



Code of Positive Behavior S.N Naomh Treasa

Introductory Statement

This code was prepared in accordance with the guidelines issued by the National Education Welfare Board (NEWB). The code was drawn up by the principal of S.N Naomh Treasa with consultation from staff, BOM, parents and children.

Our code expresses the vision, mission and values of S.N Naomh Treasa. It translates the expectations of staff, parents and students into practical arrangements that will help to ensure continuity of learning for all students. It helps to foster an orderly, harmonious school where high standards of behaviour are expected, supported and recognised. The code of positive behaviour helps the school community to promote the school's ethos, relationships, policies, procedures and practices that encourage good behaviour and minimise unacceptable behaviour. This policy also helps teachers, other members of staff, students and parents to work together to create a happy, caring, respectful and safe school environment.

The code of behaviour enables school authorities (staff and BOM) to strike an appropriate balance between their duty to maintain an effective learning environment for all and their responsibility to students whose behaviour presents a challenge to the teaching and learning process. Maintaining a harmonious environment can present a challenge to schools, given competing needs, time pressures and varying capacities or readiness to learn. A code of behaviour that has the support of the school community can go a long way in helping schools meet this challenge successfully.

Rationale

The aims of the Code of Positive Behaviour are:

- To ensure that the individuality of each child is respected and that individual differences are celebrated, acknowledging the right of each child to an environment in which they can learn safely and grow.
- To facilitate the education and development of every child.
- To promote positive behaviours and self-discipline in an atmosphere of respect, acceptance, open-mindedness and consideration for others through the implementation of a whole school approach to behaviour management.
- To ensure the safety and well-being of all members of the school community.
- To create an atmosphere of mutual respect, acceptance, open-mindedness and consideration for others.
- To assist parents and students in understanding the school's code of positive behaviour and to ensure their co-operation with its implementation.
- To ensure that the system of rules, rewards, and sanctions are implemented in a manner that meets the needs of the students in our school.

The entire school community has a part to play in contributing to this environment.

Whole School Approach to Positive Behaviour

The responsibility for the implementation of this policy rests with the partners in education i.e. the Board of Management, principal and teaching staff, students and the parents/guardians of the students at S.N Naomh Treasa. We recognise that a positive school ethos is based on the quality of relationships between staff and the ways in which pupils, staff and parents/guardians treat each other. This positive ethos permeates all the activities of the school and helps in forming a strong sense of social cohesion within the school. We recognise the importance of taking a whole school approach to the promotion of positive behaviour.

The school's standards of behaviour describe the behaviour expected of all members of the school community, staff and students, parents/guardians and visitors. These values are put into practice through simple, clear and consistent school rules and routines which are built on:

RESPECT, RESPONSIBILITY, KINDNESS, HONESTY and TEAMWORK.

Roles and Responsibilities

Responsibilities of Board of Management

The Board of Management has the overall responsibility for ensuring the school has a Code of Positive Behaviour. The Board of Management has responsibility for promoting and maintaining the ethos of the school, as well as having overall responsibility for school policies. The Board will play an active role in exploring the kinds of relationships and behaviours that will reflect the school's ethos and responsibilities. The Board will be supportive of the Principal and staff in the application of a fair Code of Positive Behaviour.

- The Board of Management of S.N Naomh Treasa will be involved in drafting, reviewing and ratification of the Code of Positive Behaviour through a consultative process whereby each member of the Board of Management is actively involved.
- The Board of Management, through on-going consultation, supports the staff in upholding the positive behaviour code through providing opportunities for staff development and staff in-service and CPD training in relevant areas.
- The Board of Management will follow the procedures as set out in the NEWB (2008) guidelines for dealing with serious breaches of standards of behaviour.

Responsibilities of Staff

In our school, our aim is to treat all children with respect and dignity. There is a strong sense of community and co-operation among staff, pupils, and parents and all agree that their focus is primarily on the promotion and recognition of positive behaviour.

- Support and implement the school's code of behaviour.
- Create a **safe working environment** for each student.
- **Model positive behaviour** in all interactions with other staff members, **pupils and** parents.
- Keep appropriate records of students' behaviour, both positive and negative.
- Provide support for colleagues.
- **Communicate with parents when necessary and provide reports** on matters of mutual concern.
- Use the curriculum to support the Code of Positive Behaviour and to help pupils develop communication skills, appropriate ways of interacting and behaving, encourage forgiveness, develop resilience, and promote conflict resolution skills.

