

CODE OF BEHAVIOUR POLICY

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RATIONALE

Our behaviour policy is a planned, age appropriate programme that encourages and rewards pupils for positive social behaviour, their work and more importantly effort in all areas of school life. Its purpose is to teach our children to teach themselves - how to work, how to direct their lives and how to make the right choice and accept responsibility for their actions.

It is a whole school approach where instead of a small number of children (i.e. those who are persistently disruptive or seriously disturbed) getting largest amounts of attention, the opposite occurs. By using system of positive **Rules, Rewards and Sanctions**, we “catch”, reinforce and affirm those pupils who choose to abide by our code of behaviour while at the same time signaling to those who do not, that their behaviour is unacceptable and that they must stop or face the consequences of their choices. Positive behaviour enhances self-esteem and builds confidence which leads to success in all areas of school life. Our priority is to motivate and encourage all our students to give of their best and to develop a sense of ownership of behaviour. This is why it was the pupils who choose our rules following discussion among themselves and staff.

It is based on the recognition of the student as an individual and yet creates an environment in which the welfare of all is protected. Good discipline creates a happy environment for **all** in the school community but especially for the children.

All members of the school community were involved in drawing up the plan and also in any reviews which are carried out. The pupils from classes second to sixth were involved in drawing up and reviewing the Pupils’ Code of Behavior. This Code of Behaviour is closely linked to our Anti- Bullying Code and Our Playground Rules.

Aims: In devising this code, consideration is given to the particular needs and circumstances of this school. The aim is to create an ordered and orderly environment in which pupils can, by developing self-discipline, feel secure and protected and grow in all aspects of their development.

System of Rules, Rewards and Sanctions:

Praise and affirmation play a huge role in building up a child’s confidence and self-esteem. Here in Harold’s Cross NS, positive behaviour is reinforced at every opportunity.

In class - Individual

Each teacher employs his/her own award system in their class. These may range from:

- a quiet word or a gesture of approval
- a comment in an exercise copy stickers a system of merit marks - star charts
- time on the computer
- a visit to the Principal’s office
- delegation of some special responsibility
- a verbal or written commendation home
- a homework pass
- pupil of the week

Whole Class Rewards

- Homework vouchers
- Extra P.E, Music, Drama time

- Extra computer time Videos Golden Time

Assembly

- At the end of each month the whole school meets in assembly where presentation of certificates and awards take place.
- Good behaviour, effort, improved attitude, courtesy, outstanding actions are noted to the assembly. Photographs of the nominated pupils (3 from each class) are taken and posted on the Merit Award Board

Awards are also given for being a good citizen, attendance, lining up and involvement in the Green Flag/Biodiversity Programme **etc.**

Sanctions - Junior infants to second class:

Catching good behaviour and affirming it (2-1 rule) must be implemented by all staff prior to giving any sanction.

1. Verbal Warning (preceded by the 2-1 rule). Warning noted in the Incident Book.
2. Red Card (preceded by the 2-1 rule)– resulting in a Time Out either in the room or another teacher's room or actual detention depending on the gravity of the offence. The teacher notes the incident in the Behaviour Book and notifies the parent using email of the type of sanction and the reason for it.
3. Teacher meets with parent and child in relation to the child's behaviour. Meeting recorded in the Incident Book.
4. Child is put "On Report". Parents are notified by email. Recorded in the Incident Book
5. Meeting of parents, child with the teacher and Principal. Recorded in the Incident Book.
6. Suspension – the duration of which will depend on the seriousness of the misbehaviour/incident. Recorded in the Incident Book. Parents are notified in writing by email and officially by the Principal.

Sanctions- Third to sixth

Catching good behaviour and affirming it (2-1 rule) precedes the implementation of all sanctions by staff.

