

Code of Behaviour



St. Conaire's
National School
Bunscoil Chonaire Naofa

Our Ethos:

The school aims at promoting the full and harmonious development of all aspects of the person of the pupil: intellectual, physical, cultural, moral and spiritual, including a living relationship with God and with other people.

As a school we understand that regulated adults regulate dysregulated children and with that in mind we are focussed on a **regulate, relate, reason and restore** approach to managing behaviour arising from dysregulation.

Introductory Statement:

Our Code of Behaviour was substantially reviewed (2018) and updated in 2025 following collaboration between the principal, teachers, staff, pupils, parents and the Board of Management. We are involving and encouraging consultation in developing, formulating and reviewing our policy to develop partnership, ownership and implementation of a relevant policy which is actively promoted and implemented in the school community. The 'School Discipline Review Team' was also included in the decision making process.

Our Code of Behaviour has been ratified by the Board of Management of St. Conaire's National School.

Rationale:

We decided to review our Code of Behaviour as:

- It was identified during consultation with teachers as a priority to review our Code of Behaviour as part of our School Self Evaluation process
- We are complying with the requirement of the National Education Welfare Board Education (Welfare) Act, 2000
- The school board wishes to comply with legal requirements and good practice as set out in *'Developing a Code of Behaviour: Guidelines for Schools, N.E.W.B 2008'*

Accordingly our school code of behaviour specifies:

- The standards of behaviour of pupils attending our school
- The measures in place within our school to create a positive school climate
- The measures to be taken when a pupil fails or refuses to observe those standards
- The procedures to be followed in dealing with behaviour incidents
- The grounds for removing a suspension imposed in relation to a pupil
- The procedures to be followed in relation to a child's absence from school

Relationship to the Characteristic Ethos of the School:

St. Conaire's N.S is a Catholic primary school under the patronage of the Catholic Bishop of Killaloe.

Our school ethos promotes the full and harmonious development of the child. Our code was developed to encourage a happy, caring, safe and effective learning environment where children, parents, teachers, Special Needs Assistants, ancillary staff and the Board of Management work in partnership with each other. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere. Our school community endeavours to make our school a welcoming place which celebrates difference, tolerance and respect for others. We experience a variety of behaviour in our school community and we strive to guide and encourage each child towards acceptable standards of behaviour to facilitate a positive learning environment for all.

We believe positive behaviour requires a strong sense of community within the school and a high level of respect and co-operation between staff, pupils and parents.

Aims:

- To promote an atmosphere of tolerance, respect and consideration for others.
- To encourage and reinforce positive behaviour to create an educational environment where pupils can progress in all aspects of their development
- To ensure the safety and wellbeing of all members of the school community
- To enable teachers to teach without disruption
- To promote self-esteem and positive relationships recognising the differences between children and the need to accommodate these differences
- To ensure fairness and promote equality
- To foster a sense of responsibility and self-discipline in pupils based on consideration and respect for the rights of others
- To encourage caring attitudes to each other and to the environment
- To ensure consistency in implementing a fair and transparent system in response to positive and negative behaviour throughout the school
- To provide clarity to new staff, pupils and parents in understanding our system and procedures and to encourage co-operation in implementing these procedures.

Standards of Expected Behaviour:

We expect a high standard of pupil behaviour and mutual respect. This is encouraged by a strong sense of community within our school and a high level of co-operation among our staff and between staff, parents and pupils. Every effort is made to ensure our Code of Behaviour is implemented in a reasonable, fair and consistent manner. Levels of behaviour are clearly defined and children will become familiar with the consequences of behaviour beyond these limits.

Restorative Practice:

Restorative Practice is reflected in our school's policy. This is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to heal broken friendships and prevent reoccurrence. It gives children an opportunity to take responsibility for their own behaviour and learning. (See Restorative Questions to respond to Challenging Behaviour)

Model of Restorative Practice



Golden Expectations

We have developed six 'Golden Expectations' which are displayed in all classes and referred to regularly by teachers and others in the school community.



The school recognises the variety of differences and the need to accommodate differences. Consequently our expectations are explained to children with reference to the following and in consideration of classroom rules.

