



Straffan National School

Code of Behaviour

Introduction

Scoil Bhríde, Straffan National School aims to provide a happy, secure and friendly learning environment, where Children, Parents, Principal, Teachers, Special Needs Assistants, Ancillary staff and Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere. This will enable the child to live a full life and will equip him/her to avail himself/herself of further education so that he/she may go on to live a full and useful life as an adult in society.

The staff is committed to the realisation of these objectives. Our aim is to create an environment for our pupils so there is a sense of good order and a reasonable approach to discipline. In this way, a large group can be organised so that the school can operate smoothly for the benefit of all. Good behaviour is based on good relations between parents/guardians, child and school.

In Straffan NS, we hope to foster this ideal in co-operation with our parents/guardians. We will ask our parents/guardians to sign a code of behaviour as a commitment to helping their child to adhere to the school rules and the overall development of a harmonious school environment. We hope to adopt a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises. Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

This policy was drawn up by the Principal in conjunction with the Staff, Children and Parents. After consultation with all parties it will be reviewed and ratified by the BOM. It will be reviewed each year or sooner if deemed necessary as situations arise.

Aims of the Code of Behaviour

1. To create a positive learning environment that encourages and reinforces good behaviour.
2. To promote self-esteem and positive relationships.
3. To encourage consistency of response to both positive and negative behaviour.
4. To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others.
5. To facilitate the education and development of every child.
6. To foster caring attitudes to one another and to the environment.
7. To enable teachers to teach without disruption.
8. To ensure that the school's expectations and strategies are widely known and understood by the school community.
9. To encourage the involvement of both home and school in the implementation of this policy.

Implementation

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, 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.

General Guidelines for Positive Behaviour

1. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
2. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
3. Pupils are expected to take pride in their appearance and uniform, to have all books and required materials and to be in the right place at the right time.
4. Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present assignments neatly.
5. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.

Rights and Responsibilities of the School Community

The school's expected standards of behavior express the kinds of behavior 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 Behaviour (COB) as outlined below. Our school Community is made up of Principal, Staff, Pupils, Parents/ Guardians and The Board of Management.

<p>Principal's Rights:</p> <p><i>The Principal has the right to:</i></p> <ul style="list-style-type: none"> • Work in a respectful and safe environment • Be treated with respect and courtesy • Receive cooperation from pupils, parents and staff. • Receive direction, support and training from the Department of Education and Patron. • Set high expectations for academic standards and implementing policies • As school leader, receive cooperation and support from school staff. • Seek support and guidance from the BOM and school staff when issues arise 	<p>Principal' Responsibilities:</p> <p><i>The Principal has a responsibility to:</i></p> <ul style="list-style-type: none"> • Be Fair • Provide a respectful, safe working environment for staff • Provide a respectful, safe learning environment for pupils, parents and guardians • Provide support for colleagues • Ensure the COB is implemented in a fair and consistent manner and review annually.
<p>Staff Rights</p> <p><i>Staff have the right:</i></p> <ul style="list-style-type: none"> • To work in a safe and respectful learning environment • To work in an environment free from disruption • To be respected and held in proper esteem • To voice concerns about pupil's behavior and safety • To expect support from parents 	<p>Staff Responsibilities</p> <p><i>Staff have the responsibility to:</i></p> <ul style="list-style-type: none"> • Support and implement the COB • Show respect to all members of the school community • Promote and practice a culture of equality • Be courteous, fair and consistent • Deal appropriately with misbehaviours and implement Continuum of Support where necessary

<p>and colleagues for their work</p> <ul style="list-style-type: none"> • To confidentiality • To be listened to • To relevant information on a pupil to support their teaching and learning 	<ul style="list-style-type: none"> • Keep a record of incidences in line with the COB • Provide support for colleagues • Report serious incidences to the Principal • Engage in in-school reviews of Behaviour • Ensure that class teachers are notified of all incidents in relation to every child in their class. <p>Teaching Staff have additional responsibilities:</p> <ul style="list-style-type: none"> • Promote positive behaviours through effective teaching, inclusive and engaging teaching and positive, well run classrooms. • Use a variety of classroom management techniques and curricular methodologies to sustain pupil interests, motivation and maximize positive behaviours. • Lead the implementation of the Continuum of Support Guidelines where necessary. • Communicate with parents on issues concerning their child’s learning and behavior. • Assign, check and correct homework in accordance with the Homework Policy.
<p>Parents’/ Guardians’ rights</p> <p><i>Parents/Guardians have the right:</i></p> <ul style="list-style-type: none"> • To informative communication with and access to the staff/ Principal at appropriate times • To respect, confidentiality and understanding • To updates on their child’s progress • To be listened to • To be consulted about disciplinary action at an early stage 	<p>Parents’/ Guardians’ Responsibilities</p> <p><i>Parents/Guardians have a responsibility to</i></p> <ul style="list-style-type: none"> • Be familiar with the COB and support the school in implementing the COB • Provide firm, fair and consistent guidance for pupils • Ensure their children attend school regularly and punctually • Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform • Be fair, courteous and respectful towards pupils, staff and other parents

