



Code of Positive Behaviour Policy

Of Firhouse Educate Together National School

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It is a requirement under section 23 of the Education (Welfare) Act, 2000 that the Board of Management of a school must prepare and make available a Code of Behaviour for its students. The Act requires that the school Code of Behaviour is prepared in accordance with *Developing a Code of Behaviour: Guidelines for Schools (NEWB 2008)*.

The Education Welfare Act 2000 details in Section 23 (2) that the Code of Behaviour shall specify-

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

To support the above the school also must have a defined procedure of recording behaviour.

RELATED DOCUMENTS

This policy should be read in conjunction with the following:

[The Positive Language Policy](#)

[The Anti-Bullying Policy](#)

[Procedures for handling concerns and complaints](#)

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1. Introductory Statement on Promoting Positive Behaviour:

In Firhouse ETNS we recognise that a positive school ethos is based on the quality of relationships between students, staff and parents/guardians and the ways in which students, staff and parents/guardians treat each other as they strive to co-exist in an atmosphere of mutual respect and safety.

The aim of the Code of Behaviour is to promote good behaviour using a whole school approach. This code is underpinned by the four principles of Educate Together: multi-denominational, child centred, democratically run and co-educational. The Code of Behaviour takes account of all current Firhouse Educate Together policies such as our Anti-Bullying Policy, Child Protection Policy, Special Needs Policy, Communications Policy, Positive Language Policy, Dignity in the Workplace Policy, Equality Policy and School Attendance Strategy.

This Code of Behaviour is the result of ongoing consultation and collaboration between the Principal, staff, parents, pupils and Board of Management of the school in 2022.

Co-operation and communication between staff and parents/guardians is actively encouraged in promoting positive behaviour in our school, through a variety of methods including formal meetings, informal meetings, written communication and information packs.

2. Purpose of our Code of Positive Behaviour is to:

- Ensure the safety and well-being of all members of the school community.
- Create an environment where pupils, staff and parents/guardians feel respected and valued in an atmosphere of respect, acceptance, open-mindedness and consideration for others.
- Affirm how much each person's behaviour matters and the importance of self-discipline.
- Ensure children understand the responsibilities that come with having rights.
- Allow the school to function in a friendly and orderly way where all children can reach their creative and intellectual potential, without disruption, and are well supported in developing their individuality.
- Build positive relationships of mutual respect and support among pupils, staff and parents.
- Assist staff, parents / guardians and students in understanding the policies, systems and procedures that form part of the Code of Behaviour and to ensure their co-operation in the application of these policies and procedures within a framework of motivation and encouragement.
- Ensure that the system of rules, good relationships, mediation, arbitration, rewards, and sanctions are implemented in a fair, positive and consistent manner throughout the school.
- Ensure the educational environment is guided by our Educate Together ethos thereby helping pupils to acquire and develop moral and ethical values and a respect for the beliefs and values of others.
- Promote positive behaviour, self-discipline and equality for all members of the school community to prevent discrimination and allow for appropriate accommodation of difference.
- Enable pupils to mature into responsible participating citizens.

- Ensure the school's high expectations for the behaviour of all the members of the school community are widely known and understood.

3. Standards and Expectations of Behaviour in our School:

We have high expectations for all children in our school. These expectations can be summarised as follows:

Be respectful
Be responsible
Be ready

3.1 Where does the policy apply?

The standards and rules contained in the Code of Behaviour policy apply before and after school on the school grounds, in the school and in any situation where the school has duty of care to the pupils. Examples include school tours, games and extracurricular activities and attendance at events organised by the school as well as before and after school on school grounds.

Where a student is alleged to have engaged in serious misbehaviour outside school, when not under the care or responsibility of the school, a judgement will be made if there is a clear connection with the school, or students from the school, and a demonstrable impact on its work, before the code of behaviour applies. The school authorities may need to get legal advice on this where the situation is complex.

4. The Rights of Pupils, Teachers, Staff and Parents:

The schools expected standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for teaching and learning. Central to this is the expectation that all members of the school community behave in ways that show respect for others and that they have an understanding of their rights and responsibilities in relation to the Code of Positive Behaviour as outlined below.