1. Verbal Warning (preceded by the 2-1 rule). Warning is noted in the Incident Book.
2. Red Card preceded by the 2-1 rule–. If Red Card is given, it results in either a Time Out in the child's own classroom, another classroom or actual detention in the office depending on the seriousness of the misbehaviour. Teacher notifies parent by email. Recorded in the Incident Book.
3. Teacher meets with parent and child in relation to the child's behaviour. Meeting recorded in the Incident Book.
4. Child is put "On Report". Parents are notified by email. Noted in the Incident Book
6. Meeting of parents, child with the teacher and Principal. Noted in the Incident Book
7. Suspension, the duration of which will depend on the seriousness of the misbehaviour/incident.
7. Meeting of parent and child with the Principal, class teacher and the Behaviour Support Team

10. Expulsion.

How sanctions are implemented:

Verbal Warning - (preceded by the 2:1 RULE)

If and when a teacher observes a child breaking a school rule or engaging in inappropriate behaviour, the teacher, before giving a verbal warning must first affirm the positive behaviour of two other children. This gives the child a chance to stop the negative behaviour and engage in the correct manner. If the child does not stop the behaviour, then a **verbal warning** is given. This is noted in the Incident Book and the parents are informed by email.

Red Card - (preceded by 2:1 RULE)

A *Red Card* is given for continuous misbehaviours. Once again the 2:1 Rule is used before the Red Card is placed on the desk in front of the child and the specific rule broken named for the child by the teacher. The parent is informed by email and the child is given either a Time Out or detention. The action is noted in the Incident Book.

Time Out:

Time Out involves the child sitting at a Time Out Table either in the room or in the room of another teacher. The child works at the Time Out Table.

Detention:

If the child is given detention, A *Detention Card* is placed on the desk in front of the child. The step is again recorded in the "*Incident Book*" and the parents are notified of the detention by email, of the reason the child is receiving detention and the day of the detention.

Detention will take place on Tuesdays and Thursdays and will be taken by the Principal. Each class teacher who has a child for detention must note it in their Incident Book, inform the parents by email, deliver that child to the office in person, inform the principal of the reason for detention and ensure that the child has work suited to his/her ability which will last for 30 minutes.

"On Report":

A child will be put "*On Report*" for serious misbehaviours. (See levels of Behaviours). The incident is noted in the Incident Book, the parents are informed by email.

The "*On Report Card*" is filled in by the class teacher. This card is brought home to the parents and signed. The next morning it is signed by the pupil in the office. The Principal notes the comment made by the class teacher and signs also. This occurs for five school days. However if a child has received three X's on the Report Card then the child may be placed On Report again for the following week. If a child received a positive report this is noted in the "*Book of Affirmation*".

Suspension:

The parents are informed verbally and a letter is given to them stating:

- 1) the reason for the suspension;
- 2) the duration of the suspension;
- 3) the date on which a child may return to school.

While on suspension pupils will be given work by the class teacher to complete while on suspension.

The Right to Appeal

- Parents have the right to appeal a suspension to:
 - a) to the Board of Management
 - b) to the Secretary General of DES

Expulsion:

Only the Board of Management of a school has the authority to expel a child. Before the Board decides on this measure it will consider the following factors:

- o The nature and seriousness of the behaviour.
- o The context of the behaviour.
- o The impact of the behaviour.
- o The interventions tried to date.
- o Whether expulsion is an appropriate response.
- o The possible impact of expulsion.

Procedures in respect of Expulsion - the school is required by law to follow fair procedures when proposing to expel a student. The following will take place:

- i. A detailed investigation will be carried out under the Direction of the Principal.
- ii. A recommendation to the Board of Management will be made by the Principal.
- iii. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
- iv. The Board of Management will deliberate and decide on what actions to take following the hearing.
- v. Where a Board is of the opinion that an expulsion is warranted it will follow procedures as laid down by the Education Welfare Board. These include:

Notifying the Educational Welfare Officer in writing of its opinion, and the reasons for their opinion.

The Board will inform the parents in writing about its conclusions and the next steps in the process i.e. that the Board of Management will inform the Education Welfare Officer of the proposed expulsion of the student.

- vi. Consultations arranged by the Educational Welfare Officer will take place.
- vii. Confirmation of the decision to expel.
- viii. The Principal or Home School Community Liaison person will explain the above steps to the parent.

The Role of the Behaviour Support team –applies only in cases where a child has serious emotional/behavioural issues.

Phase 1 - In the case of a child who presents with a pattern of serious disruptive behaviour, the parents of the child will be expected to meet with the Behaviour Support Team to discuss the Continuum of Support which it proposes to implement for that child. A meeting will take place at least once a term.