<ul style="list-style-type: none"> • To have access to the COB 	<ul style="list-style-type: none"> • Make an appointment to meet with a teacher/the principal through the office • Never approach or reprimand another person’s child or staff on the school premises • Wait in an orderly fashion when collecting children from the classroom (wet days/Junior Infants) • Label pupils coats and other personal property • Strictly supervise their children, when on school grounds (before 9.05am and after school finishes (2pm/3pm)) • Supervise vigilantly their children’s use of technology at home in order to ensure that they are not engaging in or victim of online inappropriate behavior. • Do not post derogatory comments or endorsing such comments on social networking websites, WhatsApp groups etc that are seen as derogatory towards the school or staff. • Drive carefully around the school environment and park responsibly • Be interested in, support and encourage their children’s school/ homework • Ensure their children get adequate rest and nourishment • Cooperate with teachers if their child’s behavior is causing difficulty for others • Communicate with the school regarding any problems that may affect their child’s progress or behavior • Attend meetings at the school if requested • Be a positive role model to pupils • Allow teachers to teach and the Principal to lead in the school
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<p>Pupils Rights <i>Pupils have the right to:</i></p>	<p>Pupils responsibility <i>Pupils have a responsibility to:</i></p>
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<ul style="list-style-type: none"> • To be educated in a safe, happy learning environment • To grow intellectually, emotionally, morally, spiritually and physically with an understanding of differences • To be treated fairly and to be listened to • To express their emotions, doubts, beliefs and opinions in a respectful manner 	<ul style="list-style-type: none"> • Be fair • Follow school, yard and class rules • Show respect for all members of the school community • Attend school regularly and punctually • Wear the proper uniform daily. • Bring correct materials/ books to school • Listen to teachers and act on instruction • Respect all school property and the property of others • Behave in a safe manner that does not endanger others • Include other children in games and activities • Be courteous • Inform an adult they trust if they have concerns or worries • Behave in accordance with the Code of behavior when engaging in all school related activities.
<p>Board of Management Rights</p> <p><i>The BOM has the right to:</i></p> <ul style="list-style-type: none"> • Uphold the ethos of the school • Support the Principal in the application of the Code of Behaviour in a fair and reasonable manner • Ensure all staff consistently and fairly implement and uphold the COB • Ensure that staff employed have the qualities necessary to deal effectively with behavior and discipline in the school • Regularly review the COB • Be informed of any children at risk of suspension 	<p>Board of Management’s responsibilities</p> <p><i>The BOM has the responsibility to:</i></p> <ul style="list-style-type: none"> • Be fair • Ratify the COB • Ensure that all enrollees agree to the COB • Support the Principal and staff in implementing the COB • Ensure that the entire school community have a safe, secure environment • Provision of support to the principal and staff in the implementation of the Code of Behaviour

School Rules

Scoil Bhríde, Straffan NS have agreed rules on which the class and yard rules are based. These can be summed up as 6 Golden Rules:

1. **We listen.**
2. **We are kind and gentle.**
3. **We are honest.**
4. **We are respectful.**
5. **We try our best.**
6. **We look after property and each other.**

These 6 “Golden Rules” will be the main rules used in the school. Rules apply during school-time and during all school related activities.

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children, based on the “Golden Rules”. Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Where possible they emphasise positive behaviour (e.g. ‘Walk’ and not ‘Don’t run’).

Our School Classroom Rules are:

1. Do your work and do it well.
2. Know when and how to leave you place.
3. Speak to teacher at the right time.
4. Do as you are told, when you are told
5. “Kind Hands, Kind words, Kind feet”
6. Be prepared, be clean, be on time.
7. You get what you get and don’t get upset.