4.1 Pupils' Rights

Pupils have the right:

- To be educated in a safe, happy and secure environment.
- To grow intellectually, emotionally, morally, spiritually and physically with an understanding of special needs and difference.
- To be treated as individuals with due respect and regard for others within the school community.
- To be listened to.
- To express their emotions, doubts and beliefs.
- To be free from all forms of abuse, whether physical, emotional, mental or sexual.
- To receive information about topics and concerns affecting their lives including information on the Code of Behaviour.

4.2 Teachers' Rights

Teachers have the right:

- To educate in an environment free from disruption.
- To be respected and held in proper esteem.
- To full and open communication with parents.
- To information on the pupil required to help the pupil learn, and access to parents to discuss the child's development when necessary.

- To voice concerns about the pupil's safety, behaviour and academic progress.
- To expect backup, support and co-operation from parents and other members of staff for their work.
- To confidentiality.
- To be listened to.
- To appeal to a higher authority, e.g. Board of Management, Department of Education & Science, Union.
- To receive adequate facilities and resources appropriate to their teaching duties.

4.3 School Staff Rights

School staff have the right:

- To work in an environment free from disruption.
- To be respected and held in proper esteem.
- To voice concerns about the pupil's safety and behaviour.
- To expect backup, support and co-operation from parents and other members of staff for their work.
- To confidentiality.
- To be listened to.
- To appeal to a higher authority, e.g. Board of Management, Department of Education & Science, Union.
- To receive adequate facilities and resources appropriate to their duties.

4.4 Parents' Rights

Parents have the right:

- To informative communication with and access to the Teacher/Principal.
- To respect, understanding and confidentiality.
- To updates on the progress of the pupil/pupils.
- To be listened to.
- To be consulted about disciplinary action at an early stage.
- To appeal to a higher authority, e.g. Board of Management, Department of Education & Science.
- To have access to the Code of Positive Behaviour of the school.

5. Responsibilities of Pupils, Teachers, Staff and Parents:

Adults in the school have a responsibility to model the student's standards of behaviour, in their dealings both with students and with each other, since their example is a powerful source of learning for students. In order to do this, they need to be familiar with the standards and to understand the importance of expecting students to behave according to these standards. Adults are expected to adhere to all code of behaviour policies including Positive Language Policy and Dignity at Work Policy. The ways in which parents / guardians and teachers interact with each other will provide students with a model of good respectful relationships.

5.1 Pupils' Responsibilities

Pupils are responsible for:

- Their class work and homework and doing their best in both.
- Knowing and complying with school and class rules.
- Their behaviour in class and on the school premises.

- Their belongings.
- Their classroom.
- School property.
- Their environment.
- Playing safely.
- Not excluding others from their games.
- Helping and caring for others, in particular the younger pupils in the school.
- Behaving in accordance with the Code of Positive Behaviour at all times including when representing the school and on school outings.
- Keeping the School's Golden expectations - be responsible, be respectful, be ready:

5.2 Teachers' Responsibilities

Teachers are responsible for:

- The pupils in their care.
- Creating a positive atmosphere/environment for learning.
- Being firm and fair.
- Promoting a culture and practice of equality which values all children equally.
- Teachers will develop specific behaviour management plans for their classes in line with the school's ethos and policies. These plans will be submitted to Principal at the start of each year and reviewed/revise collaboratively on a regular basis.
- Being prepared for class work.
- Giving attention to all pupils.
- Communicating with parents on issues concerning their child's learning and behaviour.
- Having positive expectations for pupils.
- Ensuring opportunities for disruption are minimised.
- Assigning, checking and correcting homework in accordance with the Homework Policy.
- Informing pupils what is expected from them in terms of behaviour.

5.3 School Staff Responsibilities

School staff are responsible for:

- Treating all students, parents / guardians and other staff in our school community with respect and dignity.
- Assisting in the creation of a positive atmosphere and environment for learning.
- Adhering to school policies including the Code of Positive Behaviour and related policies.
- Participating in the culture and practice of equality which values all children equally.
- Having positive expectations for pupils.
- Encouraging students to uphold the schools ethos and to respect all members of the school community.
- Show good example to students especially on the school premises by ensuring their own behaviour is exemplary.
- Make themselves aware of and cooperate with the school's system of rewards and sanctions.

5.4 Parents' Responsibilities

The school needs the support of parents/guardians in order to meet our school's expectations with regard to positive behaviour and discipline.

