

Oylegate National School

Oylegate, Enniscorthy, Co. Wexford

Chairperson of the Board of Management:

Rev. John Byrne

Principal

Fergal Ó Seochrú



Code of Behaviour

Introductory Statement

This Code of Behaviour has been devised by the school principal in consultation with all staff members, the members of the Board of Management, the senior students, the Parents Association and the entire parent body.

Rationale

The aims of primary education can be briefly stated as follows:

- To enable the child to live a full life in a caring and safe environment.
- To prepare a child for further education and life-long learning.

Our aim is to provide a happy, secure environment for our pupils in where there is a sense of order and discipline. This is achieved by having guidelines to direct behaviour for the good of all our pupils. In drafting this policy, the school has drawn on the NEWB Guidelines for schools [NEWB, 2008, Developing a Code of Behaviour; NEPS, Behavioural, Emotional and Social Difficulties (BESD) Continuum of Support, 2007]. Every effort is made to ensure that our code is implemented in a reasonable, fair and consistent manner. Our “Code of Behaviour helps the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. It helps to foster an orderly, harmonious school where high standards of behaviour are expected and supported” (NEWB, 2008). A high standard of behaviour requires a strong sense of community within our school and to achieve this, we maintain a high level of co-operation among all the staff and between staff, pupils and parents. In drafting this policy, a working group of teachers has emphasised a whole school approach, receiving input from the parent’s association, Board of Management and staff in meetings and the input of a selection of pupils through the use of questionnaires.

- This behavior policy was reviewed and updated to ensure that it is in compliance with legal requirements and good practice as set out in Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.

- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to the obligation on schools to prepare a code of behaviour in respect of the students registered at the school.

Aims:

The aims of the Code of Behaviour of Oylegate N.S. are to:

- To allow the school to function in an orderly and harmonious way.
- To enhance the learning environment where children can make progress in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration for others
- Provide guidance for pupils, teachers and parents on behavioural expectations
- Provide for the effective and safe operation of the school
- Develop pupils' self-esteem and to promote positive behaviour
- Foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others
- Facilitate the education and development of every child
- Foster caring attitudes to one another and to the environment
- Enable teachers to teach without disruption.

Implementation

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

It is the policy of this school to actively promote good behaviour. Children learn best by being rewarded. It is more positive to praise a child doing the proper thing than to constantly punish the child who misbehaves. As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the code and development of positive behaviour strategies. Staff will be given opportunities to share their experience of both positive and negative behaviour.

We use the following strategies to promote Positive Behaviour;

- Praise & recognition
- Respect approach
- Positive play in the playground

- Buddy systems
- Stamp & sticker systems
- Assembly – reinforcement lessons and acknowledgement of positive behaviour
- Whole school acknowledgement of positive behaviour
- Reward systems in the class for positive behaviour (additional yard time, Golden time, Homework Passes, etc.)
- Visit to another teacher or the Principal for praise of good behaviour or neat work
- Variety of motivational strategies & reward systems within each classroom.

The following strategies will be used by all teachers:

Praise

Praise may be given by means of any one of the following:

- A quiet word or gesture to show approval;
- A comment in a child's exercise book;
- A visit to another class, to another member of staff or to the Principal for commendation;
- A word of praise in front of a group or the class;
- A reward system – student of the week/occasional treats;
- Special mention at assembly;
- Delegating some special responsibility or privilege;
- A mention to parents – either written or verbal communication

Disapproval

The nature of the behaviour and the age of the child will determine the nature of the strategies employed. The following stages will be used to show disapproval of inappropriate behaviour:

- Reasoning with pupils including advising them about the consequences of their actions;
- Verbal reprimand (including advice on how to improve);
- Time out (Age appropriate including advising child about reflecting on their behaviour);
- Temporary removal from group (within the class);
- Account to be written by pupil to reflect on their actions (signed by parent and kept on file by teacher)
- Note in journal from class teacher to be signed by parent;
- Withdrawal from class and sent to another teacher/classroom during privileged activity
- Verbal communication with parents/guardians;
- Withdrawal of privileges;
- Recording instances of repeated misbehaviour and referral to the Principal;
- Formal written communication with parents/guardians;
- Referral to the Principal and the Chairperson or other member of the Board of Management;
- Formal meeting between Principal and/or Chairperson of the Board of Management and parents/guardians;
- Suspension.

