

# Code of Behaviour Policy

19800N

Milford Grange National School



*'...aq foghlaim le chéile'*

**Milford National School**

## Version History

Date	Changes/Revisions/Updates	Page number
Oct 2024	<b>Additions:</b> <ol style="list-style-type: none"> <li>1. Appendices A, B, C, D, E, F, G,H</li> <li>2. Mobile Phones or any other electronic device</li> <li>3. Restorative Justice System</li> <li>4. Focus Behaviour of the Week</li> <li>5. The Strike System</li> <li>6. The Strike System explanation</li> <li>6. The Strike System Record</li> <li>7. Behaviours of Concern</li> <li>8. Pupil Behaviour Support Plan</li> <li>9. Class Contracts</li> <li>9. Links to related policies added.</li> <li>10. Investigating a Code of Behaviour Incident</li> </ol>	<p>pgs. 25 - 52</p> <p>pg. 8</p> <p>pg. 11</p> <p>pg. 11</p> <p>pg. 12</p> <p>pg. 33 - 36 (Appendix E)</p> <p>Pg. 37 38 (Appendix F)</p> <p>pg. 25 + 26</p> <p>pg. 39 - 50 (Appendix G)</p> <p>pg. 6</p> <p>Throughout the document</p> <p>pg 51 + 52 (Appendix H)</p>
Oct 24	<b>Edits:</b> <ol style="list-style-type: none"> <li>1. Fonts</li> <li>2. Font size</li> <li>3. Grammar and punctuation</li> </ol>	

## INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of *Milford National School* has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school;
2. The whole school approach in promoting positive behaviour;
3. The measures that shall be taken when a pupil fails or refuses to observe those standards;
4. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
5. The grounds for removing a suspension imposed in relation to a pupil
6. The school's Anti-Bullying Policy; and
7. The procedures to be followed in relation to a child's absence from s

The Code of Behaviour of *Milford National School* has been developed in accordance with *'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008.*

## POLICY FORMULATION

In formulating and subsequently reviewing the Code of Behaviour policy the Board of Management completed the following steps;

- i. Parents and Staff were informed that an initial draft of the Code of Behaviour was available and they were invited to make submissions on the content of the code within a specified timeframe.
- ii. Initially Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils' suggestions to the Principal. Upon reviewing this policy, class teachers were requested to trial the Strike System for classroom behaviour management.
- iii. The Student Council discussed and drafted 'My Code for Myself' (see appendix A). This was shared with 1st to 6th class teachers to amend or add details where appropriate to their class level.
- iv. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.
- v. The finalised draft of the policy was submitted for the Parents' Council review and feedback.

- vi. The finalised draft of the policy was submitted for the Patron's Approval.

## AIMS & OBJECTIVES OF THE CODE

The ethos of our school establishes and supports a strong sense of community between school, Board of Management and parents/guardians, as well as the cultivation of a mutual relationship of respect between staff, children and parents/guardians.

The aims and objectives of the code are:

- In devising this code, consideration was given to the particular needs and circumstances of Milford School. The aim is to create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development and learning.
- To allow the school to function in an orderly way where children can make progress in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration for others.
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences.
- To ensure the safety and well being of all members of the school community.
- To assist school staff, parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures.
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

## WHOLE SCHOOL APPROACH

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by, the principal, teachers, ancillary staff, pupils and parents in the review and operation of the Code.

## STANDARDS OF BEHAVIOUR

### Pupils

#### *General Behaviour*

Each pupil is expected to:

- (a) Each child is expected to be well-behaved and to show due consideration for other children and adults.
- (b) Each child is expected to show respect for property, both personal and communal, in the school and in his/her environment.
- (c) Each child is expected to be aware of her/his own dignity and the dignity of others, through encouraging habits of hygiene and cleanliness and respect for the rights of others.
- (d) Each child is expected to have respect for the truth.
- (e) The school recognises the variety of differences between children and the need to tolerate these differences.
- (f) It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation between staff, parents and pupils.
- (g) Every effort will be made to ensure that the code of behaviour is implemented in a fair, reasonable and consistent manner.

**Good, positive behaviour will be praised and rewarded. Unacceptable behaviour will not be tolerated. Unacceptable behaviour includes any behaviours which have a negative impact on teaching and learning in the classroom.**

#### *Classroom Behaviour*

Each pupil is expected to:

- listen – to the teacher and other pupils if they are speaking
- work – to the best of his/her ability
- value – school property, their belongings and the belongings of fellow pupils
- follow – the direction of his/her teacher
- obtain – his/her teacher's permission to leave the classroom
- respect – the teacher, other pupils and visitors to the classroom

#### *Playground (Playing Pitches) Behaviour*

Each pupil is expected to:

- play – safely avoiding any games or play that are rough or dangerous
- follow – the directions of the playground supervisor(s)
- remain – on school grounds at all times
- obtain – permission before re-entering the school building during break periods
- respect – the yard supervisor and fellow pupils
- avoid – swearing, fighting or name calling

### ***Behaviour in other School Areas***

Each pupil is expected to:

- walk – in the school corridors
- take care- behave safely when entering and exiting the school, walk on footpaths, use pedestrian crossings etc
- respect adults- allow them to pass in the school corridors
- behave- when lining up, standing and walking in the class line
- respect others- be mannerly at all times when on the school premises

### ***Personal Behaviour***

Each pupil is expected to:

- respect- themselves and property, keeping books, bag, uniform in good order
- be punctual- be on time for school and for class
- respect- adhere to the rules regarding the wearing of the the school uniform
- have good personal hygiene
- be healthy- adhere to Healthy Eating policy

### ***Behaviour during School Outings/Activities***

Each pupil is expected to:

- follow – his/her teacher’s directions at all times
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour

### **Staff**

It is the Principal’s responsibility to ensure the school’s Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However, each staff member has responsibility for the maintenance of discipline within common areas of the school.

