



# Code of Behaviour Policy

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The official name of our school is Scoil Náisiúnta Cúil an tSúdaire 2. Any reference in this document to Sandylane School or Sandylane National School refers to Scoil Náisiúnta Cúil an tSúdaire 2.

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of **Scoil Náisiúnta Cúil an tSúdaire 2** has drawn up and made available a Code of Behaviour for its Pupils, Staff and Parents.

## Code of Behaviour

Good behaviour is based on good relations between parents/guardians, child and school.

In Sandylane National School, we hope to foster this ideal in co-operation with our parents/guardians. We believe in positive behaviour management. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school. A Code of Behaviour for staff, pupils and volunteers ensures that the rights of all are upheld.

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### Aims of the Code of Behaviour:

- To provide for the effective and safe operation of the school
- To create a positive learning environment that encourages and reinforces good behaviour
- To develop pupil's self-esteem and to promote positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- To ensure that the school's expectations and strategies are widely known and understood through the availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy
- To ensure all members of staff, parents/guardians and children adhere to the Covid 19 Health and Safety measures which we may have in place.

### Implementation

Each and every member of the school community has a role to play in the implementation of the Code of Behaviour. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents/guardians will be contacted at an early stage.

### General guidelines

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. Teaching staff at all times should adhere to the Teaching Council's code of Professional Conduct

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including a commitment to embody the ethical values of respect, care, integrity and trust.

#### The Board of Management's responsibility

- Provide a comfortable, safe environment
- Support the Principal and staff in implementing the code
- Ratify the code

#### Principal's Responsibility

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- Arrange for a review of the code as required.

#### Teacher's Responsibility

Support and implement the schools' Code of Behaviour by;

- Creating a safe working environment for each pupil
- Promoting positive behaviour, through example, honesty and courtesy.
- Reinforce values (the 4 rs)- Responsibility, Respect, Resilience and Relationships.
- Providing a caring and effective learning environment with realistic expectations.
- Recognising and affirm the efforts and contribution of all.
- Preparing school work and correct work done by pupils.
- Recognising and provide for individual talents and differences among pupils.
- Encouraging relationships based on kindness, respect and understanding of the needs of others.
- Being courteous, consistent and fair to all regardless of age, gender, race, ability and disability.
- Discouraging physical aggression and encourage *'Kind Hands, Kind Words, Kind Feet'*.
- Keeping opportunities for disruptive behaviour to a minimum.
- Dealing appropriately with misbehaviour.

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- Keeping a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Providing support for colleagues.
- Communicating with parents when necessary and provide reports on matters of mutual concern.
- Adhering to the Covid 19 Health and Safety measures which we may have in place.

#### Pupil's responsibility

- **Responsibility, Respect, Resilience and Relationships should weave into a pupil's day.**  
Attend school every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for the absence.
- Listen to their teachers and act on instructions/advice, to work to the best of their ability and to present work neatly (**Responsibility / Resilience**)
- Treat all school community members with respect and courtesy at all times (**Relationships**). Behaviour that interferes with the rights of others to learn and to feel safe is not acceptable.
- **Respect** all school property and the property of other pupils and to keep the school environment clean and litter free.
- Take pride in their appearance, to have all books and required materials and to be in the right place at the right time.
- Avoid behaving in any way which would endanger others
- Avoid all nasty remarks, swearing and name calling
- Include other pupils in games and activities
- We expect children to comply with our school Code of Behaviour and School Rules while in school, on school trips, excursions, and on any other school related activities.

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Parent/Guardian's responsibility

- Parents/Guardians must make an appointment through the Secretary if they wish to discuss an issue with a teacher.
- Communicate with the school in relation to any problems which may affect the child's progress/behaviour.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties with

Others

- Be familiar with the code of behaviour and support its' implementation
- Adhere to the Covid 19 Health and Safety measures which we may have in place.

Encourage/ensure children to:

- have a sense of respect for themselves and for property
- attend regularly and punctually
- be interested in, support and encourage their children's school work

**Note: This Code of Behaviour** applies in all situations inside and outside the school where the student is still the responsibility of the school e.g. school tours, games, extra curricular activities, and attendance at events organised by the school.

Strategies and Incentives for Affirming Positive Behaviour

- Sandy Lane N.S. is committed to positive behaviour management. Part of the vision of Sandylane School is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. We place a greater emphasis on rewards and incentives than on sanctions. Our reward system seeks to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work.

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Behaviour in the Classroom:

- Each class teacher is responsible for the behaviour of the students in their class. Class teachers operate their own positive behavioural management system.

Use of some of the following strategies will be used to promote positive behaviour in the classroom:

- Ensuring that pupils are treated both equally and fairly.
- A quiet word or gesture to show approval
- A comment in a pupil's copy or homework journal
- Matching work with pupil's abilities
- A prize/reward carefully noted by the teacher to ensure that all children at regular stages during the school year are rewarded for effort/behaviour/skill etc.
- Teachers creating moments of success and then acknowledging them.
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- Individual class merit awards, points awards or award stamps.
- Homework Passes
- Golden Time
- Student/group of the week
- Acknowledging an improvement in the behaviour of a disruptive pupil;
- Individual behaviour plans are put in place if needed.
- Implementation of Programmes to promote positive behaviour.
- Friendship Week, Anti-bullying Weeks to be held annually.

