

**Drumcondra N.S.
Code of Behaviour**

Introductory Statement:

This policy was formulated by the staff, pupils, parents and Board of Management of Drumcondra National School. It was adapted to the current format in accordance with the guidelines of the School Development and Planning Support Service. It was reviewed and updated in line with the Developing a Code of Behaviour: Guidelines for School, (NEWB 2008) and in collaboration with the Professional Development Service for Teachers (PDST) in April 2016.

Rationale:

It was decided to revise the Code of Behaviour as

- The existing policy was due for review/amendment
- A recent review had identified a number of areas in need of revision
- The school wished to ensure an orderly climate for learning in the school.

Schools are obliged under Section 23 (1) the Education Welfare Act, 2000, to prepare a code of behaviour in respect of the students registered at the school. Section 23 (2) states that the code of behaviour shall specify:

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

Ethos:

Drumcondra National School is sponsored by the Church of Ireland Parish of Drumcondra North Strand and St. Barnabas, and is under the patronage of the Church of Ireland Archbishop of Dublin. The school is part of the local church community and has firm links with the parish, for example, pupils attend services in the parish church and the Rector visits the school on a regular basis.

Drumcondra NS is a community, where all pupils are equally valued and respected, irrespective of gender, social background, family circumstances, educational achievement, physical characteristics or intellectual functioning. It seeks to provide a climate, in which pupils experience a sense of caring and belonging and of being treated fairly.

The school aims to serve its community by providing education of the highest quality, within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils. The work of the school is conducted in an atmosphere of tolerance and respect for religious differences. Pupils are expected to participate in all aspects of school life.

Aims:

- To ensure an educational environment, which is guided by our ethos.
- To allow the school to function in a orderly way, where pupils can make progress in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration for others.
- To help pupils to become more self-disciplined and to encourage good behaviour, while recognising the differences between pupils and the needs to accommodate those differences.
- To respect the right of the pupils to be educated in a disruption-free environment.
- To ensure the safety and well-being of all members of the school community.
- To assist staff, parents and pupils in understanding the systems, and procedures that underpin the code of behaviour and to seek their co-operation in the application of these procedures.
- To ensure the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.

Rights and Responsibilities:

Pupil rights

- To be educated in a disruption free classroom
- To be treated fairly, consistently and with respect
- To have their individual differences recognised and provision to be made for these differences
- To be listened to and to ask questions, at appropriate times
- To have their positive behaviour affirmed and their misbehaviour addressed appropriately

Pupil responsibilities

- To attend school regularly and punctually
- To work quietly and safely, to the best of their ability
- To listen to their teachers and to act on instructions and advice
- To listen to other pupils and to wait their turn to speak
- To show respect for all members of the school community
- To respect the rights of other pupils to learn
- To care for their own property and to respect all school property and property of other pupils
- To avoid behaving in a way, which would endanger themselves or others
- To contribute to good order in the school, by moving quietly around the school and by keeping the school clean and tidy
- To bring the correct materials and books to school
- To follow school and class rules and procedures

Teacher rights

- To be treated with respect and dignity by all members of the school community
- To be able to teach in a safe, well-maintained environment, free from disruption
- To have the support and co-operation of all staff colleagues, parents and Board of Management, in order to achieve the aims and objectives of the school

- To work in an atmosphere which encourages professional development
- To consult with pupils and parents informally and formally, when their professional judgement deems it necessary

Teacher responsibilities

- To support and implement the school's code of behaviour consistently and for the duration of the academic year
- To create a warm, safe, welcoming environment for each pupil
- To develop and nurture a sense of self-esteem in each pupil
- To facilitate each pupil to reach their full academic potential, by recognising and providing the individual talents and differences among the pupils
- To be courteous, consistent and fair, while keeping opportunities for disruptive behaviour to a minimum and addressing misbehaviour appropriately
- To use their professional judgement, to decide when it is necessary to communicate with parents and to provide reports on matters of mutual concern
- To keep a record of instances of serious misbehaviour or repeated misbehaviour (Continuum of Support, Guidelines for Teachers, NEPS)