Phase 2 - Should there be no improvement in a child's behaviour following implementation of the Continuum of Support, the Behaviour Support Team will convene to decide what actions might now be taken and whether the matter should be referred to the Board of Management.(See below for process)

MEETING OF PARENTS WITH THE BEHAVIOUR SUPPORT TEAM (PHASE 2)

Meeting of parents and child (if in Fourth, Fifth or Sixth Class) with members of the *Behaviour Support Team* (See Role of the Behaviour Support Team). At this meeting the following occurs:

A list of the child's misbehaviours will be presented to the parents (from the Incident Book).

Details of the child's latest misbehaviour will be given. The parent and child will be given the chance to respond to the allegations and to make a case on their own behalf.

Following this the Behaviour Support Team will consult and decide on appropriate action - this may be:

- i. suspension of the child;
- ii. a recommendation that the child be referred for assessment or counselling;
- iii. or in extreme situations may decide to make a recommendation to the Board for expulsion.

The proposed actions will be referred to the Board of Management for approval. All of these decisions will be made in the best interests of the child and the whole school community. Having received the approved sanction of the Board of Management the duration of the suspension will be in line with policy (see list of suspensionable offences) or based on a decision given by the Board of Management.

- Particular care will be taken to ensure that a parent who has reading difficulties or whose first language is not English understands the process involved.
- A suspension may be removed if the Board of Management decides to remove it for any reason or if the Secretary General directs that it be removed following an appeal under *Section 29 of the Education Act, 1998*.
- When any sanction including suspension is completed, a child will be given the opportunity and support for a fresh start.
- On the child's return to the school following a suspension the parents and child are expected to sign a "*Contract for Good Behaviour*".
- The Behaviour's Committee will put in place strategies to ensure a child's positive reintegration to school.

LEVELS OF MISBEHAVIOUR AS DEFINED BY THE STAFF OF HAROLD'S CROSS NS

MINOR MISBEHAVIOURS

- Breaking of any of the school rules once.

SERIOUS MISBEHAVIOURS

- Breaking of any of the school rules continuously.
- Verbal outburst toward another child or teacher.
- Refusing to follow the instructions of any adult in charge.
- Rough/dangerous play.
- For these misbehaviours pupil immediately goes to Sanction 4 or 5.

MAJOR MISBEHAVIOURS

- Continuous, deliberate breaking of any of the school rules.
- Bullying of another child
- A serious attack or verbal abuse towards another child or teacher.
- Leaving the class or school without permission.
- Any form of serious bullying, i.e. exclusion, verbal or physical bullying.
- Theft.
- Defacing of school property.
- For major misbehaviours pupils are put on Sanction 5 - (the child is placed *On Report*) or Sanction 6 (*Suspension*) depending on the decision of the Principal or Board of Management.

SUSPENSIONABLE OFFENCE

1	Threatening behavior towards a teacher	1-3 days
2	Bullying or threatening behavior towards a pupil	1-3 days
3	Spitting at another person	1-3 days
4	Swearing at a teacher	2 days

5	Intentionally physically hurting anyone	1 - 2 days
6	Intentionally emotionally hurting anyone	1 - 2 days
7	Damage to school property	1 - 2 days

“In light of the risk of transmission of the Covid virus, a child will be suspended for spitting at another child - the duration of the suspension will depend on the age of the child but it will run from a minimum of one day up to a maximum of three days.” (This sanction will remain in place for the duration of the Covid pandemic)

The duration of these suspensions may be increased depending on the gravity of an incident. Children First National Guidance 2017 and the Anti-Bullying Procedures provide that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Síochána as appropriate. Where school personnel have concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to Tusla, the designated liaison person shall seek advice from Tusla in accordance with the procedures set out in chapter 5 of these procedures

EXPULSIONABLE OFFENCES

1	The student's behavior is a persistent cause of significant disruption to the learning of others.
2	The student's continued presence constitutes a real and significant threat to the safety of members of the school community.
3	The student is responsible for deliberate damage to school property.

Any child who leaves a classroom or the school without the teacher's permission will not be allowed back until he/she is accompanied by a parent.

Roles and Responsibilities:

All members of the school team share responsibility in ensuring that the Code of Behaviour is implemented correctly. The system of rules, rewards and sanctions are taught at the beginning of each school year. Staff and pupils draw up classroom rules following discussion and agreement. There is a code of behaviour for staff as well as parents.