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## Bullying

- Bullying behaviour as defined in *Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.
- Bullying is targeted behaviour, online or offline that causes harm.
- The harm caused can be physical, social and/or emotional in nature.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual students in a sensitive manner. Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying.

Issues in relation to Bullying are explored continually during SPHE and Literacy lessons and using through Circle Time, Drama etc.

Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties. The first person to be informed should be the class teacher. This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.

Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour.

In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary.

Bullying will not be tolerated in our school and parents will be expected to co-operate with the school at all times in dealing with instances of bullying in accordance with the schools' B Bí Cineálta policy.

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### Types of Bullying Behaviour

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

- **disablist bullying behaviour:** behaviour or language that intends to harm a student because of a perceived or actual disability or additional need.
- **exceptionally able bullying:** behaviour or language that intends to harm a student because of their high academic ability or outstanding talents.
- **gender identity bullying:** behaviour or language that intends to harm a student because of their perceived or actual gender identity.
- **homophobic/transphobic (LGBTQ+) bullying:** behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community.
- **physical appearance bullying:** behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body.
- **racist bullying:** behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community.
- **Racism is defined in the National Action Plan Against Racism as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”.**
- **poverty bullying:** behaviour that intends to humiliate a student because of a lack of resources.
- **religious identity bullying:** behaviour that intends to harm a student because of their religion or religious identity.
- **sexist bullying:** behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex.

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- sexual harassment: any form of unwanted verbal, non-verbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student.

**Communicating with Parents:**

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

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

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

The following methods of communication are to be used within the school:

- Informal/formal parent/teacher
- Through children's homework journal Letters/notes from school to home and from home to school
- Phone calls or video conferencing calls where applicable
- School notice board
- Newsletters/school web-site/e-mails
- TextaParent service.
- Seesaw or similar applications

**Pupils with Additional 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

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sanctions. Breaches of the Code by pupils with documented special needs will be managed on a case by case basis. Parents of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve his/her behaviour. This may involve agreeing a behaviour plan/contract or working and cooperating with the Resource Teacher and a Special Needs Assistant (SNA), if an SNA is deployed to assist the pupil. The devising of such strategies may also entail contacting and meeting with relevant out-of- school agencies. However, behaviour that constitutes a danger to the health and safety of others or interferes with teaching and learning cannot be tolerated.

## School Rules

### General rules

#### Before/After School

- **Parents are reminded that the Board of Management and staff of the school does not accept responsibility for pupils before official opening time of 8.50 a.m. or after the official closing time of 1.40 p.m. (infants) 2.40 p.m. (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management.** However, any child on school premises (outside these times) is subject to the code of behaviour.
- Collecting children earlier, except in the case of medical or other necessary appointments, should be avoided as it causes disruption to classes. Persistent late collection of children causes upset for the child and inconvenience for teachers.
- Unfortunately, Sandylane NS does not have a car park. If driving, please respect entrances to the school and our neighbours houses.

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### Morning Line Up

Pupils should arrive at school for 9 a.m. They must not enter the school building before 9 am. Once in the school grounds, they may not leave until 2.40. No child is allowed home before 2.40 except for the infant classes.

All pupils are expected to line up in single file on a designated line or area at bell time. No ball games or running is allowed from 10 minutes prior to the bell. Teachers greet the pupils and the pupils enter the school and proceed to their class in single file. Pupils should use the same door each day. The school doors will be closed at 9.05 a.m. Pupils must use the buzzer to gain entrance after this time. Persistent latecomers offenders may have a standardised note sent home.

### Wet Days Morning Line Up

- On wet days, staff may decide to facilitate the pupil assembly from 8.50 in classrooms or GP room.

#### **Pupils moving throughout the school**

- All pupils are expected to walk in single file in an orderly fashion while in the school building. They are expected to move quietly . They are expected to allow adults pass. If lining up, they must do so quietly.

### Absences

#### Teacher Absence

- If a teacher is absent and the class is split up, the **pupils** must stay with their new class for the day but will go to their regular yard area. The children may not return to their classroom during the day without permission.

#### Child Absence

- If a child is absent, they must bring in a note or email upon their return, confirming their absence. A note in the homework journal will suffice. There are several categories of reasons for absence. It is up to parents to adequately inform the school of a child's absence and certificates should be produced verifying hospital attendance. The NEWB (TUSLA) legislation requires schools to make attendance returns. All absences must be accounted for under various headings. Categories under which returns are made include *Illness, Urgent family reasons, Expelled, Suspension, Other*

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*(Religious observance, Emigration, Holidays, Unexplained and Transfer to another school.*

Under the Education Welfare Act (2000), a school is obliged to report to the NEWB every time:

- a student has reached 20 days' absence cumulatively
- a Principal is concerned about a student's attendance
- the Board of Management decides to expel a student
- a student has been suspended for 6 days or more cumulatively
- a student's name is to be removed from the school register for whatever reason

Where teachers have concerns relating to a child's attendance and/or punctuality the following procedures will be followed:

- Note home (see appendix 3) or phone call checking reason for child's absence or late arrival at school – reminding parents/guardians of their responsibility to provide notes explaining absences.
- Meeting with parents/guardians to discuss the situation.
- Further monitoring of situation.
- If there is no improvement the school will contact the Education Welfare Officer with NEWB (TUSLA). The school will inform the parents/guardians that it is taking this action.

Where the school has fears that there is an issue of neglect, the school may contact the Duty Social Worker with the HSE.

