running inside the building	Discussion with pupil about school rule: Be Safe and pupil instructed to walk safely in the building



## Serious Unacceptable/Inappropriate Behaviour

Behaviour	Natural Consequences
<p><b>Regular acts of disrespect/unkindness</b> to any member of the school community</p>	<p>Discussion with pupil about respect and kindness (use of CPI approaches and RP questions)</p> <p><b>Red note</b> home to be signed by parents/carers and completed by pupil at home (notification of this on Aladdin or phone call)</p> <p>Possible suspension/expulsion, dependent on the breach and if there is a recurring breach</p>
<p><b>Verbal aggression:</b></p> <p>Verbal abuse or discriminatory remarks (under the 9 grounds detailed in The Equal Status Acts; gender, marital status, age, disability, sexual orientation, race, religion, and membership of the Traveller community), using unacceptable/offensive language, teasing/name calling, cursing, making offensive remarks, threatening someone, insubordination to staff members e.g. refusal to comply with requests or directions from staff / answering back to any staff member/pupil/parent/visitor</p>	<p>Discussion with pupil about respect and kindness (use of CPI approaches and RP questions)</p> <p><b>Red note</b> home to be signed by parents/carers and completed by pupil at home (notification of this on Aladdin or phone call)</p> <p>Pupil moved to thinking/reflection space of classroom for 20 minutes</p> <p>Possible suspension/expulsion, dependent on the breach and if there is a recurring breach</p>
<p><b>Emotional/Social aggression:</b></p> <p>Intentionally excluding someone, spreading rumours, making fun of someone, involvement in a racist incident, stopping people from befriending someone (see anti-bullying policy)</p>	<p>Discussion with pupil about respect and kindness (use of CPI approaches and RP questions)</p> <p><b>Red note</b> home to be signed by parents/carers and completed by pupil at home (notification of this on Aladdin or phone call)</p> <p>Restorative questions</p> <p>Pupil moved to thinking/reflection space of classroom for 20 minutes</p>
<p><b>Physical aggression:</b></p> <p>Hitting, punching, pinching, tussling, scratching, kicking, pushing, tripping, spitting, biting, throwing objects at someone/something, hands and feet used aggressively, including repeated incidents of rough play</p>	<p>Discussion with pupil about respect and kindness (use of CPI approaches and RP questions)</p> <p><b>Red note</b> home to be signed by parents/carers and completed by pupil at home (notification of this on Aladdin or phone call)</p> <p>Restorative questions</p> <p>Pupil moved to thinking/reflection space of classroom for 20 minutes</p> <p>Possible suspension/expulsion, dependent on the breach and if there is a recurring breach</p>
<p>Using a mobile phone during school hours (see mobile phone policy)</p>	<p>Discussion with pupil about school rules</p> <p>Mobile phone sent to office to be collected by parents/carers in isolated incident</p> <p><b>Red note</b> sent home if this occurs persistently</p>