Responsibilities of Parents/Guardians

Parents work in partnership with the school community to support the code of behaviour

- Parents provide their children with positive models of behaviour.
- Co-operation and communication between staff and parents/guardians is actively encouraged.
- Share information with the school in relation to any problems which may affect a child's progress / behaviour.
- Behave in a respectful manner to all members of the school community.

Responsibilities of Students

All students in the school were involved in the creation of this policy and were consulted in the creation of school rules, rewards and consequences for negative behaviour.

- All classes will be consulted with future reviews of this policy in an age-appropriate manner.
- All pupils will play a part in the implementation of the Code of Positive Behaviour.
- Pupils are involved each September in creating a Class Charter for their own class, and a Playground Charter for the whole school, reflecting the school's Code of Positive Behaviour.
- Pupils will take part in assemblies and activities that reflect our Code of Positive Behaviour.

Positive Strategies for Managing Behaviour

The most effective methodology to manage challenging behaviour is to prevent it occurring in the first place. We believe that promoting good behaviour is the main goal of our Code of Positive Behaviour. Therefore, the school community is committed to actively promoting a happy atmosphere and positive school environment. This includes practices and strategies to affirm and encourage positive behaviour. Day-to-day excellence of classroom teaching and school management will enable most pupils to behave in ways that support their own learning and development. Teachers and other school staff also utilise a range of strategies for promoting and encouraging good behaviour at class and school level.

Teachers will aim to build strong relationships with their pupils and will use some of the following strategies to promote positive behaviour:

- In September of each year each class will revise the class charter.
- Pupils, when creating their Class Charter, are encouraged to draft rules/behaviour expectations using positive language.

- Ensure that pupils understand and are frequently reminded of how they are expected to behave.
- Implement a range of classroom management techniques.
- A variety of learning activities and teaching methodologies are used daily to sustain pupil interest and motivation.
- Timetable activities in the classroom to maximise promotion of positive behaviour.
- Use of individual behaviour systems.
- Use of check in circles.
- Use of emotional regulation strategies.
- Sensory breaks as needed.
- Establish Safe/Calm corners in every room.
- Regular discussion and conversation about expectations.

Additional Supports

Children with additional needs may require assistance in understanding and respecting certain rules. Additional inputs and interventions may also be required to help some students manage their behaviour and to ensure they succeed in our school. Such interventions could include:

- Devise Individual Behaviour Support Systems may be devised in consultation with parents, class teacher, SET staff, SNA and outside agencies. Professional assessments where available may inform and shape the plan.

Specialised Supports

A small minority of students may exhibit particular behaviours of concern. The school, in cooperation with the student's parents will seek to avail of any local services that may assist in responding to the needs of the student. These services could include the National Educational Psychological Services (NEPS), CAMHS, relevant professional counselling services, etc.

Acknowledgement of Good Behaviour

S.N Naomh Treasa places a larger emphasis on affirming positive behaviour than on sanctions. Systems for acknowledging positive behaviour will be inclusive and used consistently throughout the school. It is acknowledged that rewards should not become the goal of learning or result in unhelpful competition.

Strategies for Acknowledging Good Behaviour

The following strategies will be used in all areas of school life.

- Give a quiet word or gesture to show approval.
- Make a comment in a child's exercise book.
- Invite a visit to another class, to another member of staff or to the Principal for commendation.
- Offer a word of praise in front of a group or the class.
- Delegate some special responsibility or privilege.
- Give a mention to parents – either written or verbal communication.

Systems for acknowledging positive behaviour are in use in classrooms and at times form part of planned intervention to help an individual pupil to manage their own behaviour. When using reward systems teachers are mindful that:

- Any reward systems will be used meaningfully.
- Pupils will understand that rewards acknowledge behaviour that is valued and wanted.
- Rewards can be given for effort and not only for achievement.

Strategies for Responding to Inappropriate Behaviour

The school strives to solve issues at the lowest level possible. Staff encourage, support and show students how they may be able to resolve issues themselves. Most issues will be resolved at this point. Where sanctions are imposed they will be graded and reflect the seriousness of the behaviour. A list of behaviors considered minor, serious and gross misbehavior are included in appendix B

This list is not exhaustive.