### Classroom Practice

Staff members and students should knock before entering the room. If pupils are addressed by the visitor, they should reply in a short polite greeting according to individual class. (*Fáilte romhat, Fáilte, Dia duit, Good morning, Good afternoon.*) Pupils should stay quiet while the visitor is in the room.

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Within a classroom setting, there will be an agreed level of behaviour. Rules (see Appendix 9) should be established. The degree of misdemeanours i.e. minor, serious or gross, will be judged by the teachers and/or principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours.

\* In certain circumstances a Positive Goal-Based Sticker book will be used (Appendix 7)

\* Also in certain circumstances an Individual Behaviour Plan may be adopted (Appendix 8)

**Wet day Supervision.**

During Little Break, pupils *must remain seated at all times*. Requests to use facilities may be made to teacher on duty or SNA in class. Class teachers may allow students to sit with their friends before they leave their rooms.

**Lunch**

Each child should be provided with a healthy lunch. This may include cheese, a sandwich, fruit, vegetables or yoghurt. (please be aware of the dangers of yoghurt not stored in chilled containers)

Pupils may have water to drink during the day. Other juices or milk may be consumed at break times only with food in line with best practice. The following are not allowed:

crisps, fizzy drinks, chewing gum, bars, “breakfast bars”, biscuits, lollipops, chocolate and other “junk” foods.

Pupils are expected to bring their uneaten lunch home to alert parents to their eating habits. Inappropriate foods will be taken from pupils and returned at the end of the day. Note home (see Appendix 6)

**Chewing gum is expressly forbidden on school property and on school activities.**

Nuts are not allowed in some classes due to analphylaxis.

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- A ‘LunchBoxZone’ is to be encouraged whereby pupils bring in food in a reusable lunchbox and bring leftovers and packaging home. Yoghurts may be eaten but please ensure that the child is able to store, open and consume yoghurt carefully and properly.

Uniform

<b>Uniform</b>	<b>Tracksuit</b>
Red v-neck jumper with school crest	Black tracksuit round-necked sweatshirt (not a hoodie) with school crest
White collared polo t-shirt	White collared polo t-shirt
Grey trousers / skirt	Black cotton cuffed tracksuit bottoms – no leggings, no branding
Black Shoes	Runners
Plain grey socks (no ankle socks)/tights	Footwear: = • Navy or black shoes which offer stable support must be worn with school uniform. No converse/high tops/pumps/Ugg boots/Heeleys. • Athletic Runners which offer stable support must be worn with school tracksuit. No converse/high tops/ pumps/Ugg boots/Heeleys.

- **Other Considerations**
- Please ensure that all uniform items and shoes are labelled clearly with your child’s name.
- Runners must be suitable for P.E. activities i.e. flat soles with suitable foot support.
- Stud earrings and a watch are the only permitted jewellery.
- Makeup is not permitted.
- Full uniform must be worn every day except P.E. days and swimming days when the school tracksuit should be worn. This applies to organised games in yard. A note from home should inform teachers as to why the uniform is not being worn.
- Checks by staff will take place on school uniform. **3 incomplete uniform offences will merit a yellow card** and parents will be informed. Staff discretion may be used

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when home circumstances may mean that there is difficulty in providing a correct uniform.

- For Health & Safety reasons only stud earrings are allowed. All children may wear a watch and / or a ring. No other jewellery or make-up may be worn.

#### Child Leaving School

- No child is permitted to leave school during school hours unless accompanied by an adult or older sibling. A parent's note (separate or in homework journal) nominating the person collecting the child must be sent in if a parent is not collecting the child. The parent also must contact the school to confirm this. Any doubts – send them to the Principal.

#### General School Rules To Be Displayed in Classroom (may be adapted age appropriately)

##### Rule 1: Come to school..... be prepared

1. Come to school every day with what you need (books, copies, lunch) unless it is absolutely unavoidable, eg due to illness
2. Bring a note to explain why you were absent, if you are leaving early or were unable to complete homework.
3. Wear full school uniform/tracksuit

##### *Mobile Phones & Electronic devices*

- **The use of mobile phones by pupils on school premises or school related outings is prohibited. They will be confiscated and parents/ guardians may retrieve them from the office.**
  - **Tablets and all devices including MP3s, Nintendo, PSP etc.. and other handheld games consoles are also prohibited**
4. Toys or cards such as Match Attack should not be brought to school unless the class teacher gives permission for a particular day/ activity e.g. Golden Time, fun day etc

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**Rule 2: Be Safe everywhere**

1. Always walk while in the school building and to/from the yard or school gate.
2. Remain seated at all times in class and while eating lunch unless otherwise requested.
3. Observe good hygiene (hand washing and respiratory etiquette).
4. Be careful while playing in the school yard and always show respect for my fellow pupils.
5. When the bell rings, line up in designated area.

Ask for permission from a member of staff – to leave the yard or the school grounds.

**Rule 3: There is a time to listen, a time to talk and a time to do**

Listen and show respect when the teacher or another child is speaking.

Put up your hand, wait to speak.

Work cooperatively or silently for individual work.

Do your best and allow others to do their best.

**Rule 4: Have kind words, hands and feet**

1. No fighting, aggressive behaviour towards others at any time.
2. It is hurtful to call names, be rude, insult or exclude others.
3. Tell the truth. Do not use vulgar gestures or insulting language.

Always respect other people's property.