- Each child is expected to show respect for themselves, others, property (their own and others) and the school environment **(Be Respectful)**
- Each pupil is expected to wear full school uniform on a daily basis **(Be Respectful)**
- Each pupil is expected to obey the instructions of any member of school staff while in school or on school outings. **(Be Respectful)**
- Each child is expected to be sensitive to the needs of others and show consideration for others **(Be Kind)**
- Each child is expected to treat others as they would like to be treated **(Be Honest)**
- Each child is expected to be well behaved **(Be Safe)**
- Each child is expected to do their best in school and for homework and attend school regularly and punctually **(Listen & Work Hard)**
- Each child is encouraged to be their best self **(Smile)**
- Each child is encouraged to, where possible, approach school life positively **(Smile)**

Absences:

Section 18 of The Education Welfare Act, 2000 stipulates that parents must notify the school of a student's absence from school and the reason for this absence. If a child is absent from school, an explanatory note should be written (journal or other) by the parent to the teacher. If a child is being collected early from school by a person other than a parent, an explanatory note should be sent by the parent to the teacher. A sign out book (maintained in Theresa's office) is employed in all instances of children being taken out of school during the day. Under Covid-19 protocols, a parent may present themselves to the school and a staff member may sign the child out. Under the Education Welfare Act (2000) Section 21, when a child is absent for twenty days or more the Education Welfare Officer will be notified.

Positive Strategies for Managing Behaviour:

'A Positive school ethos is based on the quality of relationships between teachers and the ways in which pupils and teachers treat each other. This positive ethos permeates all the activities of the school and helps in forming a strong cohesion within the school' (Circular 20/90)

Our school has adopted a **whole school approach** to developing positive behaviour among pupils. This has involved the co-operation, collaboration and support of staff, Board of Management, parents and pupils. Our staff is collectively involved in promoting good discipline in the school.

Our school policy promotes good behaviour as opposed to merely deterring negative behaviour. In promoting positive behaviour we endeavour to establish a climate where praise and encouragement outweigh the frequency of criticism and sanction. A positive learning environment and children's safety are our priority. The classroom environment like the wider environment gives the pupils clear messages about teacher expectations and creates consistent boundaries. Our school wide promotion of a 'Growth Mindset' encourages children to embrace challenges and persist in the face of setbacks.

We promote positive behaviour in a variety of ways:

Limit setting helps a child develop personal responsibility, decision making skills, healthy boundaries, and self-control. With this in mind, we are mindful of using the **A.C.T.** approach with children (acknowledge the feeling, communicate the limit, and target an alternative (Appendix 3)

- **Leading by example** – ensuring all pupils are treated respectfully, equally and fairly;
- Each adult is **cognisant of the pathway they are on** i.e. adult will take time to regulate before addressing the needs of a dysregulated child.
- **Modelling** restorative practices
- **Owning** a mistake and taking responsibility for one's actions.
- Ensuring all children are aware of our **school expectations and rules**;
- Having a **quiet word** or giving a simple gesture to show approval in front of peers;
- Making a **positive comment** on a child's effort / work;
- **Affirming** children in front of class group;
- Using Assembly time to affirm good behaviour and refer to our expectations;
- Visits by Mr. Walsh (Principal) and Mr. O'Connell to classes that have demonstrated good behaviour;
- Using Assembly time to acknowledge effort and success;
- Giving individual 'Golden Ticket' and sticker awards;
- Awarding prizes for accumulation of stickers; (See note on Golden Tickets)
- Monthly awards on Well-Being Wednesday to celebrate classes that have demonstrated positive behaviour;
- Delegating some special responsibility or privilege;
- Sanctioning a visit to another teacher or Principal for commendation;

- Writing or verbally communicating with parent to acknowledge exemplary positive behaviour;
- Teacher on yard highlighting good behaviour. Rewards for good behaviour on yard based on the teacher's own reward system e.g. Class Dojo, reward chart, marbles;
- Structured play is organised in classes to encourage co-operative interaction;
- The student voice is sought and valued. A Student Council has been created and meets regularly to provide feedback and opinions about school matters;
- Classroom management strategies and techniques to ensure a variety of activities and methodologies to sustain pupil interest and motivation;
- Zones are created in the playground providing sections for specific age groups and activities;
- Implementing 'Walk Tall', 'RSE', & 'Stay Safe' to promote positive behaviour;
- The Friends for Life programme, Weaving Well-Being and Circle Time sessions endeavour to enhance pupil self-esteem, coping strategies and social relationships;
- Conflict resolution strategies will be employed including restorative practice through Drama and S.P.H.E programmes to familiarise children with strategies to manage conflict;
- We are committed to training teachers in the 'Incredible Years' and the Restorative Practices programme;
- Members of our staff have participated in training in 'Understanding Self Harm' coordinated by the Health Service Executive;
- 'Reading Buddies' and other initiatives are organised to encourage positive interaction and behaviour modelling between older and younger children;
- Small treats may occasionally be given as rewards (staff to be mindful of children with allergies);
- Sensory Spaces
- Movement Breaks (in and out of the classroom)

Golden Tickets:

Each week, teachers will highlight (at their discretion) a child who has reached or exceeded one or more of our expectations. This child will receive a 'Golden Ticket'. The prize for earning a 'Golden Ticket' is a night free of **written** homework. A sticker will also be placed on the front of the child's journal to track the number of tickets earned. Further rewards will be awarded on reaching sticker targets identified by the class teacher.