Teaching staff are specifically responsible for the management of behaviour within their own class. It is important to note that teacher discretion will be applied at all times depending on the circumstances, context and class level.

Teachers will:

- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year.
- Each class (2nd to 6th classes) will compile a “Class Contract” in September. This will be displayed in the classroom and referred to throughout the school year.
- Each pupil will bring home and sign the personal Code of Conduct along with their parents (see appendix A). They will return it to their class teacher.
- Ensure the rules are discussed and available to all students (homework diary, displayed in the classroom etc.)
- Discuss and explain the Strike System with their class.
- Encourage self-discipline and positive behaviour.

- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded (strike system).
- Report repeated instances of serious misbehaviour to the Principal.

### Parents/Guardians

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns.

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

### MILFORD NATIONAL SCHOOL RULES:

<b><u>Clár Ama na Scoile</u></b>	
8:45 a.m.	School staff open gates and invite children to enter the school beginning with the youngest pupils first.
8:55 a.m.	Class begins
10:45 -11:00 a.m.	Break
12:30 -1:00 p.m.	Lunch
1:40 p.m.	School Closes: Infants
2:40 p.m.	School Closes: Other classes

### Manners and Courtesy:

Pupils shall show respect and courtesy to all members of the teaching staff, visitors and to each other. They are expected to have due respect and consideration for adults and for each other.

**Punctuality:**

Children are expected to be in school in time for the 8.55am bell.

**Attendance:**

Parents of any pupil who is absent or collected early (full day or half-day) will give a written explanation to the teacher in charge of his/her class through the Aladdin system.

No pupil is allowed to leave the school premises on any condition during school time (this applies to all break times), except where the school has received a written request from the parents via the Aladdin system.

Regular attendance is required from all students unless prevented through illness or some other exceptional circumstances.

**Homework:**

It is the policy of the school to assign homework on a regular basis. Parents/guardians are expected to take an active interest in their child's homework and to sign their homework journal each night, ensuring that it is done to an adequate standard. If there is a legitimate reason why homework cannot be done, a note explaining the reason should be forwarded to the class teacher. In cases where the student fails to produce or complete homework the class-teacher will indicate same in the school diary. (For further information see Homework Policy on [www.milfordns.ie](http://www.milfordns.ie)). Class teachers will initiate communication with parents/guardians if there is a recurring pattern of incomplete homework.

**Mobile Phones or any other electronic device:**

The pupils are not allowed to bring mobile phones, or other smart devices that connect to the internet such as smart watches (i.e. watches that connect to the internet, send / receive messages / record voices, movie and pictures) to school (See Appendix D, and AUP Policy). Medical devices are excluded from this restriction eg for a child with diabetes who needs to monitor blood levels.

In cases where it is necessary for a pupil to phone home, the phone in the secretary's office will be made available.

**Property:**

Each pupil is responsible for his/her own class books and personal property. Coats, uniforms and sports gear are to be clearly marked with the pupil's name and should be taken home

each evening after school. The school is not responsible for personal belongings which are left behind by pupils.

All school property and equipment must be treated with care and respect. The defacing of school property by any pupil will be treated as a very serious offence. Parents/guardians are liable for any damage caused by a pupil who abuses or defaces school property.

### **Safety Indoors/Outdoors:**

Pupils should have consideration and respect for each other when in the school building and grounds. Rough or dangerous play is forbidden and pupils must refrain at all times from entering “out-of bounds” areas.

- Running is not allowed inside the school building and care must be taken not to push or jostle others while moving through the school building
- Leaving the School Yard during breaktimes without permission is prohibited
- If children have to remain in class at break time they should remain in their places unless given permission by the supervising teacher.

When going to or from the church, sports fields, swimming pool etc each pupil must stay with his/her group and obey the teacher in charge.

(c.f. supervision policy on [www.milfordns.ie](http://www.milfordns.ie) for details on organisation of play-times and yard rules)

### **School Outings:**

When on school tours, educational visits e.g. Hunt Museum, engaging in extra-curricular activities or representing the school in any capacity, children must comply with school rules and behave in an exemplary manner.

### **Appearance:**

Pupils must be particular about personal hygiene. A high standard of personal cleanliness and neatness is expected at all times. Pupils are also expected to maintain a clean and well-groomed hair-style. Extremes of “fashion-fads” are to be avoided. In the interest of health and safety, jewellery should be limited to watches. Stud earrings are permitted if earrings are required.

### **School Uniform:**

The full official school uniform must be worn at all times - when children are in school, representing the school and coming to or from school. Excuses are only accepted when a note from a parent/guardian is received.