CODE OF BEHAVIOUR FOR STAFF

Just as for pupils and their parents, a Code of Behaviour exists for the staff of our school. By staff we mean Board members, Principal, teachers, SNAs, ancillary staff and any teaching personnel from outside of the staff. Best practice will be employed by the staff in implementing the code and especially the sanctions. All staff are expected to uphold the Code of Professional Conduct as laid down by The Teaching Council

Rules, rewards and sanctions will be used in a way to ensure that:

- They form part of a plan to change behaviour.

- They will be used in a respectful manner which avoids the use of sarcasm, ridicule or remarks likely to undermine a child's self-confidence.
- That the behaviour is criticized and not the child.
- That they help the child to understand the consequence of their behaviour and to take responsibility for changing it.
- They will diffuse a situation and not escalate it.
- That they take into account the particular circumstances of vulnerable individuals (e.g. a child in care, or a child with special needs).
- The sanction will be proportionate to the seriousness of a behaviour taking into account the frequency, duration and persistence of the behaviour, the context of the behaviour and whether it is part of an escalating pattern of poor behaviour.
- They are appropriate to the age and developmental stage of the child.
- Pupils are never left unsupervised (e.g. in a corridor).
- That the whole class is not punished for the wrong doings of an individual or small group.

Teaching staff of Harold's Cross NS are bound by the directives and procedures laid down in the Children First Act, 2015. Chapter 7 of the Guidelines for Primary and Post Primary, 2017 specifically refers to staff who may put a child's in "harm's" way as defined by Tusla. All staff are advised to make themselves au-fait with the protocols and the measures that must be taken by a board in the event that an allegation of child abuse has been made against them.

Code of Behaviour for Pupils –Drawn up by Pupils in 2018

In Harold's Cross NS-

- Every individual has a voice.
- We understand that we have both rights and responsibilities
- Everyone has the right to feel safe and supported.
- We have high expectations for everyone
- We work hard and try our best,
- We take care of each other in our school

Our Playground Manners

- We take care of each other.
- We ask children on their own to join in.
- We play safely and fairly at all times.

- We listen with respect to the adults on duty.
- We stop playing and line up when the bell goes.
- We keep our playground tidy.

Our Anti- Bullying Code

- Everyone in our school has the right to feel safe in the classroom or on the playground.
- We never stand by and let anyone be bullied.
- If we see someone being bullied, we will tell an adult straight away.
- We work and play fairly and never spoil another's work or game.
- We always say sorry if we hurt another person in any way.

Where school personnel have concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to Tusla, the designated liaison person shall seek advice from Tusla in accordance with the procedures set out in chapter 5 of these procedures

CODE OF BEHAVIOUR FOR PARENTS

- Parents will be given a copy of the Code of Behaviour or referred to the school's website when applying for a place for their child.
- On acceptance of a place they are expected to attend the "*Orientation Night for New Parents*" at which they are taken through the Code of Behaviour and where questions and concerns will be dealt with.
- Parents who send their child to Harold's Cross NS are expected to sign a "*Statement of Acceptance*" which states their agreement to uphold the code and support the school in its implementation. This is kept on file for the duration of the child's time in the school.
- Parents are expected to reinforce the messages, at home, about learning and behaviour that are conducive to a happy school.
- If parents have concerns or wish to make a complaint about the implementation of the Code, they must make an appointment to meet the Principal or Class teacher through the office. They may also write a note in the child's Homework Journal, or give their child a letter to their teacher. Under no circumstances will parents be allowed to speak to the class teacher at 8.50am or at the class door. However in the case of an emergency, parents are to go to the front door of the school where they will be buzzed into the office and can speak to the Principal. Classes commence punctually at that time and no teacher can leave his/her class to discuss any matter with a parent. The Board of Management thanks parents for their support and understanding in this matter. Every effort will be made by the school staff to deal satisfactorily with parents' concerns.