In addition to strategies aimed at improving and recognising individual pupils' behaviour, we also reward classes to foster co-operative behaviour:

- Extra P.E/Games time
- Class Treat (staff to be mindful of children with allergies)
- Reduced homework on agreed nights
- 'Golden Time'

Our rewards scheme has been devised by the School Discipline Review Committee and will be constantly monitored and reviewed to assess its efficacy. **The rewards should be closely linked in time to the behaviour being rewarded, focusing on effort and not just achievement.** Rewards should avoid unhelpful competition and be seen as attainable by all. Rewards will be tailored to suit the age group of the children and their capabilities.

Dealing with Misbehaviour:

All instances of a minor nature are dealt with by the class teacher/ supervising teacher. Our school discipline committee have identified and categorised various misdemeanours into level 1 (minor), level 2 (major) and level 3 (gross). We are cognisant of using a '**Restorative Practice**' approach when resolving incident along with **Perry's Sequence of Engagement and Bloomers fourth R** (Restore). We will reason with children, provide them with an opportunity to reflect on how their behaviour is affecting others or one's own learning. The use of reflective logs (Appendix 1) will encourage this reflection and analysis and will provide insight into any antecedent for misbehaviour. This will facilitate dialogue between the child and the teacher. Reflective logs are available from the Assistant Principal and in Microsoft Teams.

Perry's Sequence of Engagement and Bloomers fourth R (Restore)

The adult will guide the child through the stages of the 4 Rs – Regulate, Relate, Reason and Repair. We need to progress through the 4 Rs in the sequence to enable the child to return to a regulated state (Appendix 4).

Regulate

Why? - Children can't learn or reflect when they are in fight/flight/freeze/fawn mode, so their psychological stress responses need to be calmed FIRST.

How? - Help the child gain control over their emotions. The adult needs to be regulated first. Through co-regulation and Calming Together you can become the stress regulator for the child.

Relate

Why? - Connection will help calm the child's nervous system.

How? - Use your relationship to help them feel safe and connected. Validate their feelings but not the behaviour.

Reason

Why? - Once calm learners can 'learn' new ways to manage their behaviour when they have strong feelings support them to explore strategies that may help them find calm.

How? - Encourage the child to tell their story. Actively listen to the child. Help them understand their feelings and behaviour in a non-judgemental way.

Repair

Why? - To repair relationships, rebuild trust, and/or open lines of communication again.

How? – ‘Think together’ to find a way to repair and restore the situation and re-connect with others. Use restorative language and nurturing approaches

A regulated adult will guide the child through the regulate, relate, and reason stages of support. In some cases it is necessary to repair the situation or restore the relationship. In this case a reflection sheet will be used on the day or at a later stage. The reflection sheet will to be signed by a parent/guardian and returned to class teacher. This will be maintained by the class teacher in their Continuum of Support folder as a child’s intention or commitment to improve behaviour.

‘**Thinking Zones**’ area in the yard, corridor and field will be used to provide reflective time out for children. In the ‘Thinking Zone’, children will be encouraged to think about their behaviour, its impact on others and how one’s behaviour may be improved.

Following time in the ‘Thinking Zone’, a child may complete a behaviour reflection sheet. This is at the discretion of the class teacher.

The use of Reflection Sheets (Appendix 1) will encourage this reflection and will provide insight into any antecedent for misbehaviour. We have identified actions in dealing with misdemeanours, prior to or in conjunction with imposing sanctions, to enable children to take responsibility for their behaviour.

Parents must be contacted if a child receives a Reflection Sheet. This will inform parents as to the reason for the sanction and the supports provided to address the behaviour.

Incidents that result in a child receiving a Reflection Sheet will be logged in the Behaviour Tracker (Microsoft Teams). **Three incidents** being logged in the Tracker will result in that child receiving detention.

The classroom teacher must be consulted prior to a Reflection Sheet being given to a pupil.

Teachers will be pro-active in their efforts to address challenging behaviour. Prior to involving the SET team, a **Classroom Behaviour Support Plan** (Appendix 2) will be completed by the class teacher. This plan will outline the approaches being taken to address the challenging behaviour along with the relevant support network specific to this child.