Parents/Guardians are informed about the Code of Positive Behaviour and their part in supporting it, at new parents meetings, at annual class curriculum meetings and through information packs. The Code of Positive Behaviour is also available on our website www.firhouseetns.ie

Parents are responsible for:

- Providing firm guidance and being positive role models to pupils.
- Their child's behaviour in school and towards other children and adults in the school community.
- Encouraging their child and empowering them (in line with developing independent thinking) to uphold the school's ethos and Code of Positive Behaviour.
- Making themselves aware of and cooperating with the school's system of rewards/sanctions.
- Becoming involved in their child's learning
- Supporting their child's homework and ensuring it is completed
- Ensuring pupils come on time to school.
- Explaining absences in a written note to teacher on child's return to school.
- Ensuring pupils come prepared for school with a healthy lunch, pencils, books etc.
- Making an appointment, through the office, to meet with a teacher/the Principal.
- Attending meetings at the school as requested
- Being courteous and respectful to pupils, staff and all of the school community.
- Respecting school property and encouraging their children to do the same.
- Ensuring safe access through the car park to the school playground and assembly area by taking care and being respectful of others in the school community as well as our neighbours in the local community.
- Supervising pre-school children when in the school and school grounds.
- Ensuring pupils comply with all school policies.

5.4.1 Parental involvement in pupil based activities

At Firhouse Educate Together N.S., parents are encouraged, as part of our ethos, to become involved in the school and in pupil-based activities. Parents come into the classroom at the invitation of the teacher by prior arrangement and for an agreed purpose. The following are guidelines as to parents' responsibilities when becoming involved:

- The happiness, welfare and safety of the children are our primary concern. A child's personal history, academic ability, progress or behaviour are strictly confidential. Parents will not discuss their thoughts on how a pupil might be doing (academically/behaviourally/socially/emotionally) with any party. Any doubts about issues of confidentiality must be discussed with the class teacher/the Principal.
- Respect for the professional role of the teacher is essential.
- Behaviour/discipline remains the responsibility of the teacher.
- All work will be supervised by the teacher.
- Parents who participate should be conscious of, and sensitive to, the needs of the entire class, not just the needs of their own child.
- Parents coming into the classroom must consult with the teacher before inviting other parents/individuals to participate.
- In the interests of safety, babies, toddlers and younger children cannot be accommodated during a class/pupil activity.

- The highest standard of adult behaviour and language is expected.
- Punctuality and consistency are crucial.
- No fees are payable. Any expenses that a parent wishes to reclaim must be sanctioned in advance by the Principal, and must be accompanied by receipts.
- In the case of a parent-led workshop, projector presentation, the parent will meet with the teacher to discuss the activity prior to any visit into the class. It remains the responsibility of the teacher to determine the appropriateness of the content (e.g. Is it suitable for the age-group? Is it relevant to the curriculum?).
- The school ethos must be upheld at all times and it is important to keep in mind that the school is multi-denominational, co-educational, child-centred and democratic. Consequently, respect for all of the partners in education – children, staff and parents – must be upheld at all times.

5.5 Responsibilities of the Board of Management:

The Board of Management of Firhouse ETNS is responsible for:

- Treating all students, parents / guardians and staff in our school community with respect and dignity.
- Supporting the Principal and staff of the school in the application of the Code of Positive Behaviour and rewards/sanctions used.
- Reviewing the Code of Positive Behaviour on a regular basis and supporting other reviews of the policy as necessary.
- Facilitating and supporting the revision and implementation of any updated policy.
- Dealing with any issue that comes before the Board of Management in a timely fair and transparent manner, respecting confidentiality.

6. Pupils with Special Needs:

While all pupils in the school are subject to the school's Code of Positive Behaviour, some pupils come to school with special educational needs. Staff at Firhouse Educate Together N.S. have an appreciation and awareness of these complex and individual needs. These needs are taken into account during the implementation of the school's Code of Positive Behaviour. The school and classroom practices that support good learning behaviour are valid for all students, including those with identified special educational needs. Where a pupil with special needs is in breach of the school's Code of Positive Behaviour the teachers will use their professional judgment in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other pupils who may have exhibited the same type of misdemeanours, they may also show leniency in relation to pupils with specific learning/behavioural difficulties. Teachers will take particular care to help a student with special needs to understand clearly the purpose of a sanction and the reason why their behaviour is unacceptable.