A problem-solving approach is taken by the teacher and/or the principal to respond to the unwanted behaviour using some or all of the following steps, not necessarily in the order outlined below.

- Gather information - try to understand the context and the factors that may be affecting behaviour.

- Generate ideas about possible solutions that take account of the reasons why it may be happening.
- Decide and agree on specific strategies.
- Implement the agreed strategy consistently.
- Review progress: evaluate the impact and effectiveness of the intervention.
- Throughout, keep the relationship with the pupil as positive as possible; involve the pupil and parent.

The nature of the behaviour and the age of the child will determine the nature of the response.

Dealing with Minor Issues

Where issues occur the class teacher may employ any of a number of strategies to respond to, or divert children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage. These strategies may include:

- Gesture/Look/Whisper
- Tactical ignoring
- Carrying out a useful task in the school
- Catch students being good
- Rule reminder
- Teaching rule to class or class recitation of the rule
- Change of place

Dealing with More Serious Issues

Disruptive behaviours waste teaching and learning time and impinge on the good order and discipline in the school. When behaviour issues arise that require a sanction either because of the level of disruption, upset or hurt caused, or the persistence of the disruption the following sanctions will be used in a graded system to show disapproval and to discourage such unacceptable behaviour. The principal may be involved in investigating incidents as necessary.

Warning/Sanction Procedure

Sanctions will be applied in order to bring about a change in behaviour by helping pupils to:

- Learn that their behaviour is unacceptable.
- Recognise the effect of their actions and behaviour on others.
- Understand (in ways appropriate to their age and development) that they have choices about their own behaviour and that all choices have consequences.
- Learn to take responsibility for their behaviour.

When misbehaviour impacts the learning or safety of others, it may be necessary to use sanctions. The sanction will depend on the type and level of misbehaviour; minor, serious, very serious, and also the individual context. Levels of behaviour outlined in Appendix A

Sanctions are used in the school as part of a plan to change behaviour. A sanction is a form of positive intervention. They are used as part of a wider plan to help the student learn. Sanctions are used in a respectful way that helps students to understand the consequences of their behaviour and to take responsibility for changing the behaviour. In particular teachers are aware that sanctions should:

- Defuse and not escalate a situation
- Preserve the dignity of all parties
- Be applied in a fair and consistent way
- Be timely

Staff use agreed sanctions and teachers know the level of sanction they are authorised to apply. The Key values and skills of Restorative Practice will underpin the management of behaviour and associated communications.

Procedure when dealing with Persistent Misbehaviour, or Serious Misbehaviour

- Staff members working with a child will remind the child of expected behaviour and make environmental changes as needed.
- The class teacher uses strategies to address behaviour. Examples include class teacher may involve other adults such as SNAs, Support Teacher, parents to help resolve the issue.
- The principal becomes involved if the behaviour persists, and will assess the situation and support.
- The principal may decide there is a health and safety risk and require parents to collect the child. If this happens, staff will discuss and come up with a behaviour support plan to attempt to minimise the chances of repeated behaviour on return, and communicate this to the parents.

In some circumstances it may be necessary to escalate the response

Procedures for Suspension/Expulsion:

Procedures for Suspension

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

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, The authority to suspend a student for up to 4 consecutive school days has been delegated by the Board of Management in writing to the principal. The Principal is accountable to the BOM for the use of that authority.

Period of Suspension

A student will not be suspended for more than 4 days, except in exceptional circumstances where the principal recommends to the Board of Management that a period of suspension longer than 4 days is needed to achieve a particular objective.

The Board of Management considers the following circumstances are ones where the principal would consider recommending more than 4 days as an appropriate suspension. Any one of the following on its own may be considered appropriate to warrant a recommendation of a longer suspension:

- Where injury has been inflicted on another person to such a degree of severity as to warrant medical attention and/or a visit to a doctor.
- When the student fails to recognise or acknowledge the seriousness of the events leading to a proposed suspension.
- Where the student continues to display belligerence, hostility or aggression.

If a suspension longer than 4 days is being recommended by the principal the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

The Board of Management has authorised the principal in writing, with the approval of the Chairman of the Board of Management, to impose a suspension of up to 5 days in circumstances where a meeting of the board of management cannot be convened in a timely fashion, subject to the guidance already provided to the principal concerning such suspensions.