Sanctions are part of a plan to change inappropriate/unacceptable behaviour. Sanctions should be used in a respectful way to help students to understand the consequences of, to take responsibility for changing that behaviour and to encourage the development of a sense of empathy. The aim of the sanction is to help the children learn the consequences of their actions.

If a teacher perceives that a child is having difficulty in regulating, the teacher should access support from other members of staff e.g. support team with a view to creating an action plan or setting targets for behaviour.

If a teacher perceives that a child is having difficulty in changing behaviour, the teacher should access support from other members of staff e.g. support team with a view to creating an action plan or setting targets for behaviour.

In line with the schools policy of restorative practice, pupils have the opportunity to have an incident recorded in the behaviour tracker not count towards Restorative Time etc, if they are commended for good behaviour. An incident will not be erased from behaviour tracker however it can be highlighted by the class teacher. This will inform the Assistant Principal of a

child's most recent progress. There will be consultation between class teacher, pupil and parents during this process.

St. Conaire's N.S. staff are aware incidents that occur outside of school can impact on an individual's school life. Teacher's discretion will determine if the incident needs to be investigated further. Parents will be made aware of this.

Restorative Time:

At the discretion of a teacher, a child may be detained at lunchtime to resolve an issue of persistent misbehaviour, or in the event that one's behaviour warrants a period of reflective isolation from one's peers. Detention will be supervised in the school hall by Mr O'Connell (3rd-6th) or Ms. Hogan (J.I.-2nd) or, if required, a member of the School Discipline Committee. Appropriate work or reflective activities will be assigned by the class teacher. A sanction of detention will be recorded by Mr. O'Connell in the Behaviour Tracker folder. Parents will be informed that their son/daughter will be on detention on the next assigned day.

Levels of Misbehaviour

Level 1 Minor Misbehaviour	Actions	Sanctions
<ul style="list-style-type: none"> ➤ Persistently answering out in class ➤ Disrupting the learning/play of others ➤ Deliberately disobeying or not responding to the teacher or adult in charge ➤ Once off name calling ➤ Leaving the classroom or yard without permission ➤ Taking others' belongings without permission ➤ Incomplete homework without parental explanation ➤ Uncooperative behaviour/Negative attitude/Insolence ➤ Bad language ➤ Back answering ➤ Playing outside assigned areas in the yard ➤ Running in corridors and stairs ➤ Ignoring bells ➤ Being unseated before school starts/break times on wet days ➤ Chewing gum ➤ Isolation of others ➤ Discarding uneaten lunch in the bin ➤ Swinging on chairs ➤ Non-compliance with uniform code ➤ Littering the school environment ➤ Rough Play ➤ Teasing 	<ul style="list-style-type: none"> ➤ Class Contract ➤ Regularly referring to rules in class, yard and at assembly ➤ Verbal Reasoning ➤ Increasing awareness of appropriate behaviour ➤ Possibly informing parent of child's misbehaviour ➤ Removal to the 'Thinking Zone' in the yard ➤ Incident recorded in Behaviour Tracker 	<ul style="list-style-type: none"> ➤ Loss of privilege ➤ Extra homework ➤ Removal to partner teacher's class for period of time. (Given reflection sheet to complete and additional work) ➤ Completing 'Thinking about my Behaviour' (signed by parent) following time in the Thinking Zone.

Level 2 Major Misbehaviour	Actions	Sanctions
<ul style="list-style-type: none"> ➤ Bullying (First Intervention) (Refer to Bí Cinealta Poilcy) ➤ Defiance when given an instruction ➤ Damaging other people's property ➤ Deliberate disrespect towards school staff ➤ Leaving the school building without permission ➤ Aggressive / disrespectful/ racist/ homophobic/ 1071 inappropriate behaviour or language towards children or others ➤ Any form of harassment or discrimination ➤ Physical fighting / aggression or deliberately hurting another ➤ Persistent name calling / intimidating / threatening behaviour to school community ➤ Theft in the school environment ➤ Lying ➤ Having a mobile phone or a smartwatch (recording device or device connected to the internet) in school ➤ Misuse of the internet ➤ Posting on social media about others without their consent ➤ Persistent isolation/victimisation of another child ➤ Refusing to complete work ➤ Lewd drawings ➤ Graffiti on school books or property ➤ Repeated incidents of Level 1 	<ul style="list-style-type: none"> ➤ Principal speaks to the class ➤ Behaviour Intervention Plan/Student Support Card identifying targets ➤ Incident recorded in Behaviour Tracker ➤ Maintaining records in 'Continuum of Support' folder. ➤ Meeting with parents/principal ➤ Inform B.O.M. 	<ul style="list-style-type: none"> ➤ Any of the level 1 sanctions ➤ Contact relevant professional services ➤ Restorative Time ➤ Suspension