<p>Breaching the digital rules of the school (see Acceptable Usage Policy)</p>	<p>Discussion with pupil about school rules Mobile phone sent to office to be collected by parents/carers <b>Orange note</b> home to be signed by parents/carers and completed by pupil at home (notification of this on Aladdin or phone call)</p> <p>Pupil not allowed to use school devices for a set period of time, depending on the severity of the breach.</p> <p>Possible suspension/expulsion, dependent on the breach and if there is a recurring breach</p>
<p>Regularly interrupting classwork which prevents others from learning, including in own classroom and on corridors</p>	<p>Discussion with pupil about respect and responsibility, redirecting of pupil to complete work/remain on task.</p> <p><b>Red note</b> home to be signed by parents/carers and completed by pupil at home (notification of this on Aladdin or phone call)</p> <p>Pupil moved to another class to complete work for 20 minutes</p>
<p>Deliberately endangering self or fellow pupils during all school activities including off campus trips</p>	<p>Discussion with pupil about safety</p> <p><b>Red note</b> home to be signed by parents/carers and completed by pupil at home (notification of this on Aladdin or phone call)</p> <p>Withdrawal of privilege e.g. not going on next trip</p>
<p>Stealing (must be proven)</p>	<p>Discussion with pupil about respect and honesty</p> <p>Withdrawal of privilege</p> <p><b>Red note</b> home to be signed by parents/carers and completed by pupil at home (notification of this on Aladdin or phone call)</p>
<p>Being dishonest</p>	<p>Discussion with pupil about respect and honesty</p> <p><b>Red note</b> home to be signed by parents/carers and completed by pupil at home (notification of this on Aladdin or phone call)</p>
<p>Leaving school premises during school day without appropriate permission, including not attending school when supposed to and when parents believed the child to be at school</p>	<p>Discussion with pupil about safety</p> <p><b>Red note</b> home to be signed by parents/carers and completed by pupil at home (notification of this on Aladdin or phone call)</p> <p>Phone call to parents/carers</p> <p>Withdrawal of privilege e.g. not going on next trip</p>
<p>Bringing illegal or harmful substances to school e.g. solvents, alcohol etc. (see substance abuse policy).  This includes the persistent bringing of aerosol spray to school, despite being asked not to.</p>	<p>Remove harmful substance/weapon immediately</p> <p>Discussion about safe and unsafe substances and objects and the harmful effects</p> <p>Discussion about personal safety and the safety of others</p> <p><b>Red note</b> home to be signed by parents/carers and completed by pupil at home (notification of this on Aladdin or phonecall)</p> <p>Phone call to parents/carers and meeting organised</p> <p>Suspension/expulsion dependent on extent of the situation, particularly if it happens more than once</p>

Inappropriate touching and displaying of body parts (age and need appropriate)	<p>Remove from the situation and allow calming time if needed</p> <p>Restorative questions</p> <p>Discussion about school rules and people's right to be safe</p> <p>Reference Stay Safe 'Touches' lessons</p> <p><b>Red note</b> home to be signed by parents/carers and completed by pupil at home</p> <p>Phone call to parents/carers and meeting organised</p> <p>Suspension/expulsion dependent on extent of the situation</p>
Wilful damage to the property of another child/children	<p>Discussion with pupil about responsibility</p> <p><b>Red note</b> home to be signed by parents/carers and completed by pupil at home (notification of this on Aladdin or phone call)</p>

### **EXTREME Unacceptable/Inappropriate Behaviour**

Behaviour	Natural Consequences (Menu)
Vandalism and wilful damage to school property	<p>Restorative questions</p> <p>Discussion about school rules and the value of property</p> <p><b>Red note</b> sent home</p> <p>Phone call to parents/carers and meeting organised</p> <p>Suspension/expulsion dependent on extent of the situation</p>
Aggressive, threatening or violent behaviour towards any pupil/staff member/parent/visitor	<p>Restorative questions</p> <p>Removal from classroom immediately</p> <p><b>Red note</b> sent home</p> <p>Suspension/expulsion dependent on extent of the situation</p>

### **Orange and Red Note Consequences**

Quantity of Orange/Red Notes	Natural Consequences
3 Orange Notes in one term	Discussion and Thinking Time with the principal
5 Red Notes in one term	Discussion and Thinking Time with the principal Suspension

**(\*This is not, and cannot be, an exhaustive list.)**

**The class teacher and/or the Principal, in their professional judgement, may also choose the following strategies to address unacceptable or inappropriate behaviour;**

- Following consultation with the class teacher, support teacher and parent(s)/carer(s), the child may undertake a relevant programme such as 'Trouble with Tempers', 'Starving the Anger Gremlin' etc., or may be referred to the school's Art Therapist or receive support in the form of attending the nurture room.
- Thinking/reflection time at the wall in the yard may be used to allow a pupil time to reflect on a situation and to ensure the safety of others on the yard.
- Parent(s)/(carer)s may be requested to meet with their child's class teacher and/or the Principal.
- The behaviours of concern may be referred to the Board of Management.
- Suspension may be used to deal with continuously disruptive pupils or with serious inappropriate/unacceptable behaviour (see section below) The principal of Pelletstown ETNS has been delegated the authority by the Board of Management to suspend a pupil/pupils for up to 3 days.
- Expulsion may be used to deal with exceptionally disruptive pupils or with gross misbehaviour (see section below)

## **8. ADDITIONAL EDUCATIONAL NEEDS**

This Relationships and Code of Positive Behaviour applies to all members of our school community. Pupils with additional educational needs will be provided with appropriate support and help to ensure they understand our school rules. As part of this support, individual behaviour plans may be drawn up, in collaboration with parents/carers, to promote and reinforce positive behaviour.