Parent/ guardian rights

- To be treated with respect
- To have a safe and welcoming environment provided for their child
- To expect that there will be a recognition of the individual differences among pupils
- To expect that there will be fairness and consistency in the way the pupils are treated
- To communicate with teachers by appointment on matters of mutual interest or concern
- To expect contact at an early stage to discuss difficulties and/or problems
- To receive regular progress reports and information on the school's policies and procedures
- To be consulted in relation to the school's code of behaviour and to appeal decisions in accordance with agreed procedures

Parent/ guardian responsibilities

- To encourage pupils to have a sense of respect for themselves and others, for their property and that of others
- To ensure their children attend school regularly and punctually
- To show interest in their child's education by ensuring their child has the correct books and materials and by signing homework notebooks and reading records
- To support the school in the implementation of the school's Code of Behaviour. It is a condition of enrolment in the school that parents agree to comply with the school's Code of Behaviour (Education Welfare Act 2000 section 23, 4)
- To co-operate with teachers in instances where their child's behaviour is causing difficulties for others
- To communicate with the school in relation to any problems which may affect their child's progress/ behaviour

Supporting Policies:

This code of behaviour should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Mobile Phone and Electronic Devices Policy
- Child Protection Policy
- Management of Special Needs Policy
- Suspension Policy
- Expulsion Policy

The rules in the school:

As Drumcondra NS has to cater for a multiplicity of pupils, activities and age groups, rules are necessary to ensure the school will be a place where everyone can feel safe and secure. Pupils and parents/guardians are expected to comply with the accompanying rules, which are designed to create an orderly environment, in which the pupils can thrive. The rules will apply while in the school building and on trips outside the school. Pupils and parent/guardian shall be asked to sign a contract of behaviour at the start of each school year (Appendix H)

School Rules:

- We speak to everyone with respect
- We work together at all times.
- We ask permission before borrowing property
- We do our best every day.
- We do our homework to the best of our ability.
- We come to school every day and on time.
- We tell the truth
- We respect the school building and property
- We stay on the school premises during school time
- Bullying is not tolerated.

Classroom rules:

Each teacher will work with his/her class to formulate a set of class rules which takes into account the following principles:

- The right of all to be heard at a suitable time
- The feelings of others
- The health and safety of all
- The need to act quickly on the teacher's instruction or request
- Learning from one's mistakes
- The need to help one another to learn
- Respect for all visitors
- The protection and respect of property

Stairs and Corridors

- Walk while holding onto the banisters on the stairs
- Walk carefully on the stairs and in the hall

Yard

- Respect the rights of others to feel safe by refraining from rough play
- React quickly and positively to any request from the teacher on duty
- Stay in the school yard, unless you have asked the teacher to go into the school building
- Play with equipment appropriately and safely.
- Tidy up all equipment quickly at the end of break
- The school must be notified in writing if parents wish their child to stay in at break time.
 - However, the teacher may use his/her professional judgement to over-ride this request, especially when the weather is good.

Absences

If a child is absent from school, an explanatory note should be sent by the parent to the teacher on the child's return. 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. No note is necessary if the parent collects the child in person. A signing out book is employed in all instances of children being taken out of school during the school day. Under the Education Welfare Act (2000), schools are required to report children who miss 20 days or more to Tusla.

Positive Strategies for Managing Behaviour

The school has adopted a whole school approach to developing positive behaviour amongst its pupils. This has involved the co-operation and collaboration of staff, Board of Management, parents and pupils, through the school's Student Council. All staff are involved in promoting good discipline in the school and are encouraged to interact with all the students at all times. The teacher on duty is responsible for dealing with incidents during breaks.

Our school policy is designed to promote good behaviour, rather than merely deter bad behaviour. In promoting positive behaviour we aim to establish a climate where praise and encouragement far out-weigh the frequency of criticism and sanctions. The teachers work together to develop routines to ensure the smooth running of classroom learning and to ensure the safety of the children while moving around the school.

Each teacher has the responsibility to develop and nurture a sense of self-esteem in each pupil, and in this regard, praising of desirable behaviour is essential. We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children - either publicly or privately , being sensitive to the age and personality of the pupil
- Affirming comments and smiley faces on pupil's work
- Stickers, badges or stamps in books
- Personal sticker charts
- Time on computer or other special activities, work displayed, homework pass, buddy pass
- Class Dojo and weekly group prizes
- A visit to another teacher/ principal for praise
- Informing parents through oral or written communication
- Golden time
- Secret Student award

- Star of the Week award
- Principal's Award

These rewards are aimed at individual pupils but we also try to reward classes to foster a co-operative behaviour. Such rewards include:

- Extra free time
- Extra PE/games
- Class treat
- Reduced homework on agreed nights.