Incentives/Reward System

Part of the vision of Straffan NS is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. Our reward systems seek to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly

noteworthy personal achievements. Rates of praise for behaviour should be as high as for work. Reward systems vary from class to class and may change throughout the year.

The following are some samples of how praise might be given:

- A quiet word or gesture to show approval
- Positive note to parents
- A visit to another member of staff or to the Principal for commendation
- A word of praise in front of a group or class
- Sticker Chart with prize when completed and sent home.
- Homework Pass/ Class Points System
- Treat Pass/Lucky Dip/ Golden Time/ Certificate
- Extra Yard Time

Unacceptable Behaviour

Three levels of misbehaviour are recognised: **Minor, Serious and Gross**. All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. In cases of repeated serious misbehaviour or single instances of gross misbehavior, parents/guardians will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour. A guide and examples of unacceptable behaviour (Minor, Serious and Gross) are outlined in Appendix 1.

Sanctions

The purpose of a sanction is to bring about a change in behaviour by:

1. helping students to learn that their behaviour is unacceptable
2. helping them to recognise the effect of their actions and behaviour on others
3. helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
4. helping them to learn to take responsibility for their behaviour.
5. reinforce the boundaries set out in the code of behaviour
6. signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

Strategies for Dealing with Unacceptable Misbehaviour in the Classroom:

Every effort will be made by all members of staff to adopt a positive approach and to encourage good behaviour among pupils in the school. When this fails, a series of Behaviour Checks will be implemented. The aim of these behaviour checks is to encourage the children to become aware of and to monitor their own behaviour.

They provide a step by step procedure for dealing with pupils who don't follow rules. The Behaviour Checks are clearly listed on a wall chart in each room and are taught and regularly discussed. Pupils know precisely how they operate.

Every day is a fresh start (except for repetitive poor behaviour where a child may start on Step 2). Pupils know that when they come to school in the morning, that it is they who choose how their day will go. If unwise behaviour leads to behaviour checks, it is important that pupils know what stage they reach, as they have a choice to make. The choice is their responsibility.

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of Health and Safety. Teachers may put in place alternative measures bearing in mind the circumstances involved.

1. Behaviour Checks: Classroom

Stage	Classroom Behaviour Check	
1	Oral Warning: <i>Child is reminded of the appropriate expectation and asked to stay on task</i>	Minor
2	Written Warning – <i>if the behaviour continues, the child's name is recorded on the board and the teacher's journal</i>	
3	Thinking Chair/ Time out: <i>child is sent to work in a separate area in the classroom for a short period of time and continue with classwork (typically one minute per year old (EG) 5 years old, 5 mins.)</i>	
4	Teacher-Partner: <i>Child sent to another classroom for a short period of time. Older children given a cool-off sheet to reflect on their actions (See Appendix 2). At the class teacher's discretion the Support Teacher may be informed.</i> <u><i>If a child reaches this stage twice in one week then move to Step 5 (At the discretion of the teacher).</i></u>	Serious

5	<p>Child is sent to the Principal's Office for repeated or serious inappropriate behaviour. The issue is discussed between the Principal and the child. Following discussions, the child completes a "Think Sheet". (See Appendix 3)</p> <p>This is then filed and parents are notified by Class Teacher or Principal (depending on the issue).</p> <p><i>If a child reaches Step 5 twice in a month then move to Step 6</i></p>	
6	<p>Parents requested to come to the school.</p>	SS018
7	<p>Suspension</p>	

Communicating with Parents

Communicating with parents/guardians is central to maintaining a positive approach to dealing with children. Parents/Guardians and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents/guardians have been established and are being reviewed regularly.

Parents/Guardians are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

The following methods of communication are to be used within the school:

- Informal/formal parent/teacher meetings
- Through children's journals
- Letters/notes from school to home and from home to school
- School newsletter
- School web-site/e-mails

- Text messages
- Phonecalls

Straffan National School places a huge emphasis on parental involvement. Teachers are encouraged to develop a very positive/open relationship with parents/guardians and to enable them to help their child as much as possible. Straffan NS adheres to this philosophy and we hope that this will have a positive effect on pupil behaviour in our school.

Suspension and Expulsion

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents/guardians will be utilised.

Suspension

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Aggressive, threatening or violent behaviour towards a staff member or pupil will be regarded as serious or gross misbehaviour. Parents/Guardians concerned will be invited to come to the school to discuss their child's case.