## **9. PROCEDURES IN RESPECT OF SUSPENSION**

**(as per P.77 of the NEWB guidelines)**

- Investigation of the facts to confirm serious misbehaviour
- Parents will be informed by phone or in writing about the incident
- In the case of an immediate suspension, parents will be notified by the Principal and arrangements made for the pupil to be collected immediately. The child will be supervised away from their class, in the interim.

*If Suspension is still decided upon:*

*The Principal will notify the parents, in writing, of the decision to suspend. The letter will confirm:*

- The period of suspension, beginning and end dates
- The reason for suspension
- Any study/work to be completed during the suspension
- The arrangements for returning to school, including any commitments to be entered into by the pupil and parents
- The provision for appeal to the Board of Management or Secretary General of the DoE, if appropriate (where the total number of days for which the student has been suspended in the current school year has reached 20 days)

A pupil will not be suspended for more than 3 days. In exceptional circumstances, where the Principal considers that a suspension period longer than 3 days is necessary, they will refer the matter to the Board of management for their consideration. A period of 10 days' suspension will be the maximum period imposed by the BOM in such exceptional circumstances.

### **RECORDS AND REPORTS**

Formal written records will be kept of:

- The investigation (including all notes of interviews held)
- The decision-making process
- The decision and rationale for the decision
- The duration of the suspension and any conditions attached to the suspension

## 10. PROCEDURES IN RESPECT OF EXPULSION

(as per P. 82 of the NEWB guidelines)

1. A detailed investigation is carried out under the direction of the Principal.

The Principal will:

- Inform the pupil and their parents/carers about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents and students every opportunity to respond to the complaint of serious/extreme misbehaviour before a decision is made and before a sanction is imposed

2. A recommendation is made to the Board of Management by the Principal.

The Principal will:

1. Inform the pupil and their parents that the BOM is being asked to consider expulsion
  2. Provide BOM and parents with comprehensive information regarding the investigation and the grounds for possible expulsion.
  3. Notify the parents of the date of the hearing by the BOM and invite them to that hearing
  4. Advise the parents that they can make an oral and written submission to the BOM.
  5. Ensure that parents have enough notice to allow them prepare for the hearing
3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing (P84, NEWB guidelines)
4. Board of Management deliberations and actions following the hearing (P.85, NEWB guidelines)
- If the BOM is of the opinion that the pupil should be expelled, they must notify the Educational Welfare Officer, in writing.

The student cannot be expelled before the passage of 20 school days from the date on which the EWO receives this written notification. However, the BOM may consider the sanction of suspension during this period, should the continuing presence of the pupil in the school be likely to seriously disrupt the learning of other students or represent a threat to the safety of other students and staff.

- The BOM should inform the parents, in writing, about its conclusions and the next steps in the process.

5. Consultations arranged by the Educational Welfare Officer

- Within the 20 days, the EWO must make all reasonable efforts to hold individual consultations with the Principal. Parents, student and anyone else who may be of assistance

- Convene a meeting of those parties who agree to attend

The purpose of the above are to look at the possibility of the pupil continuing in the school or to look at alternative

educational possibilities.

6. Confirmation of the decision to appeal.

- When the 20 days have elapsed, the BOM will meet to decide whether or not to expel the pupil.

- Where the BOM remains of the view that the pupil should be expelled, a formal record of the decision will be made.
- Parents will be informed immediately, in writing, that the expulsion will now proceed.
- Parents and students will be informed of their right to appeal and supplied with the standard form on which to lodge an appeal.