Initially instances of misbehaviour will be dealt with by the class teacher. This will include children being advised about their behaviour and about how to improve. Teachers can use a problem solving approach in generating solutions & strategies with the pupil. Discussion about behaviour and its

consequences will form part of SPHE lessons at all class levels. Teachers will actively promote good behaviour and aim to “catch” repeated offenders at activities where they can give positive feedback, thus promoting better behaviour.

However, where these strategies have failed and where misbehaviour is more serious or persistent it will be necessary to involve others including the Principal, parents/guardians and the Board of Management. The Principal and staff may also seek assistance from NEPS, SESS, HSE or other agencies.

Classification of Misbehaviours - Oylegate NS

Misbehaviour falls into one of three categories – minor, serious or gross. Teachers and/or the Principal will make judgements based on a common sense approach having regard to the age or vulnerability of the child and the gravity and frequency of any misbehaviour as follows;

1.The following are examples of minor misbehaviours:

Interrupting class work / Running in the school building / Littering around the school / Being discourteous or unmannerly / Not completing homework without good reason (to include a note from a parent/guardian) / Inappropriate behaviour or gestures / Name calling / Minor infringement of the school rules / Talking out of turn / Not wearing appropriate uniform/Lying /Inappropriate/Unruliness in corridors/school yard,/Negative response to correction/Entering the school premises without permission during break times (this list is not exhaustive).

Teachers will take the following steps when dealing with Minor Misbehaviour

- Reasoning with the pupil
- Verbal reprimand;
- Time out (classroom or yard);
- Note in journal from class teacher to be signed by parent;
- Instances of yard misbehaviour in the incident book and informing class teacher.

Regular occurrences of Minor Misbehaviour will be dealt with as follows, using one or more strategy:

Phase 1

- Temporary separation from peers (within the classroom);
- Referral to another teacher/classroom with specific work when privileges are withdrawn
- Reflection sheet (describing incident) signed by parents/teacher/student (kept on file by teacher)
- Persistent incidences of minor misbehaviour will require an individual behaviour plan to be put in place, in liaison with parents, in order to support a change in behaviour. Parents are expected to support any plan that is in place for their child. Referral to the SET team for behaviour support may be necessary at this stage. This may involve a consultation between the teacher and resource teacher or a discussion involving the teacher, resource teacher, child and parent if necessary.

Phase 2

- Child will be sent to the Principal.
- Formal letter from school Principal informing parent of continuous misbehaviour;
- Denial of participation in some class activity e.g. trips out of the school, school shows/activities, school tour;
- Class teacher and/or Principal will meet with one/both parents;
- Chairperson of the Board of Management informed and parents requested to meet with Chairperson or other designated Board member and the Principal.

2. The following are some examples of serious misbehaviours:

Constant repetition of the above (1-10) /Constantly disruptive in class / Telling lies / Blackmail / Stealing / Persistently not working to full potential / Damaging others' property / Bullying / Endangering self or fellow pupils in the class or the yard / Using unacceptable language / Inappropriate use of the internet/ Deliberate, continual disobedience/ Spitting/Physical assault of another /Biting /Flight (running away from class/school grounds or leaving class without permission) /Verbal abuse of a staff member/pupil /Ongoing refusal to participate in school activities /Vandalism /Theft /Cheek/defiance of teacher/Behaviour constituting a danger to any member of the school community/Indecent behaviour towards another /Substance use/Possession of dangerous or sharp implements. Example: knife, scissors (from outside school), fireworks, lighters/All forms of bullying including verbal, physical, relational or exclusionary or race related bullying and cyber bullying (this list is not exhaustive).