Other strategies include the following:

- A pupil mentoring system is in place whereby older pupils take responsibility for and supervise younger pupils during activities such as Christmas Art and Craft Day. The older students promote positive behaviour among them by modelling good examples.
- Various conflict resolution strategies will be employed including restorative practices and SPHE programmes, to teach the children how to manage conflict in the school.

The reward schemes are constantly monitored to evaluate their effectiveness in promoting positive behaviour or in reducing misbehaviour. The rewards should be closely linked in time to be the behaviour being rewarded, focussing on effort and not just achievement. Rewards should avoid unhelpful competition and be seen as attainable by all. The rewards should be tailored to suit the age group of the pupils in the classroom.

Undesirable behaviour of the pupils

The undesirable behaviour of the pupils will be categorised into minor and serious misbehaviour and will be dealt with accordingly.

Minor misbehaviour

- Speaking out of turn
- Littering
- Behaving in a manner which distracts other pupils and prevents them from learning
- Breaking the class rules
- Misbehaviour in the line and when moving around the school
- Incomplete/ no homework without a note from a parent
- Passing inappropriate remarks
- Telling lies
- Lack of attention while instructions are being given
- Rough play in the classroom and playground

Serious misbehaviour

- Repeated incidences of minor misbehaviour
- Refusal to listen to staff and to follow instructions given by staff members
- Inappropriate questioning and answering back to members of the school community
- Bullying
- Leaving the classroom and/ or school premises without permission

- Stealing, defacing or destroying other pupils' belongings or school property
- Refusing to co-operate with instructions and advice
- Acting aggressively or with violence towards any member of the school community
- Directing insolent or abusive language at any members of the school community
- Rough play in the playground
- Using a mobile phone during class time

In the interest of fairness to all, the teacher will ensure, as much as reasonably possible, the individual misbehaving is identified and sanctioned, not the entire group, as this causes a negative atmosphere in the room and may lead to additional misbehaviour.

Strategies to prevent escalation of misbehaviour

The following strategies may be utilised in any particular order, to prevent misbehaviour escalating

- Non-verbal signs such as a warning look, a change in tone of voice or stopping speaking and waiting for attention
- Moving to stand in the vicinity of the pupil
- Overlooking/ ignoring behaviour while praising the pupil demonstrating the appropriate behaviour
- Moving the pupil to a quiet spot to work
- Regular reminders and class discussions about the class rules
- Establishment of clear class and school routines to minimise opportunities for misbehaviour
- Arranging a meeting with the class teacher to discuss the behaviour

In the event the above strategies do not work, the following steps will be followed.

- Verbal warning
- Reasoning with the pupil (What did you do? What rule did you break? How can you fix it?)
- Loss of star
- Written warning – the teacher records the name and behaviour on the observation sheet (see Appendix F)
- Time out within the classroom
- Time out in another room
- A note home to parents following 5 written warnings of misbehaviour within a short period of time
- The teacher requests a meeting with parents following three notes home, if there has been no improvement in behaviour
- Individual behaviour plan, in consultation with parents
- The principal requests a meeting with parents if there has been no improvement in behaviour following three meetings with the class teacher
- Suspension if there is no improvement following the meeting with the principal (Rule 130(5) for Primary Schools)
- Expulsion (Rule 130(6) for Primary Schools)

These steps will be followed when incidents occur out in yard:

1. Verbal warning
2. 5 minutes time out

3. Note home to parents, after three time-outs within a short space of time.

The following sanctions may also be used:

- Completing incomplete tasks as extra homework during the week and at weekends, or during golden time
- Loss of privileges and/or classroom jobs
- Logical consequences – eg move to the back of the line for inappropriate behaviour in the line
- Detention during break – parents will be notified by a note home at the end of the school day. The student will only be detained for half of break and will be allowed outside for the other half.
- Write an account of their behaviour
- Write a sorry card

The school may consider using a ladder of intervention, seeking parental and family support at each stage.