Level 3 Gross Misbehaviour	Actions	Sanctions
<ul style="list-style-type: none"> ➤ Bullying (Reoccurring level 2 bullying) (Refer to Bf Cinealta Policy) ➤ Bringing dangerous objects to school ➤ Deliberately injuring / damaging another pupil / staff member or property ➤ Behaviour which is a serious threat to the learning or safety of others ➤ Endangering self, other pupils and/or staff ➤ Deliberate damage to property ➤ Physical or verbal aggression towards staff ➤ Using a mobile phone, or smart device, during school day inappropriately (refer to Electronic Device Policy) ➤ Leaving the school grounds without permission ➤ Persistent use of a mobile phone on school premises ➤ Bringing alcohol onto the school premises ➤ Bringing illegal/toxic substances onto the school premises ➤ Presenting at school under the influence of illegal substances ➤ Truancy ➤ Spitting at another individual ➤ Inappropriate sexualised behaviour 	<ul style="list-style-type: none"> ➤ Inform Principal ➤ Inform parents ➤ Restorative Justice: consider victim (if appropriate) ➤ Record in 'Continuum of Support' folder ➤ Report to B.O.M ➤ A.B.C report to be completed by school behaviour management committee (Antecedent, Behaviour, Consequence) 	<ul style="list-style-type: none"> ➤ Any level 1 or 2 sanctions ➤ Suspension (work assigned including completing a Reflection Sheet) ➤ Meeting after suspension to reflect on behaviour ➤ Contact relevant professional services ➤ (See note on expulsion)

Any behaviour which extends the boundaries of those listed above may be brought to the attention of the Board of Management.

The Board of Management has the discretion to decide on an appropriate sanction.

Procedures for Suspension:

The decision to suspend a pupil requires serious grounds such as

- The pupil has engaged in **repeated instances of minor misbehaviour** and there has been no improvement.
- The pupil's behaviour has had a **serious detrimental effect on the education of other students.**
- The pupil's continued presence in the school at this time constitutes a **threat to safety.**
- The pupil is responsible for **serious damage to property.**

A single incident of serious misbehaviour may be grounds for suspension. Serious misbehaviour is defined as any behaviour or acts that would endanger the health and safety of others in the school and/or violation of the law. The school principal may suspend a pupil if the child is deemed a threat to pupil/staff safety.

Suspension allows staff and the pupil time to reflect and gives staff an opportunity to plan ways to help the pupil change unacceptable behaviour. Students will usually not be suspended for longer than three days, unless more time is needed to fulfil a particular objective to assist the student.

The Board of Management of St. Conaire's N.S will follow the procedures for suspension and expulsion outlined in the 'Guidelines for Schools and Developing a Code of Behaviour' (Chapter 10-12)

Fair procedures (the right to be heard and impartiality) will be applied at all times. Accordingly, pupils and their parents will be fully informed about an allegation and the processes that will be used to investigate and decide the matter and they will be given an opportunity to respond to an allegation before a decision is made and before a sanction is imposed.

The Board of Management will follow the factors to consider before suspending a pupil (p.72) and the factors to consider before proposing to expel a pupil (p.82)

In relation to suspension:

- Communication will be made to parents regarding the suspension or proposed suspension of a pupil and all correspondence will be documented.
- The parents/guardians and the pupil will be invited to meet with the principal to discuss the incident
- The Board of Management has delegated responsibility for suspension to the principal in the event that immediate suspension of a pupil is warranted (Guidelines p73)
- A written statement of terms and date of the termination of suspension will be given to parents/guardians. A suspension will not be for more than three days, except in exceptional circumstances where the principal considers that a period of suspension longer than three days is necessary in order to achieve a particular objective.

This statement will outline

1. The period of the suspension and the dates on which the suspension will begin and end.
 2. The reason for the suspension
 3. Any programme of work/study to be followed
 4. The arrangements for returning to school, including any commitments to be entered into by the pupil and the parents (e.g reaffirm commitment to the Code of Behaviour)
 5. The provision for an appeal to The Board of Management
 6. The right to appeal to the secretary general of the Department of Education and Science (Education Act 1998 Section 29)
- The suspension will be recorded on the NEWB 'pupil absence report form.
 - When a period of suspension ends, the pupil will meet with the principal or behaviour management co-ordinator before re-joining class.
 - Where a satisfactory resolution of a problem is achieved, a pupil may be readmitted to school within a suspension period at the discretion of the Principal and or the Chairperson of the Board of Management.
 - If a pupil continues to misbehave he may be suspended for a major fixed period (up to 10 days) to allow for consultation with both the pupil and the pupil's parents/guardians to address the issue.