- It is expected at these meetings that parents and staff behave in a respectful manner towards each other. Should a parent behave in a manner which a teacher finds unacceptable, then that teacher is entitled to conclude the meeting and refer the matter to the Principal.
- Where a teacher feels intimidated or threatened by the manner in which a parent is behaving, procedures to protect the safety and welfare of teachers will be implemented by the Principal as the representative of the Board. These procedures form part of the Health and Safety Code of the school and are available on the school's website or from the office.
- Where the school has serious concerns about a child's behaviour, parents may be asked to meet with relevant staff members to discuss the school's plan with regard to managing his/her behaviour at the start of the school year and at regular intervals through the year. Parents will be expected to become involved in developing those plans and supporting their implementation at home and in school.

Confirmation of Acceptance - forms part of Policies/Protocols Acceptance Form on accepting a place in Harold's Cross NS

I/we agree that we and our child/children will uphold the Rules of Harold's Cross National School and that we as parents will support the school in the implementation of the said ***Rules and Code of Behaviour.***

Signed: _____

Parent/Guardian of: _____

Date: _____

CONTRACT FOR GOOD BEHAVIOUR

I _____

promise that I will do my best to keep the class rules and the yard rules in future and that I will follow plans drawn up to improve my behaviour.

Signed : _____ ***Pupil***

I /we the parent(s)/guardian(s) promise to support the school by ensuring our child abides by the School Rules and we will do our best to implement plans drawn up by the Behaviour Support Team.

Signed: _____ **Parent/Guardian**

CODE OF BEHAVIOUR - SCHOOL RECORDS

Harold's Cross National School employs a standardised approach in tracking a child's behaviour.

In- Class Records:

Each teacher will maintain two Behaviour Booklets for his/her class.

- o The "*Book of Affirmation*" for behaviours by individuals, groups or the class which merit commendation and acknowledgement.
- o The "*Incident Book*" for misbehaviours by an individual, group or class.
- Pupils will be made aware of the significance of both books when being taught the Rules, Rewards and Sanctions at the start of the school year.
- Copies of the notation will be sent home with the child by post or by e-mail in serious situations.
- In the case of a child presenting with a pattern of inappropriate/unacceptable behaviours, an "*Individual Incident Book*" will be held for him/her. (EAL and SEN staff should inform a class teacher when a child has broken a school rule so it can be recorded and action taken). Each teacher will be given a Parent/Teacher Contact Book which is to be passed on from year to year with a class.
- Teachers will note all contacts/meetings with parents in connection with a child's behaviour - reason, date, action decided.
- The "*Incident Book(s)*" will be brought to meetings with the Principal, parents, Behaviour Support Team when a teacher is seeking additional support for a child's behaviour or is seeking the implementations of Sanctions 5 - 8.

Yard Book:

The "*Yard Book*" is used to record inappropriate behaviours in the yard. A teacher will record:

- a) The incident.
- b) The pupil/pupils involved.
- c) The action taken.
- Serious incidents will be notified to the Principal immediately by the teacher or SNA who has dealt with an incident.
- Each teacher signs the book, recording the date/time of supervision etc.
- Serious incidents brought to the attention of an SNA are to be reported by them immediately to the teacher on duty who will decide on the action to be taken.
- Recording of serious misbehaviours, ensuing investigation and decisions taken.
- Formal written records will be kept in the office and by staff of:
 - o The investigation into a serious misbehaviour.
 - o The decision making process.
 - o The decision and rationale for that decision.
 - o The duration of a suspension and any conditions attached to it.
 - o The same will apply in the case of Expulsion.

Notifying TUSLA

- The Principal will notify suspensions of pupils in accordance with TUSLA reporting guidelines
- All records concerning a child's behaviour will be kept on file until the child has reached the age of 21 and in line with Data Protection legislation.

Towards a Continuum of Support - The Role of the Behaviour Support team"

RATIONALE: A child's behaviour is influenced:

1. By factors within the child himself/herself:
 - i. Age.
 - ii. Stage of development.
 - iii. Personal history and experience.
 - iv. His/her skills.
 - v. Ability to learn.
 - vi. Beliefs about himself/herself and others.
2. By external and interpersonal factors:
 - i. Parental and family patterns and relationships.
 - ii. Social networks including friends and peer groups.
 - iii. His/her neighbourhood/community.
3. School climate:
 - i. The values, policies, practices and relationships of the school.