**Rule 5: Be caring, helpful and sharing**

1. Be helpful and respectful to others by being polite in what you say/ how you act.
2. Show courtesy and good manners - say please/ thank you/ look at the person/ stand back to

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let an adult pass.

3. Greet people you meet- remain seated to greet visitors.
4. When asked to do something by a member of staff, do it.

**Rule 6: Sandylane is a 'bully-free' zone.**

1. I should never bully others.
2. If I experience bullying behaviour I should tell my parents and my teacher.

Bullying is always unacceptable

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## Misbehaviours in school

Examples of **Minor Misbehaviours** include but not exclusively:

- Persistent talking out of turn or interrupting in class
- Not following instructions or questioning instructions from adults
- Non-participation in class
- Distracting others or constant talking to other pupils
- Interfering with other pupils' games in the playground.
- Home work or school work not completed
- Messing/ Jostling
- Slide/Rough tackling in football
- Inappropriate comments
- Incomplete school uniform
- Breaking of school rules/classroom rules
- Unruliness on corridors and school grounds
- Bringing electronic equipment or mobile phones to school without permission
- Being discourteous and unmannerly
- Leaving seat without permission
- Running
- Bringing in chewing gum
- Use of skipping ropes for activities other than skipping
- Late arrival to school without good

### Reason

- Non-compliance of using classroom resources/doing activities as instructed by teacher.
- Covid 19 Restrictions: All students will be expected to follow Covid 19 advice as issued from time to time by the Department of Education/Health.



<ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Discussion with pupil</li> <li>• Reasoning with the pupil</li> <li>• Note in yard book or classroom book</li> <li>• Verbal and / or written apology</li> <li>• Verbal undertaking to improve</li> <li>• Verbal warning</li> <li>• Confiscation of item</li> <li>• Time out (in classroom or playground)</li> <li>• Extra work</li> <li>• Loss of privileges e.g. reduced golden time.</li> <li>• Loss of time on playground.</li> <li>• Writing out the story of what happened</li> <li>• Communication with parents: note in homework journal to be signed by parent, informal phone call/ conversation.</li> </ul>
<p>Examples of <b><u>Serious Misbehaviours</u></b> include (but not exclusively):</p> <ul style="list-style-type: none"> <li>• Persistent Minor Misbehaviours become Serious Misbehaviours</li> <li>• Behaviour that interferes with teaching and learning</li> <li>• Persistent refusal to follow instructions/ deliberately ignoring instructions given.</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Writing out the story of what happened</li> <li>• Detention during break or after school hours</li> <li>• Communication with parents: note, phone call, formal meeting with</li> </ul>

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<ul style="list-style-type: none"> <li>● Name calling of a serious nature</li> <li>● Using bad language and offensive gestures</li> <li>● Use of physical violence i.e. hitting, kicking, fighting.</li> <li>● Back answering a member of staff</li> <li>● Theft</li> <li>● Leaving designated area of the playground or the classroom without permission.</li> <li>● Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)</li> <li>● Bullying behaviour i.e. persistently isolating/ excluding a peer, name calling.</li> <li>● Deliberately damaging property.</li> <li>● Telling lies (as judged by the teacher/staff)</li> <li>● Dangerous behaviour that is liable to cause injury.</li> <li>● Bringing dangerous equipment to school</li> <li>● Use of mobile phone during the school day</li> <li>● Covid 19 Restrictions: All students will be expected to follow Covid 19 advice as issued from time to time by the Department of Education.</li> <li>● Non-compliance of using classroom resources/doing activities as instructed by teacher.</li> </ul>	<p>teacher/parent, formal meeting with teacher/parent/principal, formal letter to parents.</p> <ul style="list-style-type: none"> <li>● Referral to Principal</li> <li>● Loss of Privileges i.e. golden time</li> <li>● Loss of playground time(s)</li> <li>● Removal from classroom/ yard</li> <li>● Verbal and / or written apology</li> </ul>
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Examples of <b>Gross Misbehaviours</b> include but not exclusively:	<b>Actions</b>
<ul style="list-style-type: none"> <li>● Repeated Serious Misbehaviours become Gross Misbehaviours</li> <li>● Deliberate or premeditated physical or verbal attack on another (teacher or pupil)</li> <li>● Persistent bullying behaviour.</li> <li>● Carrying drugs/other dangerous substances, alcohol, cigarettes</li> <li>● Vaping</li> <li>● Serious Theft</li> <li>● Racism</li> <li>● Aggressive behaviour, aggressive verbal outbursts and/or grossly offensive gestures</li> <li>● Leaving school grounds/school classroom/ activities without permission</li> </ul>	<ul style="list-style-type: none"> <li>● Formal Communication with Parents</li> <li>● Loss of Privileges i.e. school tour/ trips, Sport’s day, extra-curricular activities</li> <li>● Detention during break or after school hours</li> <li>● Internal Suspension</li> <li>● Suspension</li> <li>● Implementation of Behaviour Plan</li> <li>● Expulsion</li> </ul>

**Strategies for Dealing with Misbehavior:**

Restorative Practice

- This practice allows for building trust between and with people. It provides a structured approach in the form of a scaffold, which helps build and sustain relationships, and provides a focus which allows for the potential growth of positive relationships to become established between people. • Punitive discipline can be harmful and unfair—restorative practices offer hopeful solutions.
- An example of questions to address an behavioural issue:
- What Happened?
- What were you thinking at the time?