(Details on full school uniform may be viewed on school web-site-[www.milfordns.ie](http://www.milfordns.ie))

(c.f. uniform policy on [www.milfordns.ie](http://www.milfordns.ie))

## Environment

As a multi-times winner of the Green Flag award, Milford School is very proud of its Green Schools status. Pupils should have a high regard for the school environs and must not throw litter in the classroom or the school grounds.

## Bullying:

Bullying will not be tolerated in any form. Students are encouraged to report incidents of intimidation, harassment, isolation, name-calling, threats etc to their class teacher, yard supervisor or the Principal if an unpleasant incident occurs.

(c.f. [www.milfordns.ie](http://www.milfordns.ie) for our Anti-Bullying Policy)

**N.B. The final interpretation of these regulations rests with the Board of Management, the Principal and the staff. Further school regulations or changes in the existing ones may be made when necessity warrants it.**

## PROMOTING POSITIVE BEHAVIOUR

As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. Special attention will be paid to pupils who have previously been associated with poor behaviour so that not only good behaviour but also improvement in behaviour is acknowledged.

**Good behaviour will be reinforced by praise and encouragement.**

The **Code of Conduct - My Code for Myself (See Appendix A)** will be issued to 2nd to 6th classes in September to be explained and discussed in detail with the students. This document has been drafted with the input of the pupils on the Student Council. The students and parents will sign the **Code of Conduct** and return to the class teacher. This will be kept on file in the classroom.

A reward scheme for promoting positive behaviour will be used. Such rewards may include;

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book

- A visit to another member of staff or to the Principal for commendation
- A word of praise in front of a group or class or at Assembly
- A system of merit marks, stars or stickers
- Delegating some special responsibility or privilege
- A mention to the parent(s)/guardian(s), written or verbal communication
- Exceptional behaviour may be publicly praised at Assembly
- The use of “Golden Time” or “Homework Off Vouchers” or other incentives
- Extra discretionary P.E. time
- “Marvellous Manners” award certificates may be awarded worthy recipients.
- Personalised letters to parent(s)/guardian(s)
- Special privileges

### **Restorative Justice System (See Appendix B)**

Restorative Practice is a values-based philosophy; it aims to actively promote relationships and to respond to harm in a way that honours relationships which CONNECTS us to our best selves and to one another-(Stowe 2017)

It involves the use of six restorative questions that aim to grow empathy and accountability, in line with our values as a school community.

Restorative questions lead to true accountability in its purest form. The child engages in discussion, acknowledges and identifies the harm caused, hears how their actions affected another child etc. This leads to empathy.

The teacher’s role is to support the children and help them to listen to each other, allowing everyone to tell their side of the story.

Restorative Practice questions will be used when investigating code of behaviour incidents **(See Appendix H)**

### **Focus Behaviour of the Week**

The Focus Behaviour of the Week (See Appendix C) is a school-wide initiative designed to remind children of basic rules in the school corridors and the playground. Staff are invited to focus on one of four rules for a week. Reinforcement of the rules across the school promotes positive behaviour. Teachers are encouraged to acknowledge good behaviour generated by the Focus Behaviour of the Week.

The Focus Behaviour of the Week rules are:

1. (Corridor behaviour)Walking silently in single file.
2. Stand aside for adults and younger children when walking in the corridor and doorways.
3. Stop and walk to the line after the first bell, silence after the bell.

4. Gentle hands, gentle feet and gentle words in the yard.

### **Hall Monitors**

Student council members from 5th and 6th classes act as 'hall monitors' for the 2/3 minutes that classes disperse to the yard during both break times. The students position themselves in key locations in the corridors and visually remind the classes to walk silently and in a single file to the yard.

### **Junior and Senior Infant Behaviour:**

In the Junior and Senior Infant classes, the focus is on positive reinforcement and praise for good behaviour.

Teachers of Junior and Senior Infant classes may use:

- Group rewards
- Whole class rewards
- Reward charts
- Incentives

When undesired behaviours might arise, the Junior or Senior Infant Teacher will:

1. Phone parent / guardian to discuss
2. Hold a face-to face meeting with parent / guardian
3. Hold a meeting with parent / guardian, accompanied by the Principal, if necessary.

### **Behaviour Management System - Formal Procedures:**

#### **Strike System**

The Strike System offers children from 1st to 6th classes an opportunity to modify negative behaviours before the instigation of a formal card system. If three strikes are given over a designated period (depending on class level) this will lead to the issue of a White Card. The strikes accumulated will be cleared after a designated period, enabling the child to start afresh. (Appendix E + Appendix F)

The Strike System may be bypassed and the Card System employed if an incident warrants such an action.

Age-appropriate modifications can be made to the Strike System in consultation with the Principal.

## **Cards System**

The strategy used is on a three-card system for misbehaviour, lack of effort in school-work, persistent breaking of school rules etc.

**White Card:** for minor offences

**Yellow Card:** for more serious offences, or following a series of white cards

**Red Card:** for gross misdemeanours, or following two yellow cards.

Cards are given according to the nature of the misbehaviour. When a white card is issued the parent(s)/guardian(s) are asked to speak to the child and advise him/her on appropriate behaviour. The card is then returned to the Principal and is put on file. However, after three white cards, a yellow card is given, regardless of the misbehaviour. The issuing of a yellow card signifies a serious offence or a serious deterioration in behaviour. Similarly, after two yellow cards, a red card is given. A yellow or red card may be issued for any incident which warrants them, irrespective of the other cards already given.