Parents of these pupils will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the pupil to improve his/her behaviour. Individual Behaviour Management Plans may be needed to help a student with special educational needs to learn about appropriate behaviour and skills, as in the case of any student. The devising of such strategies/plans may also entail contacting and meeting with relevant out of school agencies.

7. Strategies for Promoting Positive Behaviour:

Here in Firhouse Educate Together N.S., the main goal of our Code of Positive Behaviour is to actively promote a happy atmosphere and positive school environment. This includes practices and strategies to affirm and encourage positive behaviour. As a school community, we value and promote mutually respectful relationships which balance warmth and empathy with objectivity, professional detachment, fairness and consistency.

The day-to-day excellence of classroom teaching, school management, pastoral care and open communication, will enable most pupils to behave in ways that support their own learning and development.

Our policy is to intervene early and positively when student behaviour does not meet the standards expected in the school.

7.1. School strategies for promoting positive behaviour

We have high standards and expectations for positive behaviour in our school which are summarized as

- **Be respectful**
- **Be responsible**
- **Be ready**

Children will work with their teacher to review the expectation matrix each year to ensure that these expectations are understood. Please see the expectation matrix [below](#).

The original matrix was created by staff and pupils in September 2021 and is reviewed in class annually.

During the month of September, the children will explore their rights and responsibilities as members of Firhouse ETNS. The Learn Together and SPHE curricula will be used to explore the expectation matrix and to ensure that children understand their roles and responsibilities.

Goals or targets will be put in place each week for the class to work towards. When the class achieve the goal the teacher will keep track of this using a star system. When the class reaches 10 stars, another staff member will reward the class with a golden ticket.

Outline of goals and targets is available [here](#).

7.2. Classroom strategies for promoting positive behaviour

During the first few days in a new classroom, the children will discuss and outline the expectations for the school year. These will be based on our agreed expectation matrix. Additional expectations may be included based on the needs or age of individual class groups.

Pupils will be given many opportunities to discuss these expectations to ensure that they have the opportunity to share their views and opinions.

The expectation matrix will then be agreed by staff and pupils.

The importance of the expectation matrix will be shared with the children

- To ensure that school is a happy, safe and fun environment for all children.
- To ensure that children have equal opportunity to share their views and opinions.
- To ensure that children can learn in a calm and fun environment.

- Circle time/class or small group discussion will be used by teachers to discuss any issues that may arise throughout the school year.
 - Teachers will design engaging lessons that include active learning, participation and discussion for the children.
 - Staff will use praise and encouragement to motivate the children.
 - Routines will be devised by staff members and taught to the children to ensure that the classroom is a safe and organized environment. This provides a safe and secure space for all children.
 - Staff will check in regularly with pupils and ensure there is time to discuss any issues or problems that may arise.
 - Staff will model appropriate behaviour.
 - Teachers may implement individual or group reward strategies when pupils behave appropriately. These rewards will be at the teachers discretion and will vary from class to class. Some strategies might include:
 - o Sit beside a friend
 - o Positive note/phone call home to parents
 - o Night off homework
 - o VIP table (children can use special cushions/materials)
 - o Choose a seat
 - o Sit in the teachers chair
 - o Visit to the principal
 - o Class mascot to take home
 - o Token economy

- Teachers will employ a range of strategies to motivate pupils. You can find out more about these strategies [here](#).

- Clear expectations
- Consistent approach
- High standards
- Whole school approach
- Praise
- Rewards
- Open conversations and discussions
- Opportunities for pupils to share opinions/ideas (pupil voice)

7.2. Playground strategies for promoting safety and positive behaviour

- Everyone should be included
- Kind hands, kind feet, kind words
- Yard games/resources can be used
- If the children bring a ball to the yard, they must hold the ball when walking in their line/inside the school building.
- When the teacher on duty blows his/her whistle – children walk to their line to go back inside.
- Children line up quietly. They walk and whisper when returning to the school building to ensure that other classes are not disturbed.

- Each class group has a specific area of the yard to use each day. Children are required to stay within these areas.
- Time out (2/3 minutes) may be used if a child is not following the playground expectations or engaging in unsafe behaviour on yard.