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- What have you thought about since?
  - Who has been affected and what way?
  - How could things have been done differently?
  - What do you think needs to happen next?
- 
- Every effort will be made by all members of staff to adopt a positive approach and to encourage good behaviour among pupils in the school. When possible, A restorative approach should be taken. When this fails, a series of Behaviour Checks will be implemented. Teachers will use their professional judgment in applying the behaviour checks taking into account the child's individual circumstances.
  - The behaviour checks are a step-by-step procedure for dealing with pupils who don't follow rules. They are clearly listed on a wall chart in each room and are taught and regularly discussed. Pupils know precisely how they operate.
  - Every day is a fresh start (except for repetitive poor behaviour where a child may start on Step 2). Yellow cards and subsequent yellow cards may carry through for up to a year according to teacher discretion. However, in general, pupils know that when they come to school in the morning, that it is they who choose how their day will go. If unwise behaviour leads to behaviour checks, it is important that pupils know what stage they reach, as they have a choice to make. The choice is their responsibility. The aim of these behaviour checks is to encourage the children to become aware of and to monitor their own behaviour.

#### Sanctions

- The purpose of a sanction is to bring about a change in behaviour by:
- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

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- reinforce the boundaries set out in the code of behaviour signal to other students and to staff that their wellbeing and right to learn is being protected.
- 

Step	Behaviour Check
1	<b>Oral Warning</b> – The pupil is given a verbal warning about specific inappropriate behaviour. They will be reminded of the rules and be advised on how to improve behaviour.
2	
3	<p><b>Repeated behaviour issues</b> – The pupil receives a <b>yellow card</b>. The pupil may be required to discuss the behaviour with the teacher. They may have classroom privileges withdrawn.</p> <p><b>Offside-Table</b> – The pupil will receive a <b>second yellow card</b>. the child will take a thinking time for a specific inappropriate behaviour/several minor misbehaviours and will go to an assigned area in the classroom for a lesson. (a desk within the class and continue what they are doing). Parents may be informed by the teacher. Reflection sheet should be given at this time as well, and parents informed..</p>
4	<p><b>Reflection</b> – The pupil will receive a <b>red card</b>. If inappropriate behaviour continues, older children are given a reflection sheet (see appendix to reflect on their actions. The child will fill out the reflection sheet at the offside table. Children will be asked to have the reflection sheet <b>signed by a parent</b>.</p> <p>Younger classes: A note is sent in a journal regarding behaviour or phone call.</p> <p><i>If a child reaches this stage twice in one week then move to Step 5 (At the discretion of the teacher). At this point, Class teacher will phone parent about sanctions and the next step and appropriate sanctions used. Principal to be made aware.</i></p> <p><i>A behaviour contract may be made up with outlining sanctions if behaviour does not improve.</i></p>
5	<p>Teacher accompanies the child to the <b>Principal</b> or sends to the office. Name and details are recorded</p> <p><i>If a child reaches Step 5 twice then move to Step 6</i></p>
6	<b>Parents</b> requested to come to the school or Principal to phone parent(s). <b>Steps 6-9 may be considered a this stage.</b>

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7	<b>Internal Suspension</b> – the pupil is sent to another classroom for a period of up to three days with classwork to complete.
8	<b>Suspension</b>
9	<b>Expulsion</b>

### Yard

- Each class will have a designated area approved by the teachers.
- A Yard book will be kept whereby breaches of discipline are recorded for class teacher's book.(new sheet every term). A verbal warning first may be appropriate

#### Breaks

- During Big Break, children are expected to walk to and from the yard and treat themselves and others with respect. All children are expected to demonstrate the use of :

#### **Kind Words, Kind Hands and Kind Feet.**

- When the bell sounds, the children are expected to stop what they are doing and when the bell sounds, make their way to their line and line up quietly.
- In each yard there may be a designated areas. For example, there may be a designated skipping area. Resources need to be used appropriately. For example, ropes may be used only for skipping. Any variation will result in the rope being taken until the end of the break and passed to class teacher. Continued breaches result in name being entered into Yard Behaviour Sheet resulting in entry into the Class book.  
 Children should be encouraged to use toilet facilities before break. As a general rule children will not be allowed to use the toilet during yard time as all resources are directed towards yard supervision. Teachers on duty may use discretion.

### Yard Rules and Sanctions

1. Children must play in a safe and respectful manner
2. Pupils will remain within the school boundaries

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3. Permission must be sought from the supervising teacher to re-enter the school building.
4. Children will keep the playground free from litter.
5. Children play no more than 9 a side on each pitch (18 in total).
6. When the bell rings, the children will walk to their line up area and wait for their teacher on designated areas.

Example of misbehaviour on the yard

1. Physical

- Hitting, punching, kicking, pushing, chasing, loafing (head butting), spitting.
- Damaging property/ fence.
- Using physical gestures to incite or provoke anger
- Intimidating/aggressive behaviour towards others.
- Not observing safety standards.

2. Verbal

- Challenging authority and blatant refusal to follow instructions including ignoring authority.
- Verbal harassment and intimidation of others such as: taunting, slagging, offending peers, SNA's and Teachers.
- Verbal harassment and intimidation of SNA's and Teachers.
- Using inappropriate language.

Inappropriate Attitude

- Ignoring authority
- Tone – disrespectful – despondent, unable to apologise and accept apology
- Manner – body language, defiant and inappropriate.