Our understanding of these factors is fundamental to developing and implementing a Code of Behaviour which will shape and nurture a child's behaviour in a positive manner. The majority of pupils in Harold's Cross NS embrace the school's code. However as a community we must be prepared for the child or class, who because of some or a combination of the factors above have difficulty abiding by the Code.

Dealing with students with Social Emotional Behavioural Difficulties (SEBD) can be an intractable and frustrating task for our staff. There are genuine concerns about the impact of disruptive behaviours on staff, on peers and the demands placed on teachers' time managing their pupils.

The Special Education Review Committee (SERC) defines SEBD as ***"an abnormality of behaviour, emotions or relationships sufficiently marked and prolonged to cause handicap in the individual pupil and serious distress or disturbance in the family, school or community"***.

Youngsters with SEBD struggle to have their basic needs met and have difficulties expressing and managing their emotions in constructive ways.

But it is their challenging behaviour which brings them to our attention. The severity of the behaviour can obscure their emotional and other needs. We as teachers can run the risk of over-emphasizing behaviour and falling into the trap of control and coercion if we do not recognise that challenging behaviour is a communication to us of unmet needs. In order to do our best for these children and to make a difference in their lives we have decided to provide a continuum of support which will be developed and managed by a Behaviour Support Team.

AIMS

- To put in place effective prevention programmes based on the rationale that an early response to emotional and behavioural difficulties can lead to better outcomes for students.

- To enable these pupils to take responsibility for their own actions.
- To establish Behaviour Support Team(s) which will be responsible for identifying, targeting and working with pupils at risk.
- To provide ongoing support for staff members in whose classes these pupils are.
- To reduce the negative impact which SEBD children have on other pupils and staff.
- To reduce the necessity for frequency of suspension/expulsion for these pupils.

ROLE OF THE TEAM

Teaching a child with SEBD is among the most difficult and demanding task in our profession. They are the children who give the least and demand the most. They challenge our professional skills and endurance and test the limits of our commitment and patience. As a staff we have to:

- Believe that behaviour can be changed.
- Pre-empt and prevent misbehaviours.
- Communicate in an honest, empathetic and fair manner with the child.
- Set boundaries and challenge their misbehaviours appropriately.
- Have a sense of humour.
- Provide alternative behaviours for a pupil to follow.
- Stand back and reflect on our own personalities and temperament,
- Have clear high expectations for our pupils.

The specific objectives of the team:

- To identify the specific needs of each child.
- To provide a wraparound support programme involving all of the stakeholders in that child's life.
- To implement and review the support programme.

THE BEHAVIOUR SUPPORT TEAM

The Behaviour Support Team will comprise of some or all of the following staff members:

- Principal
- Class Teacher(s)
- Relevant member of the SEN team.
- Relevant Care Team Mentor.
- HSCL
- Parent
- Outside agency personnel (HSE, Lucena Clinic, Child Guidance, NCSE, NEPS).
- Child when appropriate.

Specific duties/responsibilities of team members:

Principal

- Take a lead role in co-ordinating the continuum of support.
- To enable individual members of the team and the team itself to realise their objectives by assisting in planning, organisation, obtaining assistance and gaining access to resources.

Class Teacher

- To match the curriculum to the needs of the child.
- To work with the team in drawing up strategies to support the child.

- Implement strategies in the classroom.
- To be the pivotal role around which team works.

SEN Member

- Work with the class teacher in developing additional learning supports.
- Devise strategies to develop with class teachers social competence and emotional maturity in the child.
- Help in adjusting the child to school routines and expectations.
- Draw up behaviour management strategies with class teachers and members of the team.

HSCL

- To encourage and develop family involvement and a strong home community collaboration.
- To work with other team members in drawing up plans.
- To assess and liaise with community/local groups who could support the child outside of the school (local sports clubs, scouts, boxing etc.).

Parent

- To support the efforts of the school by:
 - o Endeavouring to implement strategies **at home** proposed by the team.
 - o To provide honest open feedback.
 - o By ensuring the child attends appointments with outside agencies if and when these are put in place.

Care team Mentors: To act as an early warning system to the staff by checking in with the child on a daily basis (morning and evening) to ascertain how the child is doing:

- To look out for their needs.
- To be an advocate on their behalf.
- To keep parents informed of both positive and negative behaviours.