All incidents of bullying will be dealt with as outlined in the school's Anti-bullying policy. (See separate policy)

Teachers will take steps as outlined for Phase 1 above, but depending on misbehaviour may proceed to the following steps when dealing with Serious Misbehaviour;

- Persistent incidences of serious misbehaviour will require an individual behaviour plan to be put in place, in liaison with parents, in order to support a change in behaviour. Parents are expected to support any plan that is in place for their child. Referral to the SET team for behaviour support may be necessary at this stage. This may involve a consultation between the teacher and resource teacher or a discussion involving the teacher, resource teacher, child and parent if necessary
- Child will be sent to the Principal;
- An account of all incidents will be entered in the relevant Incident book;
- Formal letter from school Principal informing parent of misbehaviour;
- Class teacher or Yard duty teacher **and** Principal will meet with one/both parents;
- Chairperson of Board of Management informed and parents requested to meet with Chairperson or other designated Board member and the Principal;

Regular occurrences of Serious Misbehaviour will be dealt with as follows:

- Parents will be invited to meet class teacher, the principal and/or the chairperson to discuss repeated serious incidents of misbehaviour;

Suspension will be used as a sanction **where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with the parents or guardians** of the pupil have failed to achieve a satisfactory conclusion. Communications to parents regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, will be in writing. (Copies of all correspondence will be retained)

Persistent incidences of misbehaviour or serious misbehaviour will involve, in addition to the above an individual behaviour plan to be put in place, in liaison with parents, in order to support a change in behaviour. Parents are expected to support any plan that is in place for their child. Referral to the SET for behaviour support may be necessary at this stage. This may involve a consultation between the teacher and SET member or a discussion involving the teacher, SET member, child and parent if necessary.

- If an individual behaviour plan is needed, concerns will be documented specifically (e.g. record specific statements such as: 'the child is repeatedly leaving his/her seat during maths', rather than: 'child is inattentive')
- Look at when the behaviour is predominantly occurring (e.g. on yard, during maths, during written activities) and ask why it might be occurring (Appendix 2 of BESD, p. 81-108) 3: Based on information gathered and observations, and using the Classroom Support Checklist (BESD p.68-69), a behaviour support plan will be created that is agreed upon by the teacher, child and parent (Template, p.70 BESD). A behaviour support plan may include an incentivised reward system (sample reward charts included in appendix). 4: The plan will be put in place and a review date set (BESD, Pg. 68/70) Any individual support plan may include withdrawal of a child from a situation for an agreed period of time for their own safety or the safety of others.

3. The following are examples of gross misbehaviour:

Bringing weapons or dangerous substances to school / Smoking / Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate / Leaving school premises without permission / Deliberately injuring any member of the school community / Setting fire to school property / Purposely activating school fire alarm/ Deliberately leaving taps (fire hose) etc. turned on / Aggressive, threatening or violent behaviour towards a member of staff or a pupil; (e.g. physical violence, striking, nipping, biting, spitting) / Vandalism / serious inappropriate behaviour / assault (this list is not exhaustive).

Persistent incidents of serious misbehaviour will be classified as gross misbehaviour.

Teachers will take the following steps when dealing with Gross Misbehaviour

- Instances of gross misbehaviour are recorded and parents informed.
- Parents called to a meeting in the school with teacher/post holder/principal. The child may be requested to attend this meeting. The purpose of this meeting is to seek a solution to the behavioural problem, with all involved parties working together.