Levels of intervention	
Support for all	Most pupils behave appropriately, with the help of consistent and clear rules and routines in class and in school. Occasional, minor misbehaviour should be attended to routinely and effectively through the skill of the classroom teacher.
Additional support for some students	Some pupils need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing, behaviourally, socially and educationally. Additional inputs or interventions might include: <ul style="list-style-type: none"> • referral to another teacher or adult who can work with the student • setting targets for behaviour and monitoring them with the student in a supportive way • behaviour contracts
Specialised support for a small minority of students	A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home.

- From Developing a Code of Behaviour, Guidelines for Schools, NEWB 2008

Restorative Justice

Restorative practices in our school provide a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative practice 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 help heal broken relationships and prevent reoccurrence.

Restorative Questions to respond to Challenging Behaviour

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen to make things right?

To help those harmed by other actions

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

Appendix I will be used to guide the teacher when working with the children to restore positive relations within the school.

Record Keeping

A key part of the school's code of behaviour is accurate record keeping. The following templates are used in the school

- Appendix A – classroom desirable behaviour sheet
- Appendix B -classroom observation sheet
- Appendix C – yard duty desirable behaviour sheet
- Appendix B – yard duty incident sheet
- Appendix E – note to be sent home to parents in a sealed envelope, following 5 instances of undesirable behaviour in a short period
- Appendix F – written warning sheet
- Appendix G - note home to parents to request meeting
- Appendix H – Contract of Behaviour
- Appendix I – Restorative Questions

The role of the Board of Management:

- To set down the general guidelines on standards of behaviour and discipline and to review their effectiveness
- To support the principal and staff in carrying out these guidelines
- While the principal has the day to day authority to implement the school's code of behaviour, the Board support and give advice on particular disciplinary issues

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 are in violation of the law.

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

In such instances, the Board of Management reserve the right to suspend an offending child for a period of 3-10 school days in accordance with Section 23 of the Educational Welfare Act, 2000.

Parents have the right to appeal under Section 29 of the Education Act, 1998, a decision to expel or a decision to suspend where cumulative suspensions reach or exceed 20 days in any school year. The full details of the procedures to be followed can be found in the school's Suspension Policy or the Guidelines for Developing a Code of Behaviour, section 11 p 70 – 78

http://www.newb.ie/codes_of_behaviour_guidelines/download_guidelines.asp

Expulsion:

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

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

- Meeting with parents and the student to try to find ways to help the student change his/her behaviour.
- Ensure the student understands the consequences of their behaviour, if it persists.
- Ensuring all other possible options have been tried.
- Seek the assistance of support agencies, such as the N.E.P.S, H.S.E. Community Services, Student and Adolescent Mental Health Services, National Behavioural Support Services and National Council for Special Education, if appropriate

The decision to expel a student requires serious grounds such as

- The student's behaviour has had a serious 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 the school has exhausted all possibilities for changing the student's behaviour will influence the decision of the Board to expel a student.

Parents have the right to appeal under Section 29 of the Education Act, 1998, a decision to expel or a decision to suspend where cumulative suspensions reach or exceed 20 days in any school year.

The full details of the procedures to be followed can be found in the school's Expulsion Policy or the Guidelines for Developing a Code of Behaviour, section 12, p 80 – 87, to be found at http://www.newb.ie/codes_of_behaviour_guidelines/download_guidelines.asp

Communication with Parents/Guardians

Parents/guardians will be involved at an early stage, rather than as a last resort. Communication will be verbal or written, depending on the circumstances. The staff is willing to meet parents at any mutually agreeable time to discuss any concerns. The aim of the code of behaviour is to provide a clear, consistent method of communication between home and school to inform the parents about their children's behaviour in school.

In situations where there is evidence of serious ongoing emotional and behavioural difficulties, teachers will work with parents/guardians to have their student referred for assessment by the relevant services.

Success Criteria

The success criteria will be based on the achievement of the objectives. Staff observation and parental feedback will be used as the benchmark for success or otherwise of the policy. The effectiveness of the policy will be judged by standards of pupil behaviour.