Where there are repeated instances of serious misbehaviour, the chairperson of the Board of Management will be informed and the parents/guardians will be requested in writing to attend at the school to meet the Chairperson and the Principal. If the parents/guardians do not give an undertaking to support the school in trying to bring about modification in the child's behaviour, 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 Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Expulsion

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a

pupil, the board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, where it has been alleged that the pupil poses a threat to the safety of others in the school and therefore did not qualify for internal 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 Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Dealing with Misbehaviour on the School Yard

Currently we have 4 teachers and 4 SNAs supervising on our yards during both breaks. We have 3 separate yards at Straffan NS. These are:

- ***Junior and Senior Infants Classes: Junior Yard***
- ***1st and 2nd Classes: Front School Yard and lower Basketball Court***
- ***3rd-6th Classes: Upper Basketball Court Yard and Grassy Area***

Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Please refer to appendix 4 for policies relating to the yard. Where difficulties arise, parents/guardians will be contacted at an early stage.

Our Playground Manners at Straffan National School:

- 1. We take care of each other***
- 2. We ask children on their own to join in***
- 3. We play safely and fairly at all times***
- 4. We listen with respect to the adults on duty***
- 5. We stop playing ball and line up when the bell goes***
- 6. We keep our playground litter free***

Class Rewards for Yard

We reward and incentivize our classes on a weekly basis typically for yard behavior and lining up. A yard clipboard with a weekly grid for teachers is used to “tick” and record the best class in each yard zone at the end of both breaks. The class with the most ticks at the end of each week is rewarded with 5 mins extra yard time on Friday.

Below is a list of the Games/ Behaviours that are deemed unacceptable or unsafe in our school yard:

1. *Rough Play eg “mess” fighting, kicking, punching, wrestling, headlocks, misuse of skipping ropes, etc*
2. Physical games eg bulldog, Piggy Backs, reins, lifting other children etc
3. Misuse of clothing eg Hat throwing, pulling hoods, scarves around waists and necks
4. Throwing items, pulling hair, biting, spitting
5. Excluding others from games
6. Name calling
7. Bullying and intimidation
8. Use of explicit and bad language
9. Other behaviours as listed in our **Unacceptable Behaviours** (see Appendix 1)

2. Behaviour Checks for the School Yard

Stage	Yard Behaviour Checklist
1	Verbal Warning <i>The child will be given a verbal warning and told that if they continue the inappropriate behaviour they will have to have a time out.</i>
2	Time Out at Wall/ Yellow Box <i>The child is asked to stand in a designated area for 5 minutes to reflect on the behaviour that was inappropriate. Serious misbehaviours results in being immediately sent to the wall and bypassing the oral warning. Name of child is recorded in the yard book.</i>
3	Wall for remainder of Break <i>If the inappropriate behaviour continues, the child is returned to this area for the remainder of the break. Their name is recorded in the yard book by the</i>

	<i>supervising teacher.</i>
4	Office <i>Child is sent to the office for repeated or serious inappropriate behavior. A "Think Sheet" is completed and parents are informed.</i>
5	Parents Two recordings within a month and parents are sent for. <i>A range of outcomes will be discussed and agreed with the parents. In very rare circumstances, a child may be suspended from yard for a period of time.</i>

Individual Behaviour Plans

If a child is not responding positively to class supports in relation to his/her behaviour, the teacher will begin the process of drawing up a Behaviour Support Plan in line with the Continuum of Support as laid out by the Department of Education and NEPS. Behaviour plans will be drawn up on a case by case basis. This plan is usually worked out with the parent/guardian so that the teacher can get a greater understanding of the rewards/sanctions that may work best for each child.

If the poor behaviour continues, the teacher will meet with the child's parents/guardian again.

If there is no improvement following the second parent/teacher meeting and if the child is still behaving inappropriately, the parent/guardian will be called to meet with the Principal where the situation will be discussed in detail. Guidelines will be drawn up for future behaviour in the school and playground. Very occasionally, this may include a request from the teacher/Principal that the parent/guardian of the child supervise their child in school or during a school outing.

The school reserves the right to arrange a meeting with the parents/guardians of a child at any time, should the child's behaviour be deemed to be unacceptable.