- The Education Welfare Officer will be informed when a pupil has been suspended for 6 days or more cumulatively.
- Section 29 Appeal- when the total number of days for which the pupil has been suspended in the current year reaches 20 days the parents may appeal the suspension under section 29 of the Education Act and will be given information about how to appeal.

Procedures for Expulsion:

In extreme cases and when all possible avenues of discussion, negotiation and mediation open to us have been exhausted, it may be deemed necessary for the Board of Management to expel a pupil from the school in accordance with Section 23 of the Education Welfare Act, (2000)

Prior to this the school will have taken significant steps to address the misbehaviour

- Meeting with parents to try to help the student change behaviour
- Ensure the student understands the consequence of one's behaviour, if it persists
- Seek the assistance of support agencies

The decision to expel a student requires serious grounds such as:

- The student's behaviour has had a detrimental effect on the education of other students
- The student's continued presence in the school at this time constitutes a threat to safety
- The student is responsible for serious damage to property
- While these are similar to the grounds for suspension, factors such as persistence and seriousness of the behaviour as well as a belief that the school has exhausted all possibilities for helping the child to change their behaviour will influence the decision of the Board of Management to expel a student.

The procedure outlined on pages 83-86 of the Tusla Guidelines will be followed (See steps 1-6 below)

Subsequent to the above suspension procedures and meetings with parents/guardians, if serious/gross incidents of misbehaviour continue the

pupil will be recommended for permanent exclusion (expulsion) by the Board of Management.

Step 1- A detailed investigation carried out under the direction of the principal

Step 2- A recommendation to the Board of Management

Step 3- Consideration by the Board of Management of the principal's recommendations; and the holding of a hearing

Step 4- Board of Management deliberations and actions following the hearing

Step 5- Consultations arranged by the Education Welfare Officer

Step 6- Confirmation of the decision to appeal

- The parents/guardians will be informed of the Board's decision and the reasons why in writing.
- The parents/guardians and the pupil will be given the opportunity to meet the Board of Management to discuss the proposed expulsion
- The parents/guardians will be informed of their right to appeal to the Secretary General of the Department of Education and Science (Section 29 of the Education Act 1998)
- In the event that the Board of Management decides to expel a pupil, the NEWB will be notified immediately of both this decision and the reasons for the expulsion using a *Notice of Decision to Expel Form* (Reporting of Pupil Absences and Expulsions for School Year : Section C – published by the NEWB)
- This form will only be completed and returned after all appeals processes both external and internal have been exhausted.
- The commencement date for the expulsion will be 20 days after the 'Notice of Decision to Expel' form has been issued
- When all appeals processes have been exhausted and the school has expelled a pupil, the pupil's expulsion will be reported on the Pupil Absence Report Form.

Supporting Policies:

This Code of Behaviour should be read in conjunction with the following policies:

- Child Protection Policy
- Bí Cinealta Policy
- Management of Special Education Policy
- S.P.H.E Policy
- School Attendance Policy
- Health and Safety Policy
- Acceptable Use Policy
- Electronic Device Policy

Class Level:

Each teacher monitors the behaviour of the children in their individual class and records as appropriate. At the discretion of the teacher, incidents of serious misbehaviours will be reported to the principal or assistant principal. Teachers will record repeated instances of misbehaviour in the class 'Continuum of Support' folder.

Parents will be updated at parent teacher meetings on their child's behaviour. End of year reports may also reference behaviour.

Playground:

Supervising staff deal with and keep a record of misbehaviour. This is recorded in the Behaviour Tracker on Microsoft Teams. The class teacher is also notified of serious incidents of misbehaviour. Class teachers will regularly check their class section of the Behaviour Tracker. The class teacher, at their discretion, may decide to notify the principal, assistant principal or parents. (See page 8 – Thinking Zone)

School Records:

In line with the school's policy on record keeping and data protection legislation, records are kept in relation to pupils' behaviour. Records are kept in a factual and impartial manner. Firstly, each teacher will record incidents of

misbehaviour by pupils in the yard notebook and secondly in the Behaviour Tracker in Microsoft Teams.

The Assistant Principal will regularly review the Behaviour Tracker and consider recurrent offences.

