



St. Paul's National School

Scoil Phóil Naofa

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St Paul's N.S. – Code of Behaviour

Introductory Statement

St.Paul's NS aims to provide a positive, friendly, caring and encouraging environment where children can develop and learn to their full potential. Our Code of Behaviour provides a framework which promotes constructive positive behaviour and discourages unacceptable behaviour. This policy was formulated following a number of meetings involving principal, middle-management, staff and parents in 2006 and reviewed in 2011. Our most recent review was undertaken in March 2020 by a small cohort of teaching staff, followed by a whole staff consultation and finally ratified by the BOM in 12 October, 2020.

Rationale

St. Paul's NS deemed it necessary to devise and update our Code of Behaviour for the following reasons:

- This policy will help to promote positive behaviour and to allow the school to function in an orderly and harmonious way. It will enhance the learning environment where children can make progress in all aspects of their development.
- The staff deemed it necessary to review the policy to ensure a whole school approach to positive behaviour management
- The Board of Management of St.Paul's NS is required by legislation to prepare and make available a Code of Behaviour for its students.
- The Education Welfare Act, 2000, stipulates that the school's Code of Behaviour must be prepared in accordance with the guidelines issued by the National Educational Welfare Board (NEWB).
- To minimise the risk of the introduction of Covid 19 to the school and should a case or cases arise to minimise the spread of the virus

St. Paul's NS has deemed it necessary to review and update our Code of Behaviour to also ensure compliance with the following legislation and guidelines:

- Anti-Bullying Procedures for Primary and Post-Primary Schools 2013
- Children's First National Guidelines 2017
- Child Protection Procedures for Primary and Post-Primary Schools 2017.
- Data Protection 1998 -2018 and EU General Data Protection Regulation 2018 (GDPR)
- NPHE, HSE and DES guidance on protection from Covid 19

Relationship to the characteristic spirit of the school

St. Paul's NS, Waterford is a Catholic Community which aims to provide a caring environment where management, staff and parents work in partnership through mutual respect to develop the spiritual, perchildal and academic potential of each child according to their talents, skills and abilities. Respect for others and co-operation amongst pupils, parents, staff and the Board of Management are the guiding factors in our Code of Behaviour.

Aims

- To allow the school to function in an orderly and harmonious environment.
- To promote positive behaviour and self discipline recognising the differences between pupils and the need to accommodate these differences.
- To enable children to realise that they have choices about the behaviours that they exhibit.
- To enhance the learning environment where pupils can make progress in all aspects of their development.
- To ensure the safety and well being of all members of the school community by encouraging an atmosphere of respect, tolerance and consideration for others.
- To enable parents and pupils to understand the systems and procedures that form our Code of Behaviour and to ensure their co-operation and support in the application of these procedures.
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner.
- To protect the health and safety of all pupil, staff and their families by strict adherence to precedures in the school to promote social distancing, respiratory and hand hygiene.

Guidelines (content of policy)

We believe that good behaviour is very important in our school. It enables the children to learn, be self-confident and to enjoy their time in school. It also enables the teachers to teach effectively and to try and cater for all the needs of our pupils. It is very important that all of our pupils have the best opportunity to learn. A successful policy on good behaviour will not only make for a happy school environment but parents can also be confident that their children are developing to their full potential, and that all of the education partners will work collectively to deal with any difficulties which arise.

Expectations for pupils, staff and parents/ guardians and how they will treat each other

Pupils can expect to

- Be treated fairly, consistently and with respect
- Have their individual differences and beliefs recognised and respected
- To feel safe, respected and secure
- Have positive behaviour reaffirmed
- Have misbehaviour dealt with appropriately
- Receive support to achieve their academic potential

Pupils are expected to:

- show respect for all members of the school community
- attend school regularly and punctually using staggered timetable
- wear a neat school uniform and tracksuit on the appropriate days. The wearing of jewellery (apart from watches) is forbidden for safety reasons

- work quietly and safely to the best of their ability at all times
- respect the right of other pupils to learn
- respect school property, the property of others and their own belongings take responsibility for their own possessions (please label everything!) Pupils are not allowed to bring mobile phones to school - communication can be arranged through the school secretary
- keep the school environment clean, tidy and litter-free, defacing school property is a serious misbehaviour. Damage caused by pupils to property such shall be replaced / paid for by their parents
- have the correct books and materials in school
- follow class rules
- move quietly and carefully around the school
- line up in an orderly manner before and after break and at other times when classes are on the move
- stay with the class group when engaging in activities outside of the school e.g. swimming, school tours, matches etc. They are also expected to abide by the school rules on these occasions
- stay on the premises and within designated areas during school times including lunch time
- do their homework to the best of their ability
- seek help from staff member when they have a problem; fighting back causes more problems and will not be tolerated
- Follow social distancing guidance from their teachers, practise good respiratory and hand hygiene as demonstrated by their teacher