When a pupil has been issued with a white, yellow or red card it must be signed by a parent or guardian and returned to the school the following day. Repeated instances of serious misbehaviour will be reported to the Principal and a written record of all such instances will be kept.

The record will also indicate the warnings and / or advice given to the child on the misbehaviour and the consequences of its repetition.

Parents will be informed when instances of serious misbehaviour on their child's part are being recorded.

Parent(s)/guardian(s) will be kept fully informed from the outset of instances of serious misbehaviour on the part of their children and will be invited to discuss the misbehaviour with the class teacher and/or the Principal before a serious situation should develop.

Where the Board of Management deems it necessary to authorise the Chairperson or Principal to exclude continuously disruptive pupils, or those guilty of serious breaches of discipline, from school, the period of such exclusion shall be between one and 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 ten school days to allow for consultation with the pupil's or pupils' parent(s)/guardian(s). In exceptional circumstances, the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed.

## **The Card System:**

**(a) White Card - for minor offences will be sent to parent(s)/guardian(s) of the pupil, informing them of the nature of the offence. They are asked to:**

1. Speak to the child
2. Sign the card
3. Return the card to the Principal
4. Card is kept on file

**(b) Yellow Card - sent to parent(s)/guardian(s) of the pupil, informing them of the more serious nature of the offence. They are asked to:**

1. Speak to the child
2. Sign the card
3. Return the card to the Principal
4. Card is kept on file

**(c) Red Card - sent to parent(s)/guardian(s) of the pupil informing them of the offence. They are asked to:**

1. Speak to the child
2. Sign the card
3. Return the card to the Principal
4. Call to the school to meet the teacher or the Principal  
Restricted day/Suspension may be imposed

## INAPPROPRIATE BEHAVIOUR

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

A Strike System initiative has been introduced in the school with very positive outcomes. Teachers respond to Level 1 Behaviours with a strike system to encourage the pupils to modify their behaviour. If a pupil receives three strikes over a designated period, they then receive a White Note.

### Level One

#### *Level 1: Behaviours*

Level 1 Behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas as well as disruptive behaviours during breaktimes and school outings. Procedures such as the Restorative Justice System and the Strike System are

designed to help the child take ownership of the behaviour and learn from it. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of Behaviour that are included in Level 1. Please note the list is not exhaustive.

- Talking in class
- Swinging on chair
- Not paying attention
- Failure to prepare for class, forgetting necessary books or gear as defined by individual teachers
- Humming/whistling in class
- Incorrect uniform
- Disorganised work area / untidy personal space and floor area
- Out of seat
- Running/creating disturbance in the hallways
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Minor misbehaviour at swimming or other outings
- Speaking out of turn and interrupting during class
- Not observing personal space
- Questioning authority
- Inappropriate language/comments
- Not adhering to the second bell rule at breaktime
- Rough behaviour during breaktimes e.g. slide-tackling during soccer games, full contact rugby, Bulldog
- Throwing stones
- Bouncing or throwing a ball after the second bell

### ***Level 1: Behaviour Modification Actions***

Consequences for Level 1 Behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will respond appropriately to level 1 behaviours using the Strike System in order to enable pupils to modify their behaviour. Some examples of Level 1 responses are:

- White Note as a result of the Strike System
- Verbal reprimand/reminder(s)
- Note to parent in Homework Diary to be signed
- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others e.g. Time-Out Zone in yard or during PE

- Prescribing additional work e.g. write out copy of Code of Conduct, write story of misdeed
- Golden Time reduced
- Time-Out Zone minutes
- Infant teachers may speak to parent/guardian regarding ongoing Level 1 Behaviours

### ***Level 1 Supportive Interventions***

Listed below are some examples of Level 1 supportive actions:

- Discussion of behaviour with the child
- Classroom-based interventions, such as Circle Time, SPHE , or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Student Council members serving as Hall Monitors to encourage orderly behaviour in the corridors
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

### **Level Two**

#### ***Level 2: Behaviours***

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well being of the students and staff. Level 2 behaviours have a negative impact on teaching and learning in our school. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated (3) instances of Level 1 Behaviour which have not been modified by intervention
- Disrespectful towards their peers
- Bullying (c/f Anti-Bullying Policy)
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Telling lies
- Use of profanity
- Name-calling / verbal abuse
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys (e.g. bow and arrow, knife, etc.)

- Misbehaviour on school outings or during fire drill etc
- Use of a personal smart device in class, in school or while attending school events.