- After three yard incidences a child will be assigned Restorative Time.
- After an additional three incidences (second Restorative Time) a meeting will be scheduled with the child, parents, Principal and Assistant Principal
- A child receiving a further Reflection Sheet after a second Restorative Time will result in suspension.
- In line with the schools policy of restorative practice, pupils have the opportunity to have an incident recorded in the behaviour tracker not count towards detention etc, if they commended for good behaviour. An incident will not be erased from behaviour tracker however it can be highlighted by the class teacher. This will inform the Assitant Principal of a child's most recent progress.

There will be consultation between class teacher, pupil and parents during this process.



STEPS FOR RESTORATIVE PRACTICE



Begin the conversation with a simple greeting thanking the student for their participation. Use effective "I" statements during the conversation.
Example: "Thank you for agreeing to meet me today", "How has your day been?", "When I heard _____ I felt _____."



Ask the student to explain the situation from their perspective. "Tell me what happened in your words", or "What were you thinking at the time?"



Discuss the impact of the student's behaviour. "How do you feel now?" and "How has this situation affected others?"

Address needs and repair harm. "What do you feel you need to do to make things right?"

Create an agreement or plan together with the student.

"Based on the conversation we had, I understand that you will agree to _____. Do I understand correctly?"



Where it is considered advisable an A.B.C form (Antecedent, Behaviour, Consequence) may be completed by a teacher. (Appendix 2)

A.B.C's will be maintained by the class teacher in their Continuum of Support folder.

Records will be kept of communication between parents, the school and outside agencies regarding behaviour and communication relevant to a child's behaviour.

Class teachers and the Principal will regularly communicate regarding children with behavioural issues.

A Antecedent	B Behaviour	C Consequence
People, Events <i>(Events or actions that happen before incident)</i>	Appropriate, Inappropriate <i>(Behaviour or sequence)</i>	Reinforcement, Punishment <i>(Events or interactions that happen after misbehaviour)</i>

Pupils with Special Needs:

Pupils with special needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgement in relation to regularity and level of sanctions. Specialised behaviour plans will be put in place in consultation with Class Teacher, Special Education Teacher and parents to ensure optimal support is given to the child. Teachers will endeavour to help the pupil with special needs to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable. As always the emphasis is on reinforcing good behaviour while acknowledging and respecting the difference in all individuals.

Communication with Parents:

We endorse a co-operative home/school approach to addressing pupil's behaviour. Parents/Guardians will be involved at an early stage if there are difficulties with a child's behaviour. Communication may be verbal or written depending on the circumstances. Parents/guardians may be invited to meet with the class teacher or behaviour management coordinator to discuss the situation and agree a plan to deal with a child's behaviour.

Consistency is vital and we advise that parent response to misbehaviour is in line with the school approach of reasoning with the child and withdrawing privileges if appropriate.

In situations where there is evidence of serious ongoing emotional and behavioural difficulties, teachers will work with parents/guardians to have a child supported by relevant services.

Parents/guardians are asked to contact the school to make an appointment with the child's teacher if they have concerns regarding their child. Early intervention is imperative to prevent escalation of misbehaviour.

Success Criteria:

Practical indicators of the success of the policy include:

- A happy and caring school environment
- Positive feedback from teachers, parents and pupils
- Observation of behaviour in classrooms, corridors, outside school activities and the yard
- Achievement of our objectives

Roles and Responsibilities:

The people who have particular responsibility for aspects of the school policy are:

- Board of Management
- Principal and staff
- Parents
- Pupils

Board of Management:

The school Board of Management assumes ultimate responsibility for school practices regarding behaviour and will ensure the school is complying with our behaviour code. The principal reports on a regular basis to the Board of Management to ensure good practice and implementation.

Principal's Responsibility:

- Promote a positive climate in the school
- Ensure the code is implemented in a fair and consistent manner
- Arrange for a review of the code as necessary:

Responsibility of Adults:

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

Teachers' Responsibilities:

- To support and implement the school's Code of Behaviour
- Be cognisant of their duty of care
- Model and promote positive relationships with honesty and care
- Be familiar with the school's policy on 'Child Protection'
- Be courteous, consistent and fair
- Promote and encourage positive behaviour
- Nurture a sense of self-esteem in pupils
- Show appreciation for effort and contributions
- Deal appropriately with misbehaviour
- Discuss and refer regularly to school expectations
- Keep a record in the 'Continuum of Support' folder of pupils with behavioural challenges
- Support colleagues in implementing the code
- Communicate with parents when necessary and provide reports on matters of mutual concern

Parents have responsibilities for behaviour at school. Parents' commitment and their relationship with the school can impact on behaviour and learning. We value parental involvement in acknowledging positive behaviour. The support of parents is important in teaching responsibility for behaviour and in addition an appreciation of consequences.