If a parent refuses to meet with a class teacher the matter will be referred to the Principal. Any refusal to meet with the Principal will automatically be referred to the Board of Management and will be regarded as a serious breach of co-operation in our school behaviour policy.

School Trips including Sporting Events, Swimming and Educational Field trips

Children are expected to uphold the school's ethos when they are on a school trip during the school day. The school's Code of Behaviour applies during such excursions.

If a child's behaviour is considered to be a health and safety risk to themselves or others, they will not be permitted to go on school trips e.g. if a child has consistently misbehaved

in school, extra supervision will not be provided to deal with such behaviour on school outings.

Children with Special Needs *(please refer to Section: Communicating with Parents page 10)*

All children are required to comply with the code of behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents/guardians and the class teacher, special education teacher, and/or Principal. The school will work closely with parents/guardians to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable. Professional support may be sought from the National Disability Service (NDT), Special Education Support Service (SESS) and the Special Education Needs Officer (SENO) if deemed necessary.

The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Review

This Policy has been reviewed and ratified by the BOM in September 2018 and will be reviewed again in June 2019 or sooner if deemed necessary.

Signed: _____
Chairperson

Date: _____

Signed: _____
Princi

Date: _____

Appendix 1: Examples of Unacceptable Behaviours

Minor Misbehaviour <i>As defined by the teacher</i>	Serious Misbehaviour <i>Persistent Minor Misbehaviours become Serious Misbehaviours</i>	Gross Misbehaviour <i>Repeated Serious Misbehaviours become Gross Misbehaviours</i>
<ul style="list-style-type: none"> • Not doing or completing assigned work either in school or for homework without good reason. • <i>Ignoring Teacher's instructions.</i> • <i>Distracting or constant talking to other pupils.</i> • <i>Inappropriate responses to teacher correction e.g. ignoring, back answering etc.</i> • <i>Late arrival to school without good reason.</i> • <i>Unruliness on corridors and school grounds.</i> • <i>Breaking of school rules/classroom rules.</i> • <i>Not wearing appropriate uniform</i> • <i>The use of electronic equipment or mobile-phones in school</i> • <i>Bringing in chewing-gum</i> 	<ul style="list-style-type: none"> • Repeatedly not doing or completing assigned work either in school or for homework without good reason. • Repeatedly ignoring teacher's instructions. • Repeated distracting and constant talking to other pupils. • Consistently late arrival to school without good reason. • Repeated unruliness on corridors and school grounds. • Repeated breaking of school/classroom rules • Consistent incomplete uniform. • Telling lies (as judged by the teacher). • Use of bad language and offensive gestures. • Dangerous behaviour that is liable to cause injury. • Continued and repetitive inappropriate responses to teacher correction. • Throwing items around the classroom in an aggressive way. • Sending a text message or private message which is hurtful to another child. 	<ul style="list-style-type: none"> • Assault on a teacher or pupil (verbal, emotional or physical) • Serious theft • Serious damage to property • Bullying or intimidation • Posting or endorsing a derogatory comment online about any member of the school community • Sending group text messages or group private messages which are hurtful to another child • Verbal abuse of another child or the teacher. • Pupils leaving school grounds without permission • Persistent breaking of school rules. • Racism. • Aggressive behaviour, aggressive verbal outbursts and/or grossly offensive gesture • Use of any banned items for the purpose of offending or injuring others.

Appendix 2: Cool Off Sheet

Available from the school

Appendix 3: Think Sheet

Appendix 4: Policies relevant to yard

1. Sick children

If a child is well enough to attend school, then he/she is well enough to go out on yard. All supervising teachers have a duty of care to supervise children on the yard during the breaks. There is no supervision on the school corridors during the breaks. If a child is unwell, a parent will be notified to collect their child. This child may be seated on a chair in the yard during breaks if they are waiting to be collected. If a child has a broken limb, then this child may sit out on the yard during their recovery time.

2. Accidents and Injuries

Children who get injured on yard are assessed by the floating teacher on yard. Accidents are recorded in the yard book and parents are notified of head injuries and even minor injuries particularly in the Junior Classes. The Floating Teacher should inform the class teacher of accidents/ injuries.

Being Prepared

Children should use the toilet before they go out on yard. This requires a few minutes preparation by the Class Teachers before the bell rings. In the case of an emergency, a child can use the toilets designated to their classes (Infants use Junior Infant Toilets, 1st-6th Classes use the toilets at the front of the school)