### ***Level 2: Disciplinary Actions***

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parent(s)/guardian(s), with written documentation. Some examples of Level 2 responses are:

- Temporary separation from peers, friends or others e.g. Time-Out Zone in yard or during PE
- Meeting with Principal
- Meeting with parent(s)/guardian(s)
- Exclusion from school trips/tour
- White Note
- Yellow Note

### ***Level 2: Supportive Interventions***

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Deputy Principal and/or Principal.
- In-class Behaviour Management Programme such as *STOP THINK DO*, conflict resolution exercises etc.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

## **Level Three**

### ***Level 3: Behaviours***

Level 3 Behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated (2) or serious instances of Level 2 Behaviour which have not been modified by intervention
- Bullying (c/f Anti-Bullying Policy)
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Violent aggression
- Intentionally causing physical harm to others
- Leaving school grounds without permission
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin

### ***Level 3: Disciplinary Actions***

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend

upon the severity and frequency of the specific Behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

- **Child / parents / teacher / principal meeting**
- **Suspension from school for one to five days:**  
This response will occur with the first incidence of Level 3 Behaviour or Level 2 Behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.
- **Suspension from school for five to ten days:**  
This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.
- **Expulsion:**  
Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

## **PROCEDURES FOR SUSPENSIONS & EXPULSIONS**

### **Suspension**

#### ***Definition of Suspension:***

*'requiring the student to absent himself/herself from the school for a specified, limited period of school days'*

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

#### ***Authority to Suspend:***

The Board of Management of Milford National School has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

### ***Immediate Suspension and Automatic Suspension***

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of *Milford National School*, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff
- or
- Physical violence resulting in serious damage to school property

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed **no later than 2 school days** after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss;

- the circumstances surrounding the suspension,
- interventions to prevent a recurrence of such misconduct.

The Board of Management of *Milford National School* acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

- No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

***Procedures in Respect of Other Suspensions:***

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of *Milford National School* will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s)/guardian(s);

- details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- An invitation to a meeting, to be scheduled **no later than 5 school days** from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of *Milford National School* acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- ii. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- iii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

## **Expulsion**

### ***Definition of Expulsion:***

*'A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.'*

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

### ***Authority to Suspend / Expel:***

The authority to expel a pupil is reserved by the Board of Management.

### ***Procedures in Respect of Expulsion:***

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

- a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

- iii. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- iv. An invitation to a meeting, to be scheduled no later than **5 school days** from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond.

- b) The Principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
  - ii. ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
  - iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)
- c) Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing

- i. as to the date, location and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management
- iii. that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

- i. the meeting will be properly conducted in accordance with Board procedures

- ii. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
- iii. each party will be given the opportunity to directly question the evidence of the other party
- iv. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

d) Board of Management Deliberations & Actions following the Hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- iv. Will be represented at the consultation to be organised by the Educational Welfare Officer
- v. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

e) Confirmation of the Decision to Expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed,

and where the Board of Management remains of the view that the student should be expelled, the

The Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of Milford National School acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

## NOTIFICATION OF A CHILD'S ABSENCE FROM SCHOOL

Parent(s)/guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence;

- Parents should use the Aladdin system to notify the school in relation to early collection and absences.
- The school should be notified of the absence on the first day that the pupil is absent and no later than their first day of return to school.
- The reason for the absence should be notified to the class teacher.
- Details pertaining to the absence, such as duration and reason, should be provided
- Significant absences caused by ill health (i.e. absences longer than 10 school days) should be certified.

The school will inform the Education Welfare Officer in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register

## RECORDS

A standardised record system will be used to track an individual pupil's behaviour. Such records will contain;

- Incidents of misbehaviour,
- interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
- Evidence of improved behaviour
- Any sanctions imposed, and the reasons they were imposed

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained.

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

## BEHAVIOURS OF CONCERN

Some children, for a variety of reasons, including having additional educational needs, can find it difficult to conform to the normal classroom rules.

Applying the above policies to these children, without reference to their individual needs, could be classified as unfair. Milford NS makes exhaustive efforts to deal with behaviours of concern. Whenever possible, our school adjusts the learning environment to suit the needs of the child, we consider how this can be done and we carefully record all efforts to do so.

In all cases, we foster a commitment to inclusion and equality of opportunity. We establish an orderly, secure and healthy learning environment. We strive to manage challenging and complex situations in a manner that demonstrates equality, fairness and justice. To this end, we try everything possible to provide a safe and suitable learning environment for children and staff. This includes developing a code of behaviour that takes account of individual needs.

The Department has set out the Continuum of Support framework to assist schools in identifying and responding to students' needs. This framework recognises that special educational needs occur along a continuum, ranging from mild to severe, transient to long term and students require different levels of support depending on their identified educational needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support and informed by careful monitoring of progress.

An Individual Behaviour Plan for a particular child would outline clearly:

- the difficulties the child has in relation to teaching and learning in the school
- the triggers and behaviours of concern the child exhibits in the school environment and clearly states the school's concerns about each behaviour
- the Behaviour Plan to address the behaviours of concern, specifically
  - Which behaviours are to be addressed and in what order
  - What indicators for success will apply to each behaviour

- a record of the child's progress, or lack of progress, in relation to the Behaviour Plan
- a record of home / school communication in relation to the Behaviour Plan.

Every child is unique and behaviours of concern exhibited by a particular child are individual to that child. It is of the utmost importance that the child's parents are fully involved in developing the Individual Behaviour Plan (See Appendix G). Full and open communication between home and school is the keystone to success.

## POLICY RATIFICATION

The policy review was ratified by the Board of Management of *Milford National School* at its meeting held on \_\_\_\_\_ 20\_\_\_\_

## Appendix A

Name: \_\_\_\_\_

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

### Code Of Conduct - My Code for Myself

#### **Caring for Myself:**

- A. I should respect myself and my belongings, always keeping myself, my schoolbag, my books and copies in good condition. I will look after property. I will not waste or damage things.
- B. I should always be in school by 8:55am before school starts.
- C. I should always show respect for my school and be proud to wear the full school uniform every day.
- D. I should always be aware of my personal cleanliness and keep myself and my belongings neat and tidy.
- E. I should always bring a healthy, sensible lunch to school
- F. I should always do my best in school by listening carefully and not interrupting.
- G. I will complete my homework to the best of my ability.
- H. I will work as hard as I can. I will not waste time.