Roles and Responsibility

The school principal and staff will be responsible for the implementation and evaluation of the policy. Any feedback received will be recorded and any problems that arise will be taken into account for the purposes of evaluation and review.

Timeframe for Implementation

The policy will be implemented from _____.

Timeframe for Review

This policy will be reviewed in _____.

Responsibility for Review

The school principal and staff will be responsible for reviewing the policy.

Ratification and Communication

The Board of Management ratified this policy on the _____ of _____.

First created: November 2000

Most recent update: May 2016

Signed: 

Position: CHAIR, BOM

Date: 16/6/2016

Appendix A: Classroom Desirable Behaviour

Date	Name of Child	Desirable behaviour	Other children involved	Notes
		<input type="checkbox"/> Working well independently <input type="checkbox"/> Working well in a group <input type="checkbox"/> Good at listening <input type="checkbox"/> Very helpful <input type="checkbox"/> Very polite <input type="checkbox"/> Moving safely around the school		
		<input type="checkbox"/> Working well independently <input type="checkbox"/> Working well in a group <input type="checkbox"/> Good at listening <input type="checkbox"/> Very helpful <input type="checkbox"/> Very polite <input type="checkbox"/> Moving safely around the school		
		<input type="checkbox"/> Working well independently <input type="checkbox"/> Working well in a group <input type="checkbox"/> Good at listening <input type="checkbox"/> Very helpful <input type="checkbox"/> Very polite <input type="checkbox"/> Moving safely around the school		
		<input type="checkbox"/> Working well independently <input type="checkbox"/> Working well in a group <input type="checkbox"/> Good at listening <input type="checkbox"/> Very helpful <input type="checkbox"/> Very polite <input type="checkbox"/> Moving safely around the school		
		<input type="checkbox"/> Working well independently <input type="checkbox"/> Working well in a group <input type="checkbox"/> Good at listening <input type="checkbox"/> Very helpful <input type="checkbox"/> Very polite <input type="checkbox"/> Moving safely around the school		

Appendix B: Classroom Observation

Date	Name of Child	Incident	Notes	Outcome
		<input type="checkbox"/> Out of seat <input type="checkbox"/> Disrupting <input type="checkbox"/> Distracting others <input type="checkbox"/> Off -task <input type="checkbox"/> Incomplete work <input type="checkbox"/> Inappropriate fidgeting <input type="checkbox"/> Misuse of materials <input type="checkbox"/> Lying <input type="checkbox"/> Disrespecting others <input type="checkbox"/> Other		<input type="checkbox"/> Non - verbal warning <input type="checkbox"/> Verbal warning <input type="checkbox"/> Apology <input type="checkbox"/> Catch-up work <input type="checkbox"/> Time out <input type="checkbox"/> Loss of stars <input type="checkbox"/> Note home
		<input type="checkbox"/> Out of seat <input type="checkbox"/> Disrupting <input type="checkbox"/> Distracting others <input type="checkbox"/> Off -task <input type="checkbox"/> Incomplete work <input type="checkbox"/> Inappropriate fidgeting <input type="checkbox"/> Misuse of materials <input type="checkbox"/> Lying <input type="checkbox"/> Disrespecting others <input type="checkbox"/> Other		<input type="checkbox"/> Non - verbal warning <input type="checkbox"/> Verbal warning <input type="checkbox"/> Apology <input type="checkbox"/> Catch-up work <input type="checkbox"/> Time out <input type="checkbox"/> Loss of stars <input type="checkbox"/> Note home
		<input type="checkbox"/> Out of seat <input type="checkbox"/> Disrupting <input type="checkbox"/> Distracting others <input type="checkbox"/> Off -task <input type="checkbox"/> Incomplete work <input type="checkbox"/> Inappropriate fidgeting <input type="checkbox"/> Misuse of materials <input type="checkbox"/> Lying <input type="checkbox"/> Disrespecting others <input type="checkbox"/> Other		<input type="checkbox"/> Non - verbal warning <input type="checkbox"/> Verbal warning <input type="checkbox"/> Apology <input type="checkbox"/> Catch-up work <input type="checkbox"/> Time out <input type="checkbox"/> Loss of stars <input type="checkbox"/> Note home
		<input type="checkbox"/> Out of seat <input type="checkbox"/> Disrupting <input type="checkbox"/> Distracting others <input type="checkbox"/> Off -task <input type="checkbox"/> Incomplete work <input type="checkbox"/> Inappropriate fidgeting <input type="checkbox"/> Misuse of materials <input type="checkbox"/> Lying <input type="checkbox"/> Disrespecting others <input type="checkbox"/> Other		<input type="checkbox"/> Non - verbal warning <input type="checkbox"/> Verbal warning <input type="checkbox"/> Apology <input type="checkbox"/> Catch-up work <input type="checkbox"/> Time out <input type="checkbox"/> Loss of stars <input type="checkbox"/> Note home
		<input type="checkbox"/> Out of seat <input type="checkbox"/> Disrupting <input type="checkbox"/> Distracting others <input type="checkbox"/> Off -task <input type="checkbox"/> Incomplete work <input type="checkbox"/> Inappropriate fidgeting <input type="checkbox"/> Misuse of materials <input type="checkbox"/> Lying <input type="checkbox"/> Disrespecting others <input type="checkbox"/> Other		<input type="checkbox"/> Non - verbal warning <input type="checkbox"/> Verbal warning <input type="checkbox"/> Apology <input type="checkbox"/> Catch-up work <input type="checkbox"/> Time out <input type="checkbox"/> Loss of stars <input type="checkbox"/> Note home