- (In situations involving more than one person, in a serious breach of discipline/bullying, the following procedures will apply. -The teacher (and SET member if necessary) will speak to each party separately. If a group is involved, each member will be interviewed individually and then, if appropriate, as a group. Interviews will be conducted with sensitivity and with due regard to the rights of all concerned. - The teacher will keep a written account of these interviews. -If it is determined that a serious breach of discipline has occurred or the students continued presence in the school is deemed to constitute a threat to safety the parents will be informed and requested to attend a meeting with the teacher /SET member/principal. The pupil /pupils involved may be requested to attend.
- Appropriate sanctions will be imposed. This may involve: 1. Removal of a child from a situation for an agreed period for the child's own safety or the safety of others. 2. Exclusion from school tour. 3. Class reallocation.
- If misbehaviour continues the Board of Management may become involved, with a view to suspension/expulsion. -Principal and Chairperson are informed immediately and suspension may be sanctioned. In grave situations this may involve suspension from 1- 10 days. A reoccurrence of serious breaches of discipline/bullying may lead to expulsion. The Principal, in consultation with the Chairperson of the Board, has the authority to suspend for one to three days with immediate effect. Where such an immediate decision of suspension is necessary, the principal will then refer the issue back to the Board. The Board of Management has deferred responsibility to the Principal to impose an initial sanction of up to three days. Further suspensions will require Board of Management approval. This approval may be obtained at a regular meeting of the Board or at an emergency meeting at which the Chairperson and Principal have outlined for the Board the reasons why they feel it is necessary to impose a further suspension. In line with the requirements of the Education Welfare Act (2000), the Board of Management will inform the Education Welfare Board when any pupil's period of suspension equals or exceeds six school days.
- When a student is suspended, the parents/guardians will be requested to remove the student from the school. The Principal will meet with the parents/guardian to outline the decision to implement the suspension and will present the parents/guardian with a written statement of the terms, duration and date of the termination of the suspension.

Expulsion

The Board of Management also has the authority to expel a student in an extreme case (see p.81, Developing a Code of Behaviour; Guidelines for Schools) or where repeated incidents of gross misbehaviour interfere with the educational opportunities of fellow students or where there is a threat to the health and safety of either students or staff. This sanction would be imposed under the terms of the Education Welfare Act (2000). Suspension/expulsion procedures are in accordance with the Education Act (1998).

Suspension/Expulsion Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2)

suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

Removal of Suspension/Expulsion (Reinstatement)

Following, or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The grounds for removing a suspension imposed in relation to a pupil are as follows: -The pupil and his/her parents meet with Principal. -Adequate recompense be decided and agreed. -The code of discipline should be signed by the pupil and parents. -Assurance given by pupil that the Code of Discipline will be observed and of parent co-operation in its observance. The Principal in consultation with the parents, the class teacher and the student (if appropriate) will facilitate the preparation of a behaviour plan for the pupil, if required, and will re-admit the pupil formally to the class.

Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the chairperson of the board and the principal

Sanctions

The objective of a sanction is to help the student to learn. The purpose of a sanction is to bring about a change in behaviour by helping students to learn that their behaviour is unacceptable and helping them to understand the effect of their behaviour and actions on others (NEWB, 2008). To ensure the orderly operation of school activities and the safety of all members of the school community, sanctions will be imposed where inappropriate behaviour occurs. Misbehaviour is judged having regard for age, sensibility, and/or other relevant factors. A log will be kept of those who persistently misbehave by their teacher. Sanctions within the classroom are implemented by teachers using a hierarchy of consequences. An example of this is shown below.

Hierarchies/Steps for Non-disruptive and Disruptive Behaviour (3rd to 6th Class)

- 1: Non-verbal reminder/point to rule as reminder
- 2: Verbal Reminder. Positive Verbal Redirect (e.g. "eyes watching teacher") or distractions (e.g. give job) and re-engagement strategies
- 3: Warning of consequence stated as a choice (e.g. remember you can keep talking or you will get a yellow card etc)- ie making child aware of their behaviour and consequence of maintaining that behaviour
- 4: Yellow card and reminder of what will happen if they continue to engage in inappropriate behaviour
- 5: Red card and reflection sheet as part of additional homework. Reflection sheet is signed at home by parent. Option of in class timeout at this stage (at a quiet area of the room/ own table). Where calming down is required, out of class time out may be necessary in the Den/ a class of children of similar age.