#### **Caring for Others:**

- A. I should be kind and respectful to my teachers and fellow pupils by being mannerly and polite, by taking turns and by remaining silent and orderly in my class line.
- B. I will be gentle. I will not hurt anyone.
- C. I will be kind and helpful. I will not hurt people's feelings.
- D. I will be honest and fair at all times. I will not hide the truth.
- E. I should behave well in class so that my fellow pupils and I can learn.
- F. I should always keep my school clean by bringing home unfinished food, drinks, cartons, wrappers etc.
- G. I should show respect for the property of my fellow pupils, the school building and grounds.
- H. I should step aside and allow others to pass when in the corridors.
- I. I should allow others to pass through the doors ahead of me.

**Safety: For my own safety and that of others**

- A. I should be careful coming to and going from school, using pedestrian lights and walking on the footpath at all times.
- B. I should always walk, not run, while in the building or walking in or out of the yard.
- C. I should let adults pass in the corridors and be respectful.
- D. I should remain seated in the class and while I am eating lunch unless I have got permission.
- E. I should be well-behaved when I am in my line, and wait quietly in my line when break is over.
- F. I should always show respect and kindness for my fellow pupils.
- G. I will walk quietly and in an orderly fashion in my line to and from the yard.
- H. I will be fair. I will not tell silly tales.
- I. I will use the toilet properly and wash my hands.
- J. I must bring a note of explanation following absence or if I am late for school.
- K. I should never leave the school grounds without the permission of the principal.
- L. I am a responsible digital citizen and I think about my own safety and the safety of others while online.
- M. I should not bring a mobile phone, smart watch or other smart device to school.

**Bullying:**

**I should never bully others. I should never allow others to bully me and if it happens I should tell my parents and my teacher. Bullying is always unacceptable.**

**Milford N.S. is a Bully-Free zone**

I, \_\_\_\_\_ have read this Code of Conduct and agree to always behave according to the code.

Signed: \_\_\_\_\_ (student)

\_\_\_\_\_ (parent)

## Appendix B

### Restorative Questions

Thinking • Modelling • Asking






**CONNECT<sup>RP</sup>**

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School  
Communities


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### Making Amends & Filling Buckets

#### Restorative Questions

-  1. What happened?
-  2. What were you thinking/feeling at the time?
-  3. What are you thinking/feeling now?
-  4. Who is sad/hurt now and in what way?
-  5. What could have been done differently?
-  6. How can we fix this/make amends?

PRIMARY



Thinking • Modelling • Asking

## Growing Empathy & Accountability

### Restorative Questions

- Q1. What happened?
- Q2. What were you thinking/feeling at the time?
- Q3. What are you thinking/feeling now?
- Q4. Who has been affected/harmed and in what way?
- Q5. What could have been done differently?
- Q6. What do you think needs to happen next to move forward?**

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SECONDARY OR HIGHER CLASSES IN PRIMARY

## Appendix C

### Focus Behaviours

Walking **silently**, in **single file**, on the corridor



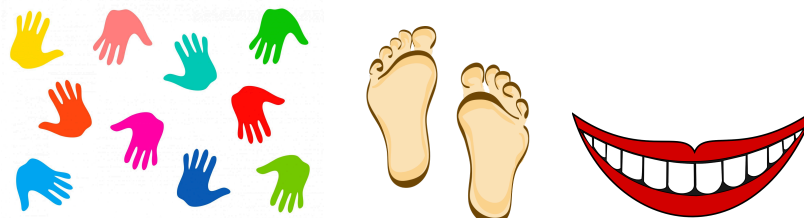
**Stand aside** for adults and younger children



1st Bell: **Stop**  
2nd Bell: **Silence**



**Gentle** hands,  
**gentle** feet  
and **gentle** words in class and in the yard



## **Appendix D:**

List of Smart Devices which children must not bring to school:

- Mobile phones
- Smart watches
- iPads/tablets

## **Appendix E:**

### **Milford NS Code of Behaviour** **Strike and Card System**

The Strike System in Milford National School is implemented to encourage positive attitudes, behaviour and engagement in class. We will start each day in a positive way, encouraging the children to try their best and do their best work.

#### **STRIKE SYSTEM**

A Strike is given to a child if their behaviour is interfering with others and interrupting the teaching and learning in their class.

#### **Examples of level 1 behaviours that interfere with teaching and learning:**

- Talking during written tasks
- Swinging on chair
- Damaging school property e.g scribbling on the furniture
- Not paying attention
- Out of seat
- Disturbing the work or play of others
- Inappropriate behaviour in the yard
- Speaking out of turn and interrupting during class
- Not doing what has been asked
- Not observing personal space

In the event of level 1 behaviours which interrupt teaching and learning the following 1, 2, 3 system will be followed:

**1: Verbal reminder:** The teacher will remind the child to change their behaviour

**2: Warning:** The teacher gives a verbal warning to the child

**3: STRIKE:** If the behaviour continues, the teacher gives the child a strike which is recorded on the Strike Record list

If a pupil receives 3 STRIKES in a week (1st and 2nd class) or 3 Strikes in a ROLLING week (3rd, 4th, 5th and 6th class): a WHITE CARD is sent home to the parents

Parents are asked to:

1. Speak to their child
2. Sign the card
3. Return the card to the Principal

**Please note that a child can be given a white, yellow or red card without receiving any strikes if their behaviour is deemed as a serious offence.**

## Milford NS Code of Behaviour Card System

### **MNS CARD SYSTEM**

In Milford NS, we use a three-card system for misbehaviour, lack of effort in school- work, persistent breaking of school rules etc.