Appendix C Yard Duty Desirable Behaviour

Date	Name of Child	Desirable behaviour	Other children involved	Notes
		<input type="checkbox"/> Playing well <input type="checkbox"/> Helping other children <input type="checkbox"/> Well-behaved in the line <input type="checkbox"/> Being kind in the yard <input type="checkbox"/> Considerate of other's feelings		
		<input type="checkbox"/> Playing well <input type="checkbox"/> Helping other children <input type="checkbox"/> Well-behaved in the line <input type="checkbox"/> Being kind in the yard <input type="checkbox"/> Considerate of other's feelings		
		<input type="checkbox"/> Playing well <input type="checkbox"/> Helping other children <input type="checkbox"/> Well-behaved in the line <input type="checkbox"/> Being kind in the yard <input type="checkbox"/> Considerate of other's feelings		
		<input type="checkbox"/> Playing well <input type="checkbox"/> Helping other children <input type="checkbox"/> Well-behaved in the line <input type="checkbox"/> Being kind in the yard <input type="checkbox"/> Considerate of other's feelings		
		<input type="checkbox"/> Playing well <input type="checkbox"/> Helping other children <input type="checkbox"/> Well-behaved in the line <input type="checkbox"/> Being kind in the yard <input type="checkbox"/> Considerate of other's feelings		
		<input type="checkbox"/> Playing well <input type="checkbox"/> Helping other children <input type="checkbox"/> Well-behaved in the line <input type="checkbox"/> Being kind in the yard <input type="checkbox"/> Considerate of other's feelings		
		<input type="checkbox"/> Playing well <input type="checkbox"/> Helping other children <input type="checkbox"/> Well-behaved in the line <input type="checkbox"/> Being kind in the yard <input type="checkbox"/> Considerate of other's feelings		

Appendix D: Yard Duty Incidents.