8. Responding to Inappropriate Behaviour:

Staff members use a positive behaviour approach. We motivate and encourage the children to follow the expectation matrix and our golden standards of 'Be respectful, be responsible, be ready!'

If issues continue to arise between children or groups within a classroom or on yard, we use the following approaches.

We recognise the following three distinct approaches to resolving conflict:

Negotiation: The children are taught the skills needed to negotiate with others in times of conflict. We teach children to clearly and directly communicate if another child is behaving in a way that is upsetting them. The child are encouraged to say 'Stop' if someone is teasing them or annoying them in some way. We see this assertive communication as a very important step in each child's personal development. Through our SPHE programme and particularly through the SALT programme where children are asked to take the following four steps if they find themselves in a conflict situation:

1. Stop
2. Ask
3. Listen
4. Talk

Mediation: Mediation is regularly used to help children resolve conflict. The mediator helps children in a dispute to resolve their differences amicably and aims to create win-win solutions. Mediators encourage children to communicate their feelings and to give an account of what happened. In the mediation process children are encouraged to listen and to understand the situation from both sides. Mediators must be impartial and as non-judgmental as possible.

Arbitration: Unfortunately not all conflicts are resolved through negotiation and mediation. Sometimes conflicts are resolved through arbitration where the teacher or principal intervenes and decides whether sanctions are necessary to end a conflict.

In the process of arbitration the Class Teacher or the Principal/Deputy Principal may use a restorative circle to deal with issues. This involves sitting in a circle with the children having a conversation based on questions as follows:

- What happened?
- What were you thinking/feeling at the time?
- What are you thinking and feeling now?
- Who has been affected by this?
- What do you need to do / have to move on?

- What needs to happen now, so that we can let go of the hurt?

Individual children's behaviour

- We use individualised instruction to ensure the child understands the expectations and rules.
- We provide the child with the support they need to ensure they are regulated and in a position to respond appropriately.
- Individual reward structures may be used as appropriate based on individual needs.
- ABC Charts
- SET/SNA support is provided if necessary
- Additional support is sought from external agencies such as School Inclusion Model, NEPS, NCSE to ensure the child needs are met.

8.2. Examples of minor, serious and gross misbehaviours:

8.2.1. Minor misbehaviours

- Breaking the agreed class rules including during lunchtime.
- Interrupting class work which prevents others from learning.
- Leaving litter around the school.
- Being discourteous and unmannerly.
- Not completing homework without good reason.
- Isolated acts of disrespect/unkindness to any staff member/pupil/parent/visitor
- Isolated instances of being unable to abide by accepted conventions due to special educational/behavioural needs

8.2.2. Serious Misbehaviours

- Regular acts of disrespect/unkindness to any member of the school community
- Regular instances of speaking out of turn, interrupting others and being inattentive
- Regularly preventing others from learning
- Deliberately refusing to co-operate with instructions
- Physical aggression: Hitting, punching, pinching, scratching, kicking, pushing, tripping, spitting, biting, throwing objects at someone/something, hands and feet used aggressively
- Verbal aggression: Verbal abuse or discriminatory remarks, using unacceptable/offensive language, teasing/name calling, making offensive remarks, threatening someone, insubordination to staff members e.g. refusal to comply with requests or directions from staff / answering back to any staff member/pupil/parent/visitor
- Emotional/Social aggression: Intentionally excluding someone, spreading rumours, making fun of someone, involvement in a racist incident, stopping people from befriending someone
- Using a mobile phone during school hours
- Vandalism of school property
- Consistently not completing homework without good reason (age appropriate)
- Constantly disruptive in class

- Persistent minor misbehaviours
- Telling lies (age appropriate)
- Stealing
- Deliberately endangering self or fellow pupils during all school activities
- Wilful damage to the property of another child/children
- Leaving school premises during school day without appropriate permission
- Bringing weapons to school or using objects as weapons in school e.g. knives of any form, catapults, guns of any form
- Bringing harmful substances to school e.g. solvents, alcohol etc.
- Inappropriate touching and displaying of body parts (age appropriate)

8.2.3. Gross Misbehaviours

- Aggressive, threatening or violent behaviour towards any pupil/staff member/parent/visitor
- Any act of assault against any pupil/staff member/parent/visitor
- Wilful damage to property

8.3. A ladder of intervention:

As part of the whole-school approach, there is an agreed ladder of intervention which the Principal and teachers use in response to inappropriate behaviour. The three levels at which intervention may take place are outlined below:

- **Support for all:**

Most pupils behave appropriately with the help of consistent and clear expectations and routines in class and in school. Teachers will implement strategies to support all pupils including praise and encouragement. Routines and expectations will be taught, modelled and revised throughout the school year to ensure that all children know what is expected and to ensure that the learning environment is safe and fun for all.