The Board of Management will formally review any proposal to suspend a student, where the suspension would bring the number of days for which a student has been suspended in the current school year to 20 days or more.

Appeals

The Board of Management will offer an opportunity to appeal a principal's decision to suspend a student for 3 or more days. If an appeal is to be considered before a suspension is to take place, then the student will be removed from class until the appeal is complete and the appeal decision is relayed to parents.

If the appeal against the decision to suspend is not upheld or if the period of suspension is altered but not set aside, then the suspension will begin as soon as practicable after the decision on the appeal is relayed to parents, normally starting the next school day.

Section 29 Appeal

Where the total number of days for which a student has been suspended in the current school year reaches 20 days, the parents may appeal the suspension under section 29 of the *Education Act 1998* as amended by the *Education (Miscellaneous Provisions) Act 2007*.

Parents will be notified of this right at the time when they are being formally notified of such a suspension. Information on how to appeal will also be provided.

Suspension as part of a Behaviour Management Plan

Suspension if implemented will be part of an agreed plan to address a students' behaviour. The suspension should:

- Enable the school to set behavioural goals for the student with their parents

- Give school staff an opportunity to plan other interventions
- Impress on a student and their parents the seriousness of the behaviour

Removing a Suspension

A suspension may be removed or altered either immediately or retrospectively if the Board of Management decides, or, if the Secretary General of the Department of Education and Science directs it to be removed under Section 29 of the *Education Act 1998* as amended by the *Education (Miscellaneous Provisions) Act 2007*

Recording and Reporting

A record of the behaviour and sanction imposed will be kept which will include:

- The incident report.
- The notes from the meeting with the parents and student.
- The duration of the suspension and any conditions attached to the suspension.

Report to the Board of Management

The principal, if acting on the written delegated authority to suspend, will report all suspensions to the Board of Management.

Report to NEWB

The principal will report suspensions of 6 or more cumulative days in a year to the National Educational Welfare Board (NEWB) in accordance with NEWB reporting guidelines (*Education (Welfare) Act 2000, section 21(4)(a)*)

Review of the use of Suspension

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies and to ensure that use of suspension is appropriate and effective.

Expulsion Procedures

Expulsion is defined as the removal or banning of a student from a school due to persistent violation of that school's rules, or in extreme cases, for a single offence of marked severity.

The Board of Management has the authority to expel a student. This authority is a reserved function of the Board of Management and is not delegated to the Principal.

1. Meeting with parents and the student to try to find ways of helping the student to change their behaviour.
2. Making sure that the student understands the possible consequences of the behaviour, if it should persist.
3. Ensuring that all other possible options have been tried.
4. Seeking the assistance of support agencies, if appropriate

A proposal by the Board of Management to expel a student requires serious grounds, such that:

1. The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
2. The student's continued presence in the school constitutes a real and significant threat to safety.
3. The student is responsible for serious damage to property
4. While the grounds for expulsion may be similar to those of suspension, where expulsion is considered, the school authorities are satisfied that they have tried a series of other interventions and are satisfied that they have exhausted all possibilities for changing the students behaviour.

Expulsion for a First offence

The Board of Management reserves the right to expel students for a first offence for the following behaviours:

1. A serious threat of violence against another student or member of staff.
2. Actual violence or physical assault.
3. The supply of illegal drugs to other students in the school.
4. Sexual assault.

Expulsion

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

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing
5. Consultations arranged by an Education Welfare Officer of the National Educational Welfare Board

6. Confirmation of the decision to expel.

Step 1: A detailed investigation carried out under the direction of the Principal

In investigating an allegation the principal will:

- Inform the student and parents about the details of the alleged misbehaviour, how it will be investigated and that it could lead to expulsion.
- Give the parents and student every opportunity to respond to the complaint before a decision is made and a sanction imposed.

Parents will be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know.

Step 2: A recommendation to the board by the Principal

Where the principal forms the view, based on the investigation that expulsion may be warranted, the principal makes a recommendation to the Board of management to consider expulsion. The principal will

- Inform the parents and the student that the Board of Management is being asked to consider expulsion
- Ensure that parents 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.
- Provide the Board of Management with the same comprehensive records as are given to parents
- Notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- Advise the parents that they can make a written and oral submission to the Board of Management
- ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board and the holding of a hearing

The Board will review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. It will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations.