Date	Name of Child	Incident	Other children involved	Outcome
		<input type="checkbox"/> Rough play <input type="checkbox"/> Disrespecting others <input type="checkbox"/> Excluding a child <input type="checkbox"/> Inappropriate use of equipment <input type="checkbox"/> Taking another child's belongings <input type="checkbox"/> Not following instructions <input type="checkbox"/> Other		<input type="checkbox"/> Verbal warning <input type="checkbox"/> Apology <input type="checkbox"/> Time out <input type="checkbox"/> Loss of stars <input type="checkbox"/> Note home
		<input type="checkbox"/> Rough play <input type="checkbox"/> Disrespecting others <input type="checkbox"/> Excluding a child <input type="checkbox"/> Inappropriate use of equipment <input type="checkbox"/> Taking another child's belongings <input type="checkbox"/> Not following instructions <input type="checkbox"/> Other		<input type="checkbox"/> Verbal warning <input type="checkbox"/> Apology <input type="checkbox"/> Time out <input type="checkbox"/> Loss of stars <input type="checkbox"/> Note home
		<input type="checkbox"/> Rough play <input type="checkbox"/> Disrespecting others <input type="checkbox"/> Excluding a child <input type="checkbox"/> Inappropriate use of equipment <input type="checkbox"/> Taking another child's belongings <input type="checkbox"/> Not following instructions <input type="checkbox"/> Other		<input type="checkbox"/> Verbal warning <input type="checkbox"/> Apology <input type="checkbox"/> Time out <input type="checkbox"/> Loss of stars <input type="checkbox"/> Note home
		<input type="checkbox"/> Rough play <input type="checkbox"/> Disrespecting others <input type="checkbox"/> Excluding a child <input type="checkbox"/> Inappropriate use of equipment <input type="checkbox"/> Taking another child's belongings <input type="checkbox"/> Not following instructions <input type="checkbox"/> Other		<input type="checkbox"/> Verbal warning <input type="checkbox"/> Apology <input type="checkbox"/> Time out <input type="checkbox"/> Loss of stars <input type="checkbox"/> Note home
		<input type="checkbox"/> Rough play <input type="checkbox"/> Disrespecting others <input type="checkbox"/> Excluding a child <input type="checkbox"/> Inappropriate use of equipment <input type="checkbox"/> Taking another child's belongings <input type="checkbox"/> Not following instructions <input type="checkbox"/> Other		<input type="checkbox"/> Verbal warning <input type="checkbox"/> Apology <input type="checkbox"/> Time out <input type="checkbox"/> Loss of stars <input type="checkbox"/> Note home

Appendix E – Note to parents

Dear Parents/ Guardians,

I am writing to let you know that _____ has engaged in unacceptable behaviour on 5 occasions within a short period.

_____ was responsible for

- Deliberately hurting/ causing injury to another pupil
- Using inappropriate language
- Continually disrupting/ spoiling playtime for the other pupils
- Continually disrupting the learning experience of the other pupils
- Disrespectful and insolent behaviour to a member of the school community
- Other

Comments

Please talk to your child and remind them of the importance of following school rules.

Signed: _____

Date: _____

I have spoken to _____ about his/her unacceptable behaviour. He/She promises to follow the school rules in future.
Signed: _____
Date: _____

Appendix G: Note requesting meeting with parents.

Date: _____

Dear Parents/ Guardians,

You have received three notes regarding _____ behaviour. I am concerned that there has been little improvement. I would like to meet with you to discuss this, with a view to moving forward in the future.

Please contact me to make an appointment to meet me as soon as possible.

Thank you for your support and co-operation.

Class Teacher

Appendix H**Drumcondra NS
Contract of Behaviour***School Rules:*

- We speak to everyone with respect
- We work together at all times.
- We ask permission before borrowing property
- We do our best every day.
- We do our homework to the best of our ability.
- We come to school every day and on time.
- We tell the truth
- We respect the school building and property
- We stay on the school premises during school time

Classroom rules:

Each teacher will work with his/her class to formulate a set of class rules which takes into account the following principles:

- The right of all to be heard at a suitable time
- The feelings of others
- The health and safety of all
- The need to act quickly on the teacher's instruction or request
- Learning from one's mistakes
- The need to help one another to learn
- Respect for all visitors
- The protection and respect of property

Stairs and Corridors

- Walk while holding onto the banisters on the stairs
- Walk carefully on the stairs and in the hall

Yard

- Respect the rights of others to feel safe by refraining from rough play
- React quickly and positively to any request from the teacher on duty
- Stay in the school yard, unless you have asked the teacher to go into the school building
- Play with equipment appropriately and safely.
- Tidy up all equipment quickly at the end of break
- The school must be notified in writing if parents wish their child to stay in at break time.
 - However, the teacher may use his/her professional judgement to over-ride this request, especially when the weather is good.

I will do my best to behave well in school.

Signed: _____ (child)

Date: _____

I/we have read the Code of Behaviour. I/we promise to work with my child and the school to support the school's Code of Behaviour.

Signed: _____ (parent) _____

Date: _____

Appendix I: Restorative Questions to respond to Challenging Behaviour

These questions will be used by the teachers, to give the children an opportunity to reflect children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence.

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen to make things right?

To help those harmed by other actions

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

To be printed and laminated.