When children do not behave appropriately, the teacher may employ strategies such as circle time, discussion with an individual child or group of children about their behaviour and the steps needed to improve. Rewards and consequences will be used as appropriate.

- **Additional support for some pupils**

Some pupils need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing behaviourally, socially and educationally. Additional inputs or interventions might include:

1. setting targets for behaviour and monitoring them with the pupil in a supportive way.
2. referral to the care team.
3. involving the senior leadership team (principal, deputy principal, assistant principals)

- **Specialised support for a small minority of pupils**

A small minority of pupils may show particularly challenging behaviour. These pupils will need a sustained and systematic response involving the important adults in their lives, in school and at home.

Additional support from the NCSE, NEPS Psychologist or SENO will be sought by the school to support children with extremely challenging behaviour.

Steps to take when a child presents with challenging behaviour

1. List priority behaviours of concern individually (e.g. hitting and kicking separately)
2. Prioritise behaviours of concern (health and safety of all is always the priority)
3. Identify Frequency and Function of behaviour (use ABC charts over a period of time, may be each time behaviour occurs over a period of time or a few times a day along with a frequency recording)
4. Teach the rules for that behaviour (using visuals where appropriate)
5. Explicitly teach an acceptable replacement behaviour (where you feel it is not possible for the child to engage in this independently structure the replacement behaviour into the child's timetable)
6. Identify how the child can be reinforced for engaging in the replacement behaviour and ensure success is achievable
7. Identify any skill deficits which may underlie the behaviour (communication i.e., asking for a movement break, asking to be left alone, play skills etc.).
8. Put the plan in action (make sure it is implemented consistently)
9. Record incidences at intervals to check whether plan is working (if no improvement is evident check whether the plan needs adjusting, whether it is reinforcing for the child and whether it is being implemented consistently)
10. If no improvement is evident refer child to care team for additional support in planning or to seek support from the NCSE behaviour advisor or Autism advisor

When a child presents with challenging behaviour that presents a risk to their peers or themselves

1. Behaviour plan needs to be put in place
2. Exit plan for class needs to be put in place
3. If a child is a flight risk a health and safety plan should be put in place (HAS template)

8.4. Sanctions: Strategies for dealing with unacceptable behaviour

We aim to use positive behaviour strategies to ensure that the children have a happy, safe and secure learning environment in school. The following strategies are used in our school.

Sanctions:

The Education (Welfare) Act 2000, Section 23, states that a school must outline 'the measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined'.

- Teacher will ignore the behaviour as appropriate.
- Teacher will redirect the child to more appropriate behaviours.
- Teacher will meet with the child to outline the behaviours and the expectations.
- Teacher will put visuals in place as a reminder of the expectations.
- Teacher will explicitly teach the expectations to ensure the child understands.
- Teacher will complete an ABC chart to identify the function of the behaviour and to support the child's needs.
- A break from the classroom/yard setting may be deemed appropriate by the teacher, the child may be given the opportunity to go on a movement break/sit in a different area in the classroom or sit outside the classroom to complete their work or to reflect on their behaviour.

If the behaviour is more serious/repeated:

The teacher will use their discretion to decide on the best course of action. Some steps are outlined below;

- Teacher will refer the pupil to the care team and then senior leadership team if necessary.
- Care team will look and see what additional strategies may be required to meet the child's needs such as movement breaks/SET intervention/SNA support/ nurture group.
- Principal will meet with the pupil/pupils and ask about what is happening using a restorative circle.
- Phone call or discussion with parents about the behaviours by the class teacher or the principal.

For gross misbehaviour

1. Referral to Principal and reporting to Board of Management.
2. Communication with parents that day. (When the situation is under control)
3. Meeting with parents to discuss next steps.
4. Creation of an individualised behaviour support plan that includes the strategies above.
5. Suspension.
6. Expulsion.