**White Card: for minor offences (level 1 behaviours)**

**Three Strikes = White Card**

**Yellow Card: for more serious offences, or following a series of 3 white cards (level 2 behaviours)**

**Three White Cards = a Yellow Card**

**Red Card: for gross misdemeanours (level 3 behaviours)**

**Two yellow notes = Red Card**

**\*\*If a pupil receives a white, yellow or red card it lasts for that school year. However in circumstances where the pupil demonstrates exemplary behaviour for three months after receiving a card, the card will be revoked after three months.**

**\*\*Each Monday (1st and 2nd Class) or every rolling week (3rd, 4th, 5th and 6th class) each pupil will start afresh again and strikes from the previous week are wiped clear. However, the teacher record of the strikes will be kept on file for the school year.**

**A rolling week = if a pupil receives a strike on a Thursday it lasts until the following Thursday**

### **White Card**

A White Card, for minor offences, level 1 behaviours, will be sent to the parents of the pupil, informing them of the serious nature of the offence.

#### **Parents are asked to:**

1. Speak to the child
2. Sign the card
3. Return the card to the school
4. Card is kept on file

### **Level 1 Behaviour Examples:**

- Talking in class
- Not paying attention
- Swinging on the chair
- Disturbing the work of others
- Humming/whistling in class
- Out of seat
- Disrespectful language, tone or manner
- Inappropriate language/comments
- Rough behaviour
- Speaking out of turn in class

### **Yellow Card**

A Yellow Card for more serious offences, level 2 behaviours, or following a series of three white cards, will be sent to parents of the pupil, informing them of the more serious nature of the offence.

#### **Parents are asked to:**

1. Speak to the child
2. Sign the card
3. Return the card to the school
4. Card is kept on file

### **Level 2 Behaviour Examples:**

- Disrespectful toward peers
- Bullying
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Telling lies
- Use of profanity
- Name calling
- Disrespectful language towards an adult
- Use of personal smart device in class/school/school outing
- Misbehaviour during school outings or fire drill.

### **Red Card**

A Red Card for gross misdemeanours, level 3 behaviours, is sent to the parents of the pupil informing them of the offence.

Parents are asked to

1. Speak to the child
2. Sign the card
3. Return the card to the school
4. Call to the school to meet the teacher or the Principal

**Restricted day/Suspension may be imposed**

### **Level 3 Behaviour Examples:**

- Bullying
- Behaviour which is dangerous to self or others
- Intentionally causing physical harm to to others
- Leaving school grounds without permission
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition or ethnic origin.
- Repeated instances of level 2 behaviour which have not been modified by intervention.





**Appendix G**



**Pupil Behaviour Support Plan**

**Milford NS**



**Pupil Behaviour Support Plan**

**Pupil's name:**

**Date:**

**Pertinent background information (if relevant):**

**Behaviours in need of support**

**a) Target behaviours (rank in priority)**

**b) Known warning signs of impending behaviour**

No. 1

No. 1

No. 2

No. 2

No. 3

No. 3

No. 4

No. 4

No.5

No.5

**Behaviours in need of support**

**c) Known triggers of impending behaviour**

**d) Preventative strategies and techniques  
(to implement in response to or in  
anticipation of known triggers)**

No. 1

No. 1

No. 2

No. 2

No. 3

No. 3

No. 4

No. 4

No.5

No.5

**Proactive strategies and techniques**

**In the classroom (e.g. a particular class)**

**Before school**

a) Target Behaviours

a) Target Behaviours

b) Strategies

b) Strategies

c) Beginning date

c) Beginning date

d) Concluding date

d) Concluding date

e) Who is responsible for implementation?

e) Who is responsible for implementation?

**Proactive strategies and techniques**

**At assemblies**

a) Target Behaviours

b) Strategies

**In corridors and shared areas**

a) Target Behaviours

b) Strategies

[Redacted]

c) Beginning date

[Redacted]

d) Concluding date

[Redacted]

e) Who is responsible for implementation?

[Redacted]

[Redacted]

c) Beginning date

[Redacted]

d) Concluding date

[Redacted]

e) Who is responsible for implementation?

[Redacted]

## Proactive strategies and techniques

### Lunch and breaks

a) Target Behaviours

b) Strategies

c) Beginning date

d) Concluding date

e) Who is responsible for implementation?

### After school

a) Target Behaviours

b) Strategies

c) Beginning date

d) Concluding date

e) Who is responsible for implementation?

## Proactive strategies and techniques

### Camps/excursions/incursions

a) Target Behaviours

b) Strategies

c) Beginning date

d) Concluding date

e) Who is responsible for implementation?