Staff can expect to:

- be treated with respect
- teach in a well-maintained physical environment relatively free from disruption
- get support and co-operation from colleagues and parents in order to achieve the school's aims and objectives
- be listened to and participate in decision-making which affects their own work and that of the school in general
- work in an atmosphere that encourages professional development
- get support and professional advice from the Board of Management, Department of Education and Skills, the National Education Welfare Board, the National Council for Special Education and the National Educational Psychological Services to help to cater for the psychological, emotional and physical needs of their pupils
- have grievances dealt with according to agreed procedures as set out in the CPSMA handbook (see appendix 1)
- Be provided with appropriate PPE and policies to minimise the risk of contracting Covid 19

Staff are expected to:

- support and implement the school's Code of Behaviour;
- be cognisant of their duty of care
- create a safe, welcoming atmosphere for their pupils
- develop and nurture a sense of self-esteem in each pupil
- praise and reward desirable behaviour
- facilitate pupils to reach their full academic potential
- recognise and respect individual differences and beliefs
- be courteous, consistent and fair
- keep opportunities for disruption to a minimum
- keep record of misbehaviour and communicate them via the misdemeanor system to and/ or meetings with the principal and parents

- provide support for colleagues
- follow the agreed Covid response procedures in the school, participate in reviews of these procedure

Parents/Guardians can expect to:

- be treated with respect
- have a safe and welcoming environment for their child
- that their child's differences and beliefs will be recognized and respected
- have fair and consistent procedures applied, in the school's dealings with pupils
- receive progress reports in accordance with agreed school policy (P.T. meetings and end of year reports)
- access information on school's policies and procedures.

Parents/Guardians are expected to:

- ensure their children attend school regularly and on time and that they are collected from school on time (The school is legally obliged to notify the Education Welfare Services in TUSLA when a child is absent for more than 20 school days annually.)
- encourage their children to follow the school's Code of Behaviour
- ensure their children wear the school uniform/tracksuit
- ensure their children have the correct books and materials
- have their children's belongings labelled
- read written communication received from the school and respond appropriately
- During the period of Covid 19 restrictions, parents may only enter the school building by appointment only – no incidental drop ins will be allowed, for this reachild, parents may not drop in lunches, PE gear etc
- make an appointment beforehand if they need to see a member of staff
- to treat all members of the school community with respect
- give a written explanation prior to a pre-arranged absence or following a child's absence. Explanation may also be given by phoning the school office.
- provide a written explanation if their child needs to leave the school during the day eg.to attend an appointment. Parent must sign out their child, on collection.
- inform class teacher of any change to collection procedure for their children
- help their children to learn and practise good behavior
- to encourage their children to have a positive attitude towards themselves, other people and towards the school
- co-operate with teachers in instances where their child's behaviour is causing difficulty to others
- communicate to the school problems which may affect their child's behaviour
- help their children with their homework and ensure it is completed
- communicate (to the class teacher) difficulties that their child may be having with homework
- read this policy and share the contents with their children.
- give supportive co-operation to school staff in the interest and benefit of their children.
- co-operate with the school's system of rewards and sanctions.
- attend parent/guardian teacher meetings as necessary.
- ensure children have an adequate lunch in accordance with the school's healthy lunch policy where a child is not availing of the school lunch.
- Encourage their child to adhere to social distancing, hand and respiratory hygiene guidelines
- Monitor their children closely for signs and symptoms to illness and keep them at home if they show any signs of infectious illness

- Ensure that we have up to date contact information for you and other family members who may be required to collect your child, should symptoms appear during the school day
- Answer the telephone to the school/call the school back promptly and have arrangements in place for prompt collection of your child should it be required

Whole School Approach to Promoting Positive Behaviour

Staff members, supported by the Board of Management, adopt a positive approach to discipline within the school. Children are encouraged and praised for their efforts in maintaining discipline. The code offers a framework within which positive techniques of motivation and encouragement are utilised by the teachers. The school places greater emphasis on rewards than on sanctions, in the belief that this will, in the long run, give the best results.