Identifying pupils-Pupils who present in the following manner:

- Any child who shows little or no interest in academic performance or learning.
- Any child who displays aggressive and bullying behaviour.
- Any child with a history of discipline problems and who is constantly referred to the Office.
- Any child who is extremely non-compliant.
- Any child who fails to settle into school routines within the first 6 - 8 weeks.
- Any child who is withdrawn or isolated.
- Any child with a serious language difficulty.
- Any child consistently seeking attention.
- Any child who is extremely manipulative.

The following can be used to identify pupils:

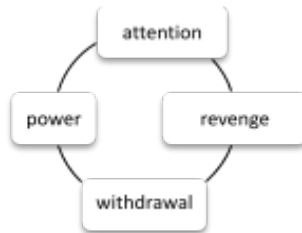
- Teacher Feedback
- Direct observation of student behaviour in the class/yard.
- Parent interview.
- Behavioural checklist (Connors etc.)
- Discipline records.
- Attainment tests.
- Sample(s) of work.

- Attendance records.
- Assessment Reports from NEPS, NCSE, HSE etc.

PROVIDING SUPPORT

In order to decide which kinds of support are necessary for a child we must first identify the **goals** that motivate a child's disruptive behaviours.

1. Diagnosis of behaviours goal. Is its purpose one of the following:



See Appendix 1.

2. Use a baseline as a foundation to the support plan i.e. record the incidence, duration and nature of the behaviour over a set period of time (see Appendix 2).
3. Review the recording sheet and use the information to inform the strategies to be put in place.
4. Draw up a behaviour modification plan involving the child, parent and relevant personnel.
5. Review and amend accordingly after 2/3 weeks.

The following are a range of strategies, supports which can be used:

- Behaviour Modification Plan.
- Support from individual members of the Support Team.
- Care Team Members.
- Placement in Rainbows Programme.
- Placement in Life Skills Programme.
- Placement in the Homework Club.
- Placement in after-school activities which the child enjoys.
- Referral to outside agencies.
- Involve NEPS / NCSE.
- Provide in-school counselling using SCP funds.
- Involvement in the Incredible Years Programme

ELEMENTS OF A BEHAVIOUR SUPPORT PLAN

- Gather baseline information about child's behaviour repertoire - notice and record a list of his/her helpful as well as his unhelpful behaviours.
- Notice when he/she tends to produce behaviours that are helpful and when he/she tends to produce behaviours that are unhelpful.

- From the unhelpful behaviours list, decide on one or two to track as target behaviours to be reduced within a specific timeframe.
- Involve child by telling him/her that you are not happy with some of his/her behaviours and that you are going to develop a plan to help him/her reduce the one or two unhelpful behaviours identified as targets and replace them with agreed, alternative helpful behaviours.
- Discuss with the child the reasons why the target behaviours are unhelpful, the effect they have on you and on the learning of classmates.
- Tell the child that his/her parents will also be involved in helping reduce the number of these unhelpful behaviours and in increasing the agreed, alternative helpful behaviours.
- Agree a viable reward with child and the type of reinforcer that will be valued by him/her and help him/her reach his goal of reducing the target behaviour(s) and replacing it/them with agreed, alternative behaviours. Reinforcers may range from verbal and non-verbal praise (smile / thumbs up) to tokens such as stamps / stickers that may be accumulated for reduction of the target behaviours and production of agreed, alternative helpful behaviours.
- Decide on the number of reinforcers that will be required to attain the reward and how they will be distributed (xxx times a day is advisable for someone of child's age). In this context use of intermittent reinforcers / bonus tokens and / or smaller micro-rewards should be accelerate motivation to succeed and help develop self-esteem / a sense that self control is possible.
- Use lots of verbal praise for production of the agreed, alternative behaviours.
- Use positive ignoring / use of pre-agreed non-verbal cue to signal production of unhelpful behaviours that child is being helped to reduce.
- Agree a range of sanctions with child that will accrue if he persists in producing more than _____ instances of the unhelpful target behaviours.
- Draw up a contract with child that is signed by him/her, his/her parents and you.
- Send a copy of the contract and the Behaviour Support Plan to child's parents and ask them to decide on a parallel incentive system at home that rewards his/her reduction in school of the target behaviours and increased production of the specified alternative helpful behaviours.
- Invite them to devise and implement a Behaviour Support Plan for reducing a target behaviour that applies at home.
- Review the effectiveness of the Behaviour Support Plan and make changes as necessary.