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**(A verbal warning first may be appropriate)**

There will be space to record positive comments at the end of each page.

1. September to Hallowe'en,
2. Hallowe'en to Christmas,
3. Christmas to Easter,
4. Easter to Summer

- The yard book is passed on from the teacher/SNA on duty to colleagues in a given order.
- It may also be appropriate for children to be deprived of yard time with their peers and instead (SNA dependant) may be brought to yard at a different time.
- If there is no sign of improvement, parents may be asked to collect child and accept responsibility for child and child's behaviour for the duration of big break. Further action may be taken.
- Class teachers may be informed by other staff of class child's misbehaviour or excellent behaviour (i.e Doing a good deed for someone ) at other times.
- (ALL records and notes must be matter-of-fact records with objective language used)

**If a child breaks a Yard Rule:**

- The child's name will be put into the Yard Incident book by the teacher on duty.
- The child may stand for "time out" and is given permission to return to play with the others by the teacher on duty.
- The supervising teacher will let the class teacher know about the incident.
- The child may be taken off yard until it is decided when he/ she is allowed back with the other children. A note will be sent home or parents will be called in depending on the seriousness of the issue and if
- If the behaviour is of a serious or gross nature, steps 5-8 of behaviour check will be carried out and appropriate sanctions put in place...

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Notes:

- If the supervising teacher deems the weather unsuitable then the children will remain inside during break time.
- Children should only be sent to school if they are well enough to go outside.
- Children are not allowed to go home at lunchtime.

### Procedures for dealing with inappropriate behaviour

- All observations or reports of inappropriate behaviour should be investigated and dealt with by the teacher.
- Incidents witnessed by non-teaching staff i.e. special needs assistant/secretary should be reported to the relevant teacher and/or the principal.
- Minor misbehaviours should be dealt with by the class teacher or the teacher on duty.
- The principal should be informed of all observed/reported incidents of serious or gross misbehaviour and of persistent minor misbehaviours.
- Parents should be informed of all observed/reported incidents of serious or gross misbehaviour and of persistent minor misbehaviours.
- Incidents occurring on the yard are initially recorded in the playground book by the teacher on duty. A written record should be kept of all repeated minor, serious or gross misbehaviours and of persistent minor misbehaviours on the yard. The class teacher is informed of the incident and is shown the yard book.
- Incident record sheets are held by the class teacher of issues that arise in the classroom/on outside excursions. At the end of each academic term, the class teacher is responsible for bringing these to the school office. Record sheets are filed on individual pupil files.
- Teachers bring Incident Record Sheets to other relevant staff's attention if necessary and report on any serious/ gross misbehaviour recorded and on persistent minor misbehaviours. Patterns of behaviour are noted and dealt with so as to prevent bullying.

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- The principal reports incidents of persistent serious misbehaviour or gross misbehaviour to the Board of Management.

Communicating with parents regarding inappropriate behaviour

- If inappropriate behaviour continues, the teacher will meet with the child's parents/guardian.
- Prior to this meeting, the class teacher will attempt to understand why this behaviour is happening – e.g. possible triggers.
- Following this meeting, the class teacher makes any agreed changes to meet the student's underlying need(s). Parents/guardians undertake to discuss it with their children.
- If there is no improvement following the implementation of these changes and this meeting and if inappropriate behaviour continues the class teacher and Principal will meet with parent/guardian to develop a behaviour management plan.
- If there is still no improvement at this stage the parent/guardian will be called to meet with the Principal/class teacher and the Chairperson of the Board of Management where the situation will be discussed in detail. Guidelines will be drawn up for future behaviour in the school and playground. The school reserves the right to arrange a meeting with the parents/guardians of a child at any time, should the child's behaviour be deemed to be unacceptable.
- If a parent refuses to meet with a class teacher the matter will be referred to the Principal. Any refusal to meet with the Principal and/or Chairperson will automatically be referred to the Board of Management and regarded as a serious breach of co-operation in our Code of Behaviour Policy. This may result that the Principal or Board of Management may view the behaviour as gross and suspension may follow.

The following is a guide to matching the misbehaviour with the appropriate behaviour check:

1. Minor Misbehaviour ( *Follow Steps 1-4* )
2. Serious Misbehaviour ( *Follow Steps 3-5* )



3. Gross Misbehaviour (*Follow Steps 5-7*)

**If there are three yellow cards (Red Card) in a 2 week term, the class teacher issues child with reflection sheet (see Appendix 4) which must be returned signed by parent/guardian and child.**

**A guide to cards:**

- 3 x minor offences merits **Yellow Card** (Appendix 1)
- **Red Card** is the next card after a Yellow Cards (Appendix 2)
- 2 x Red Cards parents will be requested to come in to the school to discuss his/her behaviour with the Principal.
- Suspension may follow immediately
- **Important Note: If a staff member and/or principal deems behaviour to be serious or gross, parents may be notified, and steps 5-8 will be considered.**
- Meetings may need to take place via phone call or video call meeting, following the health and safety guidelines should the need arise due to Covid 19/health restrictions/guidelines.

**Sanctions:**

- In Sandylane National School, if a pupil fails to observe the standards of behaviour outlined in the school's code, certain measures and sanctions may be imposed. Sanctions for misbehaviour are outlined below separately.

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- The use of sanctions or consequences should be characterised by certain features: o It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to avoid future sanction  
Group punishment will be implemented when deemed necessary.
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is the focus
- The use of sanctions or consequences should be characterised by certain features:
- It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to avoid future sanction
- Group punishment will be implemented when deemed necessary.
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is the focus.