Where a Board of Management decides to consider expelling a student, it will hold a hearing.

At the hearing:

- The Principal and the parents will put their case to the Board in each other's presence.
- Each party will be allowed to question the evidence of the other party directly.
- The meeting may also be an opportunity for parents to make their case for lessening the sanction.
- Parents may wish to be accompanied at hearings and the Board will facilitate this.
- After both sides have been heard, the Board will ensure that the Principal and parents are not present for the Board's deliberations.

Step 4: Board of Management deliberations and actions following the hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)).

The student will not be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).

The Board will inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents will be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5: Consultations arranged by the Educational Welfare Officer

To ensure that arrangements are made for the student to continue in education the Educational Welfare Officer will:

- Make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance.
- Convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

Pending these consultations, the Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (Education (Welfare) Act 2000, s24(5)).

The Board may consider it appropriate to suspend a student during this time.

Suspension will be considered where there is a likelihood 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 students or staff.

Step 6: 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 Board of Management will formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal).

Parents will be notified immediately that the expulsion will now proceed. Parents and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the student.

Review of use of expulsion

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies and to ensure that expulsion is used appropriately.

When the Code of Behaviour Applies

The school's code of behaviour applies during school hours, at all extra-curricular classes or events, at swimming classes, at all fund-raising and social events organised by the school, on school tours, and at all events organised by the school whether during school hours or outside of school hours.

The Board of Management reserves the right to investigate matters which occur outside of the school premises at any time if it impacts upon the school community or reputation.

Bullying

In dealing with incidences of bullying behaviour, teachers have regard to the school's **Bí Cinealta** and are drawn up in accordance with **Bí Cinealta Anti Bullying Procedures for Primary Schools (2024)**.

School Trips and Outings

Student's behaviour on tours will comply with the standard set down in the school's code of behaviour. Where it is felt that a child's conduct would pose a safety risk or inhibit the educational benefit for self or others, the school management reserves the right to refuse the child permission to travel on school trips/tours/outings. Parents will be advised of this in advance.

Procedures for Notification of Pupil Absences from School

The Education Welfare Act, 2000, Section 23(2)(e) states that the Code of Positive Behaviour must specify *“the procedures to be followed in relation to a child’s absence from school”*. Section 18 stipulates that parents must notify the school of a student’s absence and the reason for this absence.

S.N Naomh Treasa strives at all times to encourage maximum school attendance in all pupils by:

- Creating a stimulating and attractive school environment.
- Acknowledging good or improved attendance.
- Adapting curriculum content and methodologies to maximise relevance to pupils
- Making parents aware of terms of the Education Welfare Act and its implications. •

S.N Naomh Treasa uses the standard forms to report on pupil absences to the National Education Welfare Board. In addition to this, a letter is sent to Parent/Guardians when children accumulate ten and twenty days of absence. This is the responsibility of the class teacher. The class teacher also keeps the Absence notebook updated in the school office.

Success Criteria

Practical indicators of the success of this policy are:

- Observation of positive behaviour in classrooms, playground and school environment.
- Consistent implementation of the policy by all staff in the school. This is at the heart of successful implementation.
- Willingness among staff to discuss and modify the policy when needed.
- Positive feedback from teachers, parents and pupils.

Implementing and Communicating the Code

The code will be communicated to the school community in a variety of ways including:

- Current parents will be provided with a copy of the Code of Positive Behaviour on ratification.

- Future parents will be provided with a copy of the code prior to registering their child. Acceptance of this Code of Positive Behaviour is a condition of enrolment in S.N Naomh Treasa.
- Information pack for new parents
- On the school website
- In the Staff handbook

Review

Our Code of Behaviour will be next reviewed in the year 2026/2027

Chairperson

Connie Garling-Squire

Date Ratified: 10/03/2025

Appendix A

Examples of minor misbehaviour may include:

- Pushing and talking in the line
- Writing and passing notes
- Interfering in others games.
- Not following adult instruction

Teachers will take the following steps when dealing with Minor Misbehaviour (not necessarily in the following order)

- Reasoning with the pupil
- Verbal reprimand
- Verbally informing parent of the misbehaviour
- Note in from class teacher to be signed by parent
- Noting instances of yard misbehaviour and informing class teacher