6: For ongoing incidences of more serious misbehaviour e.g. 3 or more red cards in a short period of time, a conference with parents, teacher and child may be necessary, as well as the development of an individual behaviour plan.

Steps 2, 3, 4 and 5 are displayed on the wall so that all children are aware of the hierarchy of consequences during the school year.

Sample of hierarchy for Junior infants to 2nd class

From Junior Infants to 2nd Class- use of 'cloud' visual to demonstrate hierarchy from Step 4 or the use of a similar visual display. An example of this is shown below:

At Step 4: Child's names will be moved from the 'sunny cloud' to the 'dark cloud'

At Step 5: Child's name goes into the 'rainy cloud' with the result of a restriction of privilege/sanction

NB: restriction of privilege/sanctions are decided upon by the teacher and are discussed and known by the class at the beginning of the school year.

Sample Hierarchy from Junior Infants to 2nd Class

1: Non-verbal reminder/point to rule as reminder

2: Verbal Reminder. Positive Verbal Redirect (e.g. "eyes watching teacher") or distractions (e.g. give job) and reengagement strategies

3: Warning of consequence stated as a choice.

4: Name goes in the dark cloud and teacher gives a reminder of what will happen if they continue to engage in inappropriate behaviour

5: Rainy cloud Option of in-class timeout at this stage (at a quiet area of the room/ own table. Where calming down is required, out of class time out may be necessary in a class of the similar level.

6: For ongoing incidences of more serious misbehaviour a conference with parents, teacher and child may be necessary, as well as the development of an individual behaviour plan.

In Class strategies used are as follows:

1. A graduated response to incidences of misbehaviour is adapted by teachers (see Hierarchy above and p.28 BESD document)
2. A poster detailing the hierarchy of consequences is displayed in each classroom and is explicitly taught, discussed and agreed upon at the beginning of the school year with the children.

Incidences of Misbehaviour on Yard

The majority of incidences that occur during break times are dealt with by the teacher who is on yard duty. If a teacher is on yard duty and witnesses an incident of serious misbehaviour or an incident of serious misbehaviour is reported to them, the teacher will discuss the episode with the class teacher(s) of the child/children involved. If a child from another class was involved in the incident, the class teacher will then discuss the episode with the other relevant teacher/teachers. The class teacher(s) of the child/children involved will then decide whether or not a sanction is appropriate (see below).

Incidents of yard misbehaviour or verbal abuse of staff will be dealt with as follows:

The teacher on duty who notices misbehaviour will do the following;

- Impose a period of “time out” where the student will be asked to remain in a specified place until told to return to play;
- Teacher Reports in the yard incident book.
- Inform the class teacher.
- After 3 Time Out reports the child is removed from the yard for a full break-time. The principal will speak with the child and the parents will be informed.

Involving Parents/Guardians in Managing Problem Behaviour

Parents/guardians are valued as partners in the school community and as such will be invited to participate in promoting positive behaviour both in school and in the wider community. Class teachers will refer to repeated episodes of minor misbehaviour in the pupil’s Homework journal which parents/guardians are requested to sign each evening. In cases where pupils are required to complete some extra work as a sanction, parents/guardians will again be requested to sign the relevant work. Class teachers may occasionally request parents/guardians to visit them in school to discuss some aspect of a pupil’s behaviour. The Principal will be informed of these meetings and may be invited to attend. Parents/guardians are encouraged to make appointments to meet with class teachers and/or the Principal at the earliest opportunity in an effort to prevent any escalation of inappropriate behaviour. The school will remind parents/guardians of the procedures for contacting the school at every opportunity. In specific cases a shorter school day may be implemented where a pupil is having severe difficulties coping with a full day. This would be agreed between the principal teacher and Parents and BOM.

Where pupils are found to be involved in more serious misbehaviour the Principal may telephone or write to parents/guardians to request them to attend an informal/formal meeting at the school. Others who may also attend these meetings include; class teachers, teachers who witness misbehaviour while supervising on yard duty and Chairperson of the Board of Management. The pupil may also attend all or part of these meetings if deemed appropriate.