The Behaviour Support Plan process may be summarised as follows:

1. Decide on the target behaviours you require child to reduce and on the alternative behaviours you require him to increase.
2. Agree with child:
 - o The long term reward.
 - o The type of token system that will be used.
 - o The number of tokens he will need to accumulate to get an agreed reward.
 - o How/when the tokens will be awarded.
 - o A system of non-verbal cueing that will signal to him that he is producing unhelpful behaviours.
 - o A range of graduated sanctions that will accrue if he persists in over producing the target behaviours.
3. Involve child's parents - maintain regular communication between home and school re the operation of the plan and child's responses.

4. Review the Behaviour Support Plan at pre-arranged intervals - make whatever changes are indicated to permit the plan to be as effective as possible.

COMMUNICATION OF THE CODE

The success of our code depends on the manner in which it is communicated to all members of the school community - therefore the following will take place.

Staff:

- All new members of staff, SNAs, substitutes, student teachers and outside personnel will receive a copy of the Code before they commence employment in the school.
- They will be expected to be completely “au fait” with every aspect of the Code.
- The Principal, Deputy Principal and individual class teachers are responsible for ensuring any person working with their class has read and understands the Code.
- Breaches of the Code of Behaviour by teaching personnel should be brought immediately to the attention of the Principal.
- Staff will be involved in the review and ongoing development of the Code.

Parents/Guardians

When accepting a place for their child, the parents will receive a copy of the Code of Behaviour.

- At the Orientation Night for New Parents / Guardians, the Principal will take the parents through the Code, explaining the rationale for it and the manner in which it will be implemented.
- Opportunities will be given to for parents to raise concerns about the Code.
- Parents will be alerted at an early stage (Sanction 2) about concerns around a student’s behaviour.
- Parents will be encouraged to share information with the Principal about anything that might affect a child’s behaviour in school. Examples - death of a person special to the child, possibility of parents separating, the birth of a new child. Such information will be treated confidentially and only passed on to an “a need to know basis” to the relevant personnel involved with the child i.e. class teacher, SEN teacher, care team mentor or Home School Community Liaison member.
- Parents may be asked to meet with the Pastoral Team or the Behaviour Support Team when and if the need arises. (See page ...)
- Parents will be involved in reviewing and developing the Code.
- The Code will also be available on the School’s Website and also can be read in a child’s Homework Journal.

Pupils:

In order to help pupils in managing their own behaviour and to respond appropriately to the behaviour of others the following will occur:

- Lesson plans developed by the teacher will be used to teach the Code of Behaviour.
- Subjects such as Social, Personal and Health Education (which incorporates Walk Tall, Stay Safe and Relationships, Sexuality and Circle Time), Drama, Music and Religion will be used to teach the various skills for behaving correctly.
- Staff - Principal, teachers, SNAs and ancillary staff will discuss appropriate and inappropriate behaviour with students. Students’ behaviour will be regularly clarified in assembly, in class, before leaving the confines of the school.
- Pupils will be involved in reviewing and developing the Code.

- Rules, rewards and sanctions will be displayed in class and will also be found in the child's Homework Journal.
- Members of the Special Needs Team, the Care Team, the EAL Teacher will if need be, ensure their pupils receive additional help in understand the Code and observing it.
- We aim to allow children appreciate the relevance of ICT in our society and that they come to see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment. In order to maximize the usage of ICT in HCNS, positive behaviour while using it is both expected and encouraged. Good behaviour in the Computer Room is rewarded and respect for fellow pupils is promoted.

Implementation:

This code will be implemented following ratification by the Board of Management. Copies will be made available to all members of the school community. It will be posted on the school website and hard copies will be made available on request.

Success Criteria:

Positive feedback from the various stakeholders of the school community and the DES.
 Reduced rates of detention, suspension.
 Reduced stress levels among staff/pupils and parents.

Review: The policy was reviewed by staff and the Board in May, 2018. It will be reviewed on a regular basis or as the need arises.