Sanctions that teachers may use

- Verbal reprimand
- Reflection time/cool down time – changing seats in the classroom/sitting outside the classroom for a short period of time with a timer/movement break as appropriate
- Time out (if behaviour occurs during yard time)
- Private discussion between teacher and pupil
- Discussion with principal
- Discussion with parents

At times, the leadership team in consultation with the class teacher and pupils, may need to implement specific sanctions based on issues that arise.

8.5 Managing aggressive or violent unacceptable behaviour

Parents/guardians and teacher will need to work together to help the student to modify behaviour and to work towards changing it. This will involve the Principal and other in-school supports.

External specialised assistance may be required (with the consent of parent) for students who need additional support.

In the event of seriously violent or threatening behaviour that has potential to cause or causes a risk to the safety of the student himself/herself or the safety of other students or staff, steps will be taken to distance the student from the immediate environment of other students and the Principal will be notified immediately. A red emergency card is used to seek support from another adult. An exit plan is in place in all classrooms in case of aggressive incident.

8.6 Responding to bullying behaviour

In Firhouse ETNS bullying behaviour of any kind is unacceptable.

Teachers have a professional duty of care to address bullying and the school has an *Anti-Bullying Policy* which includes action to be taken in relation to alleged breaches of the school's Anti-Bullying policy.

In the event of an allegation of bullying taking place the procedures outlined in the Anti-Bullying Policy will be adhered to. The sanctions as outlined in this Code of Positive Behaviour may be used in dealing with incidents of bullying. Bullying may be considered as a serious or gross misbehaviour.

8.7. Responding to alcohol, tobacco and drug related incidents

The school has in place a Substance Use Policy. In the event of an allegation related to this policy procedures outlined in the policy will be adhered to. The sanctions as outlined in this Code of Positive Behaviour and in the Substance Use Policy may be used in dealing with these types of incidents. These incidents may be considered as a serious or gross misbehaviour.

8.8. Recording inappropriate behaviour

Repeated or serious inappropriate behaviour by a pupil or pupils will be recorded on the Aladdin system, which is the central administration software in use in the school. Incidents of serious misbehaviour during break times will be reported to the class teacher or a supervising SNA.

The principal will be informed of incidents uploaded to Aladdin.

The Principal will record and retain all records of suspension and expulsion.

Records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act, 2003. The eight rules of data protection apply to personal records kept in school:

1. Obtain and process information fairly.
2. Keep it only for one or more specified, explicit and lawful purposes.
3. Use and disclose it only in ways compatible with these purposes.
4. Keep it safe and secure.
5. Keep it accurate, complete and up-to-date.
6. Ensure it is adequate, relevant and not excessive.
7. Retain it for no longer than is necessary for the purpose or purposes.
8. Give a copy of their personal data to an individual on request.
9. Ensure parents of a student under the age of 18 years have access to records relating to the progress of that student in his or her education

9. Managing 3rd Party Concerns:

Recognition is made within the Code of Behaviour for the effect unacceptable behaviour may have on third party individuals and/or groups.

If a parent/ guardian has a concern regarding the behaviour of another pupil they should first arrange a meeting with the class teacher, through the school office.

Following this meeting, if a parent/ guardian wishes to make an allegation regarding the behaviour of another pupil it must be submitted in writing to the school.

If an allegation is made about a child's behaviour the parents/ guardians of the child will be informed by the class teacher.

All parties will work with the school to reach a resolution. The school will keep all of the parents/guardians concerned informed of any strategies being used to modify the behaviour and relay any improvements, progress/changes in behaviour. until a resolution has been reached to the satisfaction of all parties.

If the parent/guardian does not feel the issue has been resolved, they should then contact the Board of Management.

10. Suspension Procedures:

The school will follow the procedures set out in Developing a Code of Behaviour: Guidelines for Schools (NEWB 2008) before a student may be suspended or expelled.

Suspension is defined as “requiring the pupil to absent himself/herself from the school for a specified, limited period of school days “. During the period of a suspension, the pupil retains their place in the school.

The Board of Management of Firhouse ETNS, in consultation with the Principal, has the authority to suspend a pupil.

Suspension will be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried and reviewed before a suspension is considered. The decision to suspend a student requires serious grounds such as:

The student’s behaviour has had a seriously detrimental effect on the education of other students.