Managing aggressive or violent misbehaviour:

- Should a pupils' behaviour constitute a risk to the safety of the pupil himself/herself or the safety of other pupils or staff, the school will take several steps. These include:  
removal of the pupil to a safe place with a trusted member of staff
- Every effort will be made to calm the child
- Immediate communication with parents
- Immediate visit from parent if deemed necessary
- In extreme cases, child may need to be referred to external agency for psychological testing. This would only be done in consultation with the parents.

\*\*Sanctions for Bullying

- Face to face bullying - Parents will be invited into school to discuss the incident and a written warning will be issued. On the second incident, parents will be invited in to

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discuss what took place and a suspension of one school day will be issued. This process may start again for further incidents and any suspension could be increased in length. Both the child and parent will need to sign a pupil promise before returning to school.

- Online Bullying - A single negative message, video or comment online is deemed to be bullying because it has the power to be read by a number of people and exist on a group chat or video app. Whereby a parent of a child in our school brings evidence of a nasty, malicious or abusive message/video to our attention the school management will investigate. We can only use our Code of Behaviour sanctions if both the bully and the victim are pupils in our school. On a pupil's first incident where no evidence is available, the principal will speak to both children involved and a phone call will be made to update their parents on the situation. When there is evidence available a written warning will be issued and a parent will be called in to the school to discuss the matter. If there is an additional incident a one-day suspension will apply. This process may start again for further incidents and any suspension could be increased in length. Both the child and parent will need to sign a pupil promise before returning to school. \*for extremely serious cyber bullying offences a pupil may be suspended after one gross breach of behaviour. Written warnings will be kept on file and will be active for the length of time a child is in our school. The written warning and the second incident can be a mixture of cyber and face to face.
- Children First National Guidance 2017 and the Anti-Bullying Procedures provide that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Síochána as appropriate. Where school personnel have concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to TUSLA, the designated liaison person shall seek advice from Tusla in accordance with the procedures set out in Chapter 5 of Child Protection Procedures for Primary and Post-Primary Schools 2017

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## Suspension

- If the problems continue the child may be suspended with the permission of the Board of Management in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000). **See Appendix 5 and 6**
- In the case of serious misbehaviour / dangerous / aggressive behaviour, the Principal may bypass this procedure and suspend any child found in breach of these.

### **Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health/safety**

- Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances. For gross misbehaviour, or repeated instances of serious misbehaviour, suspension will be considered. Aggressive, threatening or violent behaviour including biting will be regarded as serious or gross misbehaviour, depending on circumstances.
- Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

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- In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.
- In exceptional circumstances, the principal and chairperson of the B.O.M. may extend a 3 day suspension to a 5 day period without full B.O.M. sanction (e.g. if the B.O.M. is unable to convene at short notice). The B.O.M. will normally place a ceiling of 10 days on a single suspension. Any extension of this will be considered as another suspension and due procedures should be followed. Where a period of suspension exceeds 20 days, the parents of the child have the right to appeal this under section 29 of the Education Act. A section 29 appeal can be made by contacting the Secretary General of DES. An application form for this procedure can be downloaded from the DES website.
- Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Principal shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

#### Informing Parents

- **Section 23 (4) of the Act further states that, prior to registering a pupil, the principal teacher shall provide the parents of the child with a copy of the school's code of behaviour and that the principal 'may, as a condition of so registering such child, require his or her parents to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child'**

#### Appeals:

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- Under Section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education & Skills against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)
- Records and Report to be kept in respect of suspension will include: Records of investigation and decision Report to the B.O.M. Report to NEWB
- .The investigation (incl. all interview notes) o The decision making process O The decision and rationale for same o The duration of the suspension and any conditions attached to the suspension o The principal will report all suspensions to the B.O.M. with the reasons for and the duration of each suspension The principal is required to report suspensions in accordance with the NEWB (Tusla) reporting guidelines (Ed. Welfare Act 2000, section 21 (4) (a))

#### Removal of Suspension (Reinstatement)

- Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

#### **Review of this policy**

This Policy was reviewed by the Board of Management

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Signed: \_\_\_\_\_

\_\_\_\_\_

Chairperson, Board of Management

Date:

Signed:

Principal



## Appendix 1

**Date**

**Dear Parent/Guardian**

**We are very concerned about the behaviour of \_\_\_\_\_ in school. He/She has had his/her name recorded on three separate occasions for breaching rules which have been clearly set out to ensure the health and safety of each child on the premises.**

**We would urge you to talk to \_\_\_\_\_ and remind him/her that if this behaviour continues it will result in him/her receiving sanctions.**

**Yours sincerely,**

.....

-----

-----

Signature of Parent / Guardian: \_\_\_\_\_ Date :

\_\_\_\_\_

**Please return to Class teacher**



*(Appendix 2) Red Card*

**Date**

**Dear Parent/Guardian**

**Unfortunately \_\_\_\_\_ has breached the school rules and his/her name has been recorded as breaching the code of behaviour after two yellow cards issued previously.**

**We are extremely concerned about this behaviour and as previously stated may receive other sanctions.**

**It is vital that you speak to \_\_\_\_\_ and remind him/her that this type of behaviour is unacceptable as he/she is putting both himself / herself and others at risk.**

**Yours sincerely,**

.....