The elements of a whole school approach to behaviour include:

- An ethos, policies and practices that are in harmony.
- A teamwork approach to behaviour.
- A whole-school approach to curriculum and classroom management.
- An inclusive and involved school community.
- A systematic process for planning and reviewing behaviour policy.

Roles and Responsibilities

Board of Management:

The overall responsibility for ensuring that a Code of Behaviour is prepared rests with the Board of Management. The Board of Management provides a supportive role to the principal and the teaching staff in the positive implementation of the school Code of Behaviour. The Board of Management will ratify the Code of Behaviour and will continually monitor its implementation making adjustments as necessary.

Staff:

- At the beginning of each school year all teachers will discuss the Code of Behaviour with their class and establish an expected standard of behaviour
- pupils are involved in devising classroom rules where possible
- create a positive climate with realistic expectations
- promote, through example, honesty and courtesy
- model the good behaviour we expect from the children
- provide a caring and effective teaching and learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability or disability

- show appreciation for the efforts and contributions of all
- The Code of Behaviour will be supported by the school's Social Perchildal and Health Education (SPHE) curriculum ,in conjunction with other programmes eg. Incredible Years, Friends for Life, Circle Time Stop,Think,Do and a number of other suitable selected programmes.
- A positive and consistent approach will be adopted by all staff to rewards and sanctions
- The staff will ensure they communicate to parents/guardians any concerns in relation to their child's behaviour and well-being as early as the teacher deems necessary.

Parents and Guardians:

St. Paul's NS continually strives to foster a positive relationship between staff and parents. We feel that is very important for the child to see parents and school staff working and communicating together positively. Parents are encouraged to be actively involved in the school in a variety of ways e.g. School activities- HSCL , Board of Management, Parents' Association etc.

Parental support is vital for the promotion of positive behaviour and the maintenance of high standards of behaviour. In supporting this positive behaviour parents/guardians can:

- familiarise themselves with the school's Code of Behaviour and discuss same with their child
- encourage their child to abide by the school rules
- encourage good behaviour and respect for others at all times
- communicate with their child's teacher about factors likely to affect their child's behaviour in school

Pupils

Pupils play an important role in the ongoing implementation of the Code of Behaviour by:

- Being involved in discussing and choosing class rules.
- Understanding the need for these rules.
- Engaging in positive and constructive behaviour.
- Discussing, monitoring and reviewing aspects of the Code of Behaviour through the Student Council and at assemblies.

Positive strategies for managing behaviour

Classroom behaviour

Each teacher will have a set of expected classroom behaviours for their class level. Where possible, teachers may draft a list of class rules with the help of the children in their class. Class rules should be kept to a minimum of 4 or 5. Class rules should emphasise positive behaviour e.g. 'walk' and not 'don't run'. The following general behaviours apply to all classes.

- Co-operate fully with your Teacher's / SNAs / Substitute Teacher's instructions
- Follow Covid 19 social distancing, respiratory and hand hygiene procedures
- Complete your work to the best of your ability
- Present your work neatly in books and copies
- Get on with your work and let others get on with theirs
- Be honest and respect the belongings of others.
- Aim to arrive within the time you have been given
- Go home promptly at the end of the school day after your class is brought to the yard (1st-6th classes)
- Enter and leave your classroom quietly
- Complete all Homework to the best of your ability
- Help to keep your desk and classroom tidy
- Wear your full school uniform / tracksuit when appropriate (See Uniform Policy)
- In the interest of safety, a watch is the only permitted jewellery (See Uniform Policy)
- Eat a healthy lunch every day

Yard behaviour

The following strategies are implemented to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour in the school yard.

- At break times, teachers are on duty on both playgrounds, assisted by Special Needs Assistants (SNAs).
- Each yard is sectioned off into year groups and class groups remain in these sections.
- Children requiring the use of the toilet must ask a teacher for permission. An SNA will escort junior students to the toilet.
- In the event of misbehaviour during yard time, the teacher on duty will address the issue. Time out stations are located in the yard and may be used at the discretion of the supervising teacher.
- Class teachers will be informed of misbehaviour by supervising teacher at the end of break time
- If deemed necessary a Behaviour Slip will be used to record and communicate the misbehaviour (triplicate)
- The Principal will be informed of serious incidents of misbehaviour. Parents will be notified if deemed necessary.
- Serious injuries (e.g. bangs to head, cuts, bruising) will be recorded in the Incident Book (this is kept in the secretary's office) and the class teacher will be informed of such injuries at the end of break. Teachers will write a note in the child's Homework Journal to inform parents/guardians if they haven't already been contacted by phone. **Any head injuries will be reported immediately to parents/guardians.**
- All pupils must adhere to the following playground rules to ensure the health and safety of all:
 - Move around the yard with due care
 - Play safely at all times
 - Do not engage in rough play
 - Children should never leave the school grounds