Parents/Guardians' Responsibilities:

- Ensure children attend school regularly and punctually and that they are collected from school on time
- Encourage their children to follow the school's Code of Behaviour
- Make an appointment beforehand if they need to see a teacher
- Treat all members of the school community with respect
- To show interest in their child's education by ensuring their child has the correct books/materials and by signing homework journals and reading records
- Provide a note for all absenteeism.
- Inform class teacher of any change to collection procedure for their children.
- Co-operate with teachers in instances where their child's behaviour is causing difficulty to others.
- Communicate to the school problems which may affect their child's progress or behaviour.

Pupils' Responsibilities:

- Pupils are reminded of and encouraged to adhere to the behavioural policy throughout the year.
- The Student Council will be involved in drafting, reviewing and evaluating the plan.
- Children will be involved in devising 'Class Contracts'.
- Children will participate in assembly where good practice will be encouraged and acknowledged.
- Children will participate in a cross curricular manner in lessons designed to support positive behaviour for example conflict resolution through drama.

Expectations:

Teachers /S.N.A's can expect to:

- Be treated with respect
- Teach / work in a safe, well-maintained physical environment relatively free from disruption
- Be supported by colleagues and parents in order to achieve the school's aims and objectives
- Be listened to and participate in decision-making which affects their own work and that of the school in general
- Work in an atmosphere that encourages professional development
- Receive support and advice from the Board of Management, Dept of Education and Skills, N.E.W.B, and National Educational Psychological Services to help to cater for the psychological, emotional and physical needs of their pupils
- Have grievances dealt with in a systematic manner- referral to principal/chairperson/Board of Management. Ref: Catholic Primary School Management Association (CPSMA Grievance Procedure)

Parents can expect to:

- Be treated with respect
- Have a safe welcoming environment for their child
- Obtain recognition for individual differences among pupils having due regard for the resources that are available
- Have fair and consistent procedures applied to the school's dealings with pupils
- Receive progress reports in accordance with agreed school policy (P.T Meetings and end of year reports)
- Have grievances dealt with according to agreed procedures i/e. Catholic Primary Management Association ((CPSMA Grievance Procedure)

A summary of this document is available in the Code of Behaviour Quick Reference Guide at www.conaires.ie .

Timeframe:

The policy will be reviewed and if necessary amended in May 2026

Ratification and Communication:

The Board of Management officially ratified this policy on September 8, 2026.


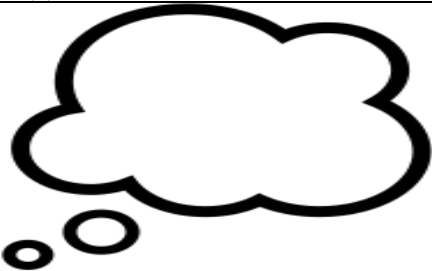


The policy will be circulated to parents/guardians of applicants on enrolment for signature and acceptance.


For children currently in the school it will be shared on the school website from September 29, 2025.

Signed: David Hogan, Chairperson – September 8th, 2025

Signed: Peter Walsh, Principal – September 8th, 2025


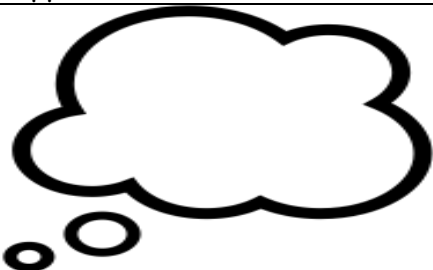


Appendix 1: Reflection (Junior infants - First Class)


 What happened?	
 What were you thinking about at the time?	
 How do you feel now?	
 Who got hurt?	

	
How can you make it right?	

Parent/Guardian's Signature _____ Date _____

Appendix 1: Reflection (2nd - 6th Class)

	
What happened?	
	
What were you thinking about at the time?	
	
How do you feel now?	
	
Who got hurt?	

 <p>How can you make it right?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
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Parent/Guardian's Signature_____ Date_____

Appendix 2

Antecedent-Behaviour-Consequences Chart

Student: _____ Date _____

Time	Location	Others Present	Antecedents (What was happening before the behaviour)	Behaviours (Sequence of events)	Consequences (What happened after behaviour occurred)

Appendix 3: Classroom Behaviour Support Plan

Classroom Behaviour Support Plan for: _____ Teachers involved: _____			
Step 1 Identify concerning classroom behaviours and where they occur	Step 2 What is the function of this behaviour? Why is it occurring?	Step 3 Identify desired positive behaviours	Step 4 Select proactive strategies (preventative)
Concern 1:			
Concern 2:			