Examples of serious misbehaviours include:

- All minor misbehaviours when on a persistent basis
- Behaviour that disrupts the learning of others in class
- Refusal to do work
- Telling lies
- Name calling other students
- Swearing/bad language to other students
- Throwing food at other students
- Rough play

Examples of gross misbehaviour include:

- Persistent disruptive behaviour
- Persistent slagging/name calling
- Persistent defiance and disrespect
- Hitting or other aggressive behaviour
- Throwing objects that could cause injury or harm
- Racist/bad/inappropriate language deliberately directed at someone
- Inappropriate harassment and bullying
- Fighting
- Deliberately spitting at another child
- Leaving the school without permission
- Verbal Abuse towards staff
- Destruction of property

Appendix B

School Rules

1. Be respectful

This means that you will:

- That you will be helpful and treat other students and all staff with good manners and respect.
- That you will be gentle and kind, keeping unhelpful hands, feet, objects and comments to yourself.
- That you will be honest.
- That you will call others by their preferred names.
- That bad language, biting, bullying, kicking, punching, spitting are unacceptable behaviours.
- That you will respect the instructions of all the school staff.
- That you will not pick on or bully others.
- That you use the litter bins.
- That you respect school property and the property of other people.
- That you have respect for other cultures, religions and differences.

Because:

- Everyone is entitled to good manners and respect.
- Bullying causes fear, hurt and misery.
- Offensive or abusive language shows disrespect and can cause hurt.
- Keeping the school environment pleasant and litter free is everyone's responsibility.
- You would expect the same respect for your property.
- Everyone has the **right** to be treated with respect.

2. Be ready

This means:

- That you behave yourself on your way to and from school.
- That you have the proper stationary, books and copies required for class.
- That you will be careful with library books, your own books, pencils, markers, crayons.

Because:

- Time missed is hard to make up.
- The school is entitled to an explanation for your absences.
- The school is responsible for you during the day.
- The school expects that all students can come to and go home from school safely.
- It wastes time if you have not got your pens, copies, and books.
- Having items not needed for class causes distraction and wastes time.
- Most of our books are rented and will need to be passed on to another student at the end of the year. If we don't keep our belongings in good condition they won't last for the year.

3. Be ready to learn

This means:

- That you work to the best of your ability, and allow others to do the same.
- That you listen to your teachers.
- That you do not disturb the class.
- That you put your chair up on the desk at the end of the day and help tidy the room.
- That you will put a quiet hand up to speak if the teacher is speaking.

Because:

- Everybody has a right to learn in a caring, safe and respectful environment.
- The teacher is trying to help you.
- Disturbing the class is unfair to others who wish to learn.
- It is dangerous to swing back on the two legs of your chair.
- Your journal helps you remember what you have to do and is a means of communication between school and home.
- It is important to take responsibility for tidying up after ourselves.

Appendix C

Factors to consider before suspending a student-

Taken directly from the NEWB 'Guidelines for schools on developing a code of behaviour.

Factors to consider before Suspending a student
The nature and seriousness of the behaviour
<ul style="list-style-type: none">• What is the precise description of the behaviour?• How persistent has the unacceptable behaviour been?• Has the problem behaviour escalated, in spite of the interventions tried?
The context of the behaviour
<p>What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?</p> <ul style="list-style-type: none">• What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?• What is the age, stage of development and cognitive ability of the student?• Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?
Impact of Behaviour
<p>How are other students and staff affected by the student's behaviour?</p> <ul style="list-style-type: none">• What is the impact of the behaviour on the teaching and learning of the class?• Does the behaviour have a particular or greater impact on some students or teachers?• Does the student understand the impact of their behaviour on others?
The interventions tried to date
<ul style="list-style-type: none">• What interventions have been tried? Over what period?• How have the interventions been recorded and monitored?• What has been the result of those interventions?• Have the parents been involved in finding a solution to the problem behaviour?• Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?• Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?• Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?• Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent services)?
Whether suspension is a proportionate response
<p>Does the student's behaviour warrant suspension? • Is the standard being applied to judging</p>

the behaviour the same as the standard applied to the behaviour of any other student?

The possible impact of suspension

- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the student to change the inappropriate behaviour?
- How will suspension help teachers or other students affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?