#### 7. Appeals

- A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29). An appeal may also be brought by the NEWB on behalf of a student.
- The appeals process begins with the provision of mediation by a mediator nominated by the Appeals Committee (DES)

## **11. DISSEMINATION AND IMPLEMENTATION OF THE RELATIONSHIPS AND CODE OF POSITIVE BEHAVIOUR:**

### **Dissemination and Communication:**

The support and cooperation of parents/carers is essential if the Relationships and Code of Positive Behaviour in school is to operate effectively. To foster good communication the following procedures are school policy:

- i. Upon registration of their child, all parents/carers' attention will be drawn to the policy and the registration forms will ask parents/carers to agree to and support it.
- ii. A behaviour note may be sent to parents/carers asking them to speak to their child about an issue and will include asking the child to write about and/or draw it (*age-appropriate*)
- iii. Personal contact with class teacher
- iv. Personal contact with Principal
- v. Formal meeting by appointment with class teacher and/or Principal and parents/carers.

This policy will be circulated to all parent(s)/carer(s) for consultation and feedback.

This policy will be brought to the attention of all new staff members upon their appointment to the school by the Droichead Professional Support Team (PST). A copy of the school policy will be available at the school office. It will also be available on the school website. The relevant sections of this policy will be highlighted frequently with pupils.

### **Implementation:**

#### **(A) ROLES AND RESPONSIBILITIES**

The Principal/Deputy Principal (overseen by the BOM), and an APIL post-holder are responsible for overseeing and supporting the implementation of this policy.

Teachers are responsible for following the procedures as set out above for the pupils with whom they work, and other pupils in the school where a child's teacher may not be available.

Parents/carers are responsible for supporting the policy as outlined above.

Pupils are responsible for following the rules as set out in this policy.

#### **(B) TIMEFRAME**

This policy will be implemented from Term 3 2023.

## **RATIFICATION AND REVIEW OF THE CODE OF GOOD BEHAVIOUR:**

This policy was ratified and adopted by the Board of Management on 26th April 2023 and will be reviewed in 2028.

Signed: Raymond Peragl (Chairperson, BOM)

Signed: Caitiona ní Cheallaigh (Principal)

Date: 26th April 2023

Date for Review: 2028



## **REFERENCES**

- DES Circular 20/90
- Education Welfare Act 2000
- Equal Status Act 2004
- Managing Challenging Behaviour (INTO)
- Supporting Inclusion (TCD & DES)
- School Development Planning Support (SDPS)
- CPSMA Handbook
- Quality Circle Time (Jenny Mosely)
- Special Needs Handbook (Scholastic)
- INTO Website
- IPPN Website
- PDST Website
- NEWB publication - "Developing a Code of Behaviour: Guidelines for Schools" (National Educational Welfare Board)
- NEPS publication – "A Continuum of Support" (National Educational Psychological Service)
- Crisis Prevention Institute (CPI) Safety Intervention Training for Children and Young People

RULE 130 OF THE RULES FOR NATIONAL SCHOOLS  
(as amended by Circular 7/88)

**School Discipline**

- (1) The Board of Management has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of discipline applies therein. This code should be formulated by the Principal Teacher and the teaching staff in consultation with parents and be approved by the Board.
- (2) Teachers should have a lively regard for the improvement and general welfare of their pupils, treat them with kindness combined with firmness and should aim at governing them through their affections and reason and not by harshness and severity. Ridicule, sarcasm or remarks likely to undermine a pupil's self-confidence should not be used in any circumstances.
- (3) The use of corporal punishment is forbidden.
- (4) Any teacher who contravenes sections (2) or (3) of this rule will be regarded as guilty of conduct unbefitting a teacher and will be subject to severe disciplinary action.
- (5) Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or with a serious breach of discipline, by authorising the Chairperson or Principal Teacher to exclude a pupil or pupils from school, the maximum initial period of such exclusion shall be 3 school days. A special decision of the Board of Management is necessary to authorise further period of exclusion in order to enable the matter to be reviewed.
- (6) No pupil shall be struck off the rolls for breaches of discipline without the prior consent of the Patron and unless alternative arrangements are made for the enrolment of the pupil and another suitable school.

**Glossary of Positive Terms!**

Give everyone a chance (to answer).....Don't shout out  
Give \_\_\_\_\_ a chance (to answer).....Don't interrupt  
Wait your turn.....Don't answer for \_\_\_\_\_  
Listen to each other  
Let's listen to everyone  
Let \_\_\_\_\_ answer  
Let \_\_\_\_\_ take his/her turn

DIRECT YOUR ATTENTION TO THE CHILDREN BEHAVING WELL e.g. the "nice quiet hands", the "good listener" etc....