-----  
-----

Signature of Parent / Guardian: \_\_\_\_\_ Date :

\_\_\_\_\_

Please return to Class teacher



## (Appendix 3) Note Home

Dear Parent / Guardian,

The performance in school of \_\_\_\_\_ is unsatisfactory in the following respect(s):

		<b>Punctuality</b>	<input type="checkbox"/>
		<b>Inappropriate Lunch</b>	<input type="checkbox"/>
<b>Absenteeism</b>	<input type="checkbox"/>	<b>Incorrect / No Uniform</b>	<input type="checkbox"/>
			<input type="checkbox"/>

Teacher's Comments-

\_\_\_\_\_

Please discuss this matter with your child and or arrange a meeting with the me to resolve the above.

Signed: \_\_\_\_\_

Date :

\_\_\_\_\_

Class Teacher



## Appendix 4

# Behaviour Reflection Sheet

**The Inappropriate and incorrect behaviour I displayed was**

**When did it Happen**

**Why did it happen?**

**The Traits I ignored were (Responsibility, Respect, Resilience, Relationships)**

**What Should your consequence be?**

**What Will I do next time in a when the situation arises again?**

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## (Appendix 5 ) Rule 130 of the Rules for National Schools

(as amended by Circular 7/88)

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 to exclude a pupil or pupils from school, the maximum initial period of such exclusion shall be three school-days. A special decision of the Board of Management is necessary to authorise a further period of exclusion up to a maximum of 10 school-days to allow for consultation with the pupil's or pupils' parents or guardians. In exceptional circumstances, the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed.

## (Appendix 6)

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 at another suitable school.

7

## (Appendix 7)

Positive Goal Based Sticker Book (Star Book)

### Guidelines for Star Book

1. The Star Book is the child's book. The child should decorate their book according to their interests: e.g. – Football, Cars, Bratz Dolls.
2. The child should hold onto the book until the Teacher/SNA has to fill it in.
3. The teacher/SNA should hold onto the stars to prevent them being misused or misplaced.
4. The stars should only be given out if the child meets the criteria for the whole day. If the child fails even once during the day then a star should not be given to them. The child can then work on this aspect of their behaviour for the next day.
5. Be realistic with the goals. The child needs to feel that they have accomplished something during the day so it is important that some goals are easy to reach so that the child has some stars at the end of the day.
6. The book should not be filled in until the end of the day. If the child knows halfway through the day that they are not getting a star for something then they will not bother to try with that aspect of their behaviour for the rest of the day.

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7. There is a section in the book for positive feedback. Only positive comments should be written in this section. This is not a section to write home in if the child has misbehaved in school that day. Always write something in this section so that the child can show this at home and receive positive feedback.
8. The child's rewards should be something worth striving for. The child should be consulted at the start of the week to see what rewards they would like. The reward should be realistic and reflect how many stars they have received.
9. Always explain the incident which resulted in the child not being given a star. The child may be unaware that their behaviour is not acceptable e.g. what words are offensive, what is rude behaviour. The child can then try to improve for the next day.

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**(Appendix 8)**

Individual Behaviour Plan (sample behaviour

plan)

Green = great ☺ (Filled in by pupil)

Teacher needs to affirm good behaviour and add quiet praise

-----

Orange = just fair and needs to improve (Filled in by pupil) ☹

Teacher needs to affirm good behaviour and add quiet praise while directing child as to what is expected of him / her. Agree with pupil in advance what merits orange,

-----

Red is sanction = 5 mins out of activity **with** work to do.

Decide and agree with pupil examples of what earns a red.

(Filled in by teacher with pupil present usually at end of session / lesson – ie before break) ☹☹

Teacher needs to keep calm and explain to pupil what is expected of him / her. All is not lost. Better luck next time.

-----

-----

**More than 3 reds** (or card missing) means **extra work** (small amount

but **NOT** negotiable) to be done while missing desired activity and must be completed. May include extra homework (to be signed and returned).

**Location** = Another class (for activity) or

**Principal's office** (for yard)

No card arriving home **or** >3 reds = sanction at home from parent also.

Card not returned = no entry to class = phone home to withdraw child or bring up card.

The work given must not be lines and must be understood by the pupil (work available from office).

\*\*Activity may be Yard, Basketball, Swimming, Computers (or a treat)

Yard time may be afforded the child, but is SNA dependant,

Pupil	Green	Orange	Red
<b>Date</b>			
9.00 – 9.15			
9.15 – 9.30			
9.30 – 9.45			
9.45 – 10.00			
10.00 – 10.15			
10.15 – 10.30			
10.40 – 11.00			
11.00 – 11.15			
11.15 – 11.30			
11.30 – 11.45			
11.45 – 12.00			
12.30 – 12.45			
12.45 – 1.00			
1.00 – 1.15			
1.15 – 1.30			
1.30 – 1.45			
1.45 – 2.00			
2.00 – 2.15			
2.15 – 2.30			



(Appendix 9)

## Rules And Consequences

### **Guidelines for creating classroom rules**



- They should be **consistent** with existing school rules.
- Try to **limit the number** of rules. There is no need to duplicate existing school rules.
- Allow **students to participate** in the formulation of rules if possible.
- Try to keep rules **positive**, although this is not always possible.
- Make them **clear** and not open to interpretation.
- **Display** rules prominently.
- Ensure that students know what the consequences of breaking the rules are.
- Review or add rules if necessary.