Managing aggressive or violent behaviour

The school recognises that occasionally students may not respond positively to the usual interventions and that they may require extra support in an effort to manage aggressive or violent behaviour. A small minority of students may show particular challenging behaviour, because of educational or other needs. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home.

Keeping records

In line with the school's policy on record keeping, and data protection legislation, records in relation to pupils' behaviour are kept in a secure filing cabinet. Copies of all communications with parents/guardians will be retained in the school. Records of more serious incidents are recorded in a specific journal and are retained until students reach 21 years. Class teachers shred personal records at the end of each year.

Procedures for notification of pupil absences from school

Parents must notify the school in writing of a student's absence and the reason for this absence. Parents will be informed in writing when their child has been absent for 12+ days of school. Under current legislation, Tusla will be informed when a child has been absent for 20 days in a school year.

Reference to other Policies

List and check other school policies that have a bearing on the code of behaviour e.g.

- SPHE plan
- Anti-bullying
- Enrolment
- Record keeping
- Health & Safety
- Equality
- Special Educational Needs
- Child Safe Guarding Statement

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before 9.10 a.m. or after the official closing time of 2.10 p.m. (infants) 3.10 p.m. (all other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils are supervised for 10 minutes before and after school. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

Roles of the Education Partners

Role of Pupils:

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid all nasty remarks, swearing and name-calling.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules.

Role of Parents/Guardians:

- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend regularly and punctually.
- Be interested in, support and encourage their children's school work.
- Be familiar with the code of behaviour and support its implementation.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others. Communicate with the school in relation to any problems which may affect child's progress/behaviour.

Role of Teachers:

- Support and implement the school's code of behaviour.
- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.
- Discuss the hierarchy of consequences with their class and display a chart detailing the sanctions that will be put in place as a result of misbehaviour (see hierarchy of consequences above)
- Gather details of ongoing/persistent incidences of misbehaviour or serious incidences of misbehaviour
- If necessary, design a behaviour support plan, in liaison with parents/SET member for behaviour support, that is reviewed at fixed intervals
- Teach conflict resolution strategies where needed and skills to promote positive socialisation and interaction among children.

Role of Principal:

The overall responsibility for the implementation of the Code of Behaviour within the school rests with the Principal. The Principal will be assisted in this regard by the teaching staff. Under the leadership and the direction of the principal:

- The school's Behaviour Plan will be reviewed on an ongoing basis and amended when necessary.
- The principal will coordinate the communication of the Behaviour policy's content with school staff, as well as any changes that have been made
- The Principal will ensure that the school's Code of Behaviour be administered in a manner, which is consistent and fair to all pupils.

- The principal will endeavour to promote a positive approach to behaviour and to embed it into the school climate.

Role of Board Of Management

The Board of Management is supportive of the Principal in the application of a fair code of behaviour within the school.

Review

This policy will be reviewed during or before the school year Sept 2020-June 2021.

Chairperson, Board of Management

Fergal Ó Seochrú, Principal.

Date

I agree to the school rules outlined above and support the implementation of the Behaviour policy in Oylegate National School.

Child's Name: _____

Signed:

_____ (Parent/Guardian)

_____ (Parent/Guardian)

Role of Teachers

Following a period of classroom support, teachers will communicate any ongoing or persistent behavioural issues/concerns with the SET member with responsibility for behaviour support. Role of SET member (as above) If ongoing and persistent social, emotional and/or behavioural difficulties persist following a period of Classroom Support and intervention by the class teacher, or in the event of a once off very serious incident, the teacher may liaise with the SET member with responsibility for behavioural support regarding behavioural interventions and the possible construction of a Behavioural Support Plan (BSP). Construction of this BSP may be done in liaison with the child's parents and possibly the child if deemed necessary and conducive to positive results and outcomes. This plan will then be reviewed at fixed intervals with all relevant parties involved (i.e. class teacher, parents, child).