\_\_\_\_\_ needs more space to work comfortably.....Don't squash \_\_\_\_\_  
Give \_\_\_\_\_/yourself more space.....Don't lean in over \_\_\_\_\_  
Respect everyone's space.....Move away from \_\_\_\_\_

Put away anything you don't need for this lesson/activity .....Stop fiddling with \_\_\_\_\_

Walk safely on the corridor .....Don't run  
Move carefully around the room  
Take your time

In this school we use kind hands.....Stop hitting/pushing etc  
Hands are not for hitting

Wait for your partner/teacher/class.....Don't run off/ahead  
Stay with your class/line.....Don't wait/fall behind

In this school we let everyone play.....Don't leave \_\_\_\_\_ out  
Be fair, be friendly

Work quietly and carefully.....Don't talk/make noise when you're working  
Do your work and let others do the same

We respect our school and keep it clean .....Don't drop litter  
We're proud of our school

Other positive general comments:  
Thank you for listening/helping/working quietly/co-operating etc...  
When we listen we learn. Look, listen, learn.  
Use your words.  
Make everyone feel welcome.

**REMINDERS *not* WARNINGS**

Try to always remind pupils of the preferred positive behaviour ... the power of suggestion  
e.g. I'm watching out for quiet hands  
I'm looking for the best listeners  
I'm checking for the tidiest tables  
I really like the way \_\_\_\_\_ has helped her group/partner  
I admire your careful work

**\*\*Constantly affirm and highlight the preferred behaviours\*\***

**Restorative Practice**

**Restorative Questions**

- 1. What happened?**
- 2. What were you thinking of at the time?**
- 3. What have you thought about it since?**
- 4. Who has been affected and in what way?**
- 5. How could things have been done differently?**
- 6. What do you think needs to happen next?**

Pelletstown Educate Together National School  
Behaviour Note - ORANGE (pg. 1)

Date: \_\_\_\_\_

Dear parent(s)/carer(s),

In line with our school Code of Behaviour, your child  
\_\_\_\_\_ is going home on orange today as he/she:

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Please speak to your child about this behaviour and about following the school's rules in the future. Please also complete the Restorative Practice page overleaf with your child.

Please sign your name below and return it to the class teacher as soon as possible where it will be kept on file.

Thank you,

*Caitiona ní Cheallaigh*

\_\_\_\_\_  
Class Teacher

\_\_\_\_\_  
School Principal

Parent/Carer Signature: \_\_\_\_\_

Pelletstown Educate Together National School  
Behaviour Note - ORANGE (pg. 2)

Restorative Practice Questions to be completed at home. Please complete this page with your child. They can write/draw their responses. If they draw their responses, parents/carers are asked to write what the child said they have drawn.

What happened?	
What were you thinking at the time?	
What have you thought about it since?	
Who has been affected and in what way?	
How could things have been done differently?	
What do you think needs to happen next?	

Pelletstown Educate Together National School  
Behaviour Note - RED (pg. 1)

Date: \_\_\_\_\_

Dear parent(s)/carer(s),

In line with our school Code of Behaviour, your child

\_\_\_\_\_ is going home on red today as he/she:

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Please speak to your child about this behaviour and about following the school's rules in the future. Please also complete the Restorative Practice page overleaf with your child.

Please sign your name below and return it to the class teacher as soon as possible where it will be kept on file.

Thank you,

\_\_\_\_\_  
Class Teacher

*Caitríona ní cheallaigh*

\_\_\_\_\_  
School Principal

Parent/Carer Signature: \_\_\_\_\_

Pelletstown Educate Together National School  
Behaviour Note - RED (pg. 2)

Restorative Practice Questions to be completed at home. Please complete this page with your child. They can write/draw their responses. If they draw their responses, parents/carers are asked to write what the child said they have drawn.

What happened?	
What were you thinking at the time?	
What have you thought about it since?	
Who has been affected and in what way?	
How could things have been done differently?	
What do you think needs to happen next?	





**Crisis Development Model**

*The CPI Crisis Development Model<sup>SM</sup>*

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