The student’s continued presence in the school at this time constitutes a threat to safety.

The student is responsible for serious damage to property.

More than one episode of unacceptable behaviour or a single incident of serious misbehaviour may be grounds for suspension.

The authority to suspend has been delegated by the School Manager of Firhouse ETNS to the Principal for up to three days. The principal will inform the Manager of any suspensions at the next meeting.

The decision to suspend will follow an investigation into the alleged unacceptable behaviour. The investigation should give an opportunity to the student involved and his/her parents or guardians to have their views heard. Where the immediate safety of others is believed to be compromised a suspension may take place immediately followed by an investigation into events.

In cases of immediate suspension the parents /guardian will be contacted immediately and requested to make arrangements to collect the student. In all situations of suspension the parents /guardians will be notified in writing of the details of the suspension. The letter should outline:

The reasons for the suspension.

The duration of the suspension should be time limited.

Arrangements for return to school including any commitments to be entered into by the student on their return to school.

All suspensions over 6 days should be notified to Child and Family Agency (TUSLA). Where suspensions exceed 20 days the parents/guardian should be notified of their right to make an appeal to the DES under Section 29 of the Education Act 1998.

11. Expulsion Procedures (Permanent Exclusion):

The Board of Management has sole authority to expel a student.

Expulsion of a student is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. A proposal to expel a student requires serious grounds such as

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The student's continued presence in the school constitutes a real and significant threat to safety.
- The student is responsible for serious damage to property.

Firhouse ETNS will have made all efforts to resolve issues before considering the expulsion of a student. Where the Principal forms the view based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal will make a recommendation to the Board of Management to consider expulsion. Where consideration is being given to expelling a student, parents/guardians will be written to outlining the grounds on which the expulsion is being considered. The letter will also invite the parent/guardian to attend a Board of Management meeting where the case will be heard, furnish them with any relevant documentation and invite them to put their case before the Board either orally or by written submission or both. All relevant documents will also be furnished to the members of the Board.

At the hearing the Principal and parents/guardians will put their case before the Board in each other's presence. Each party should be given the opportunity to question the evidence of the other party directly. The parents/guardians may also put forward a case for a reduced sanction to be imposed. Both the Principal and parents/guardians should then withdraw from the meeting while the Board consider the case before them and makes their decision.

The decision of the Board is then communicated to the parents/guardians in writing. If the decision of the Board is to expel the student this decision is notified to the Child and Family Agency (TUSLA). The expulsion cannot take effect until the passing of 20 school days from the date of receipt of this notification by the Child and Family Agency (TUSLA). If the Board considers it necessary in order to maintain good order and the safety of students in the school it may decide to suspend the student for the 20 day period.

The Child and Family Agency (TUSLA) on receipt of the notification of intention to expel the student must make all reasonable efforts to consult with the Principal, parents/guardians and anyone else that may be of assistance. The Child and Family Agency (TUSLA) will also convene a meeting of those parties who agree to attend (Section 24, Education (Welfare) Act, 2000). The purpose of these consultations is to make provision for the on-going education of the student. These discussions may also give rise to a proposal for an alternative intervention to avoid expulsion. Such a proposal should be brought back to the Board for their consideration.

Where no alternative to expulsion is found, the Board should after the passing of 20 school days ratify its decision to expel the student. This decision should be communicated immediately in writing to the parents/guardians. This function can be delegated by the Board to the Chairman of the board and the Principal.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, the Board of Management will have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

11.1. Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- a serious threat of violence against another student or member of staff.
- actual violence or physical assault.
- supplying illegal drugs to other students in the school.
- sexual assault.

N.B. The parents/guardian will be notified of their right to appeal the expulsion under Section 29 of the Education Act 1998.

Communication of Policy:

In the Welcome Pack each parent/guardian is provided with a copy of the Code of Positive Behaviour to discuss with their child/children. Parents/Guardians are accepting the Code of Positive Behaviour policy when they enrol their child in the school. The Code of Behaviour is also available on the school website www.firhouseetns.ie or from the secretary's office upon request.

This policy was reviewed by the Board of Management on 28th March 2022.

Date of next review: March 2024

Signed: _____
Francis Fullen: Chairperson of Board of Management

Signed: _____
Niamh Byrne: Principal

Date: _____

Date: _____