### At home

a) Target Behaviours

b) Strategies

c) Beginning date

d) Concluding date

e) Who is responsible for implementation?

**Proactive strategies and techniques**

**At second home (if applicable)**

**Online, social media, gaming/ films**

a) Target Behaviours

a) Target Behaviours

[Empty text box for target behaviours at second home]

[Empty text box for target behaviours online/social media/gaming/films]

b) Strategies

b) Strategies

[Empty text box for strategies at second home]

[Empty text box for strategies online/social media/gaming/films]

c) Beginning date

c) Beginning date

[Empty text box for beginning date at second home]

[Empty text box for beginning date online/social media/gaming/films]

d) Concluding date

d) Concluding date

[Empty text box for concluding date at second home]

[Empty text box for concluding date online/social media/gaming/films]

e) Who is responsible for implementation?

e) Who is responsible for implementation?

[Empty text box for responsible party at second home]

[Empty text box for responsible party online/social media/gaming/films]

**Proactive strategies and techniques**

**Other**

a) Target Behaviours

[Empty text box for Target Behaviours]

b) Strategies

[Empty text box for Strategies]

c) Beginning date

[Empty text box for Beginning date]

d) Concluding date

[Empty text box for Concluding date]

e) Who is responsible for implementation?

[Empty text box for Who is responsible for implementation?]

**Other**

a) Target Behaviours

[Empty text box for Target Behaviours]

b) Strategies

[Empty text box for Strategies]

c) Beginning date

[Empty text box for Beginning date]

d) Concluding date

[Empty text box for Concluding date]

e) Who is responsible for implementation?

[Empty text box for Who is responsible for implementation?]

### **Good behaviour recognition**

a) What works to promote good behaviour for this student?

b) How will we know if the recognition is successful?

c) Who is responsible for providing good behaviour recognition?

d) When and how often is behaviour recorded?

### **Consequences**

a) List consequences

b) Who is responsible for giving consequences?

c) When and how often are statements or approaches recorded?

**Crisis Plan - No. 1**

**Crisis Plan - No. 3**

a) Behaviours

[Empty text box for Behaviours]

a) Behaviours

[Empty text box for Behaviours]

b) Actions

[Empty text box for Actions]

b) Actions

[Empty text box for Actions]

c) Who is responsible?

[Empty text box for Who is responsible?]

c) Who is responsible?

[Empty text box for Who is responsible?]

**Crisis Plan - No. 2**

a) Behaviours

[Empty text box for Behaviours]

**Crisis Plan - No. 4**

a) Behaviours

[Empty text box for Behaviours]

b) Actions

[Empty text box for Actions]

b) Actions

[Empty text box for Actions]

c) Who is responsible?

[Empty text box for Who is responsible?]

c) Who is responsible?

[Empty text box for Who is responsible?]

**Student's preferred contact people at the school**

Person 1 - name and position

Person 3 - name and position

Person 2 - name and position	Person 4 - name and position

**Review**

a) Review Date

--

b) Who is involved?

c) How is it monitored?

--	--

**Sign-off on the Behaviour Support Plan**

**Principal's name**

**Principal's signature**

**Date**

Diarmaid Moore

--

--

**Parent's / guardian's name**

**Parent's / guardian's signature**

**Date**




**Pupil's name**

**Pupil's signature**

**Date**

--

--

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## Appendix H

### Investigating a Code of Behaviour Incident

Name of Pupil 1: \_\_\_\_\_

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

Name of teacher investigating: \_\_\_\_\_

Please use these restorative practice questions to investigate the code of behaviour  
misdemeanour.

<b>1</b>	<b>What happened?</b>	
<b>2</b>	<b>What were you thinking/feeling at the time?</b>	
<b>3</b>	<b>What are you thinking/feeling now?</b>	
<b>4</b>	<b>Who is sad/hurt now and in what way?</b>	
<b>5</b>	<b>What could have been done differently?</b>	
<b>6</b>	<b>How can we fix this/make amends?</b>	

## Investigating a Code of Behaviour Incident

Name of Pupil 2: \_\_\_\_\_

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

Name of teacher investigating: \_\_\_\_\_

Please use these restorative practice questions to investigate the code of behaviour misdemeanour.

1	What happened?	
2	What were you thinking/feeling at the time?	
3	What are you thinking/feeling now?	
4	Who is sad/hurt now and in what way?	
5	What could have been done differently?	
6	How can we fix this/make amends?	

## Investigating a Code of Behaviour Incident

Name of Pupil 3: \_\_\_\_\_

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

Name of teacher investigating: \_\_\_\_\_

Please use these restorative practice questions to investigate the code of behaviour misdemeanour.

1	What happened?	
2	What were you thinking/feeling at the time?	
3	What are you thinking/feeling now?	
4	Who is sad/hurt now and in what way?	
5	What could have been done differently?	
6	How can we fix this/make amends?	

**Witness Statements**

Please use these restorative practice questions to investigate the code of behaviour misdemeanour.

Name of pupil: \_\_\_\_\_

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

Name of teacher investigating: \_\_\_\_\_

1	What happened?	
---	----------------	--

### **Witness Statements**

Please use these restorative practice questions to investigate the code of behaviour misdemeanour.

Name of pupil: \_\_\_\_\_

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

Name of teacher investigating: \_\_\_\_\_

1	What happened?	
---	----------------	--