Behaviour on the Yard before school day starts (not during Covid 19 restrictions)

The children will arrive at school between 8.40 and 8.50am. The children should be in their appropriate line waiting for their class teacher at 8.50am. Junior and Senior Infants will be escorted to their line by buddies from senior classes

On wet mornings, pupils will walk into the Halla and stand in their designated area.

Yard and Halla will be supervised at all times

Behaviour for Indoor Play/Wet Days

On wet days the children will remain in their classrooms during break-times. The supervision team assigned for that day will supervise each corner/class. The following points will help to keep the children safe on these occasions.

- Children will stay in their classrooms at all times
- Children can play with games / activities provided by their teacher
- Children will need an adult's permission to leave their seats for any reason

Behaviour during school outings and activities.

Each child is expected to:

- Follow the school rules
- Remain with the teacher/supervisors and group of pupils at all times
- Behave in a polite and mannerly way at all times
- Line up and enter/leave the bus, school or venue in an orderly and safe manner
- Remain seated with seatbelt fastened for the entirety of all bus journeys

Good behaviour is recognised and acknowledged in our school. Children are encouraged and praised for their efforts in maintaining good discipline. Individual teachers may use a variety of strategies to praise, affirm and promote positive behaviour in the classroom and throughout the school:

The following are examples of how praise may be given:

- A quiet word or gesture to show approval
- A comment on a child's copy/Homework Journal
- A visit to another class or the Principal for commendation
- Praise in front of class group
- Words of praise at assembly once a month
- Delegating some special responsibility or privilege
- Written or verbal communication with parents/guardians

Rewards and Incentives for Positive Behaviour

Greater emphasis is placed on rewards than on sanctions. This is not an exhaustive list. Rewards may include the following:

- Individual/Group points systems e.g. Class dojo, class jars, raffle tickets, class charts etc.
- Stamps and stickers on children's work
- Awards e.g. Pupil of the Week, Best Listener, Most Improved Student etc
- Certificates/prizes/rewards
- Homework Pass
- Golden Time – DVD, treat, extra PE/Art time
- Acknowledgment at the monthly school assembly
- Attendance awards/certificates e.g. Best Attending class, Most Improved Attendance for the month, full attendance for the month/term/year certificates (HSCL), Mayor's annual visit to commend full attendance

Categorisation of Misbehaviour

Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the code of behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the student's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers. It is good practice that a written record tracking a pupil's behaviour is kept by the teacher even at the earliest stages.

Three levels of unacceptable behaviour are recognised by St. Paul's NS. They are as follows.

Minor Misbehaviour
Serious Misbehaviour
Gross Misbehaviour

The following are examples of misbehaviours that may occur in our school. The lists are not meant to be exhaustive .

Examples of Minor Misbehaviour:

- Disrupting class work by:
 - Talking when teacher or another pupil is talking, interrupting the teacher
 - Shouting out answers, talking over another pupil, talking out of turn
 - Pupil not listening to instructions, fiddling with stationery, objects etc
 - Getting out of seat or moving around the room without permission
 - Disobeying teacher's instructions
- Carelessness with books and stationery, scribbling/drawing on school books
- Failure to engage in lessons as required
- Drawing on tables, being careless with another pupil's property
- Failure to obey classroom and/or playground rules or safety procedures
- Lack of compliance with school policy on uniform and/or jewellery
- Being discourteous or unmannerly.
- Late in the mornings
- Unfinished Homework
- Frequent carelessness with social distancing, hand or respiratory hygiene

Examples of Serious Misbehaviour

- Repeated instances of misbehaviour (**above list**)
- Deliberate physical aggression including pushing, hitting, biting, spitting, kicking, tripping up, punching etc.
- Rough play, "play fighting"
- Fighting
- Being disrespectful to the teacher/ intentionally ignoring staff instructions
- Insolence, cheekiness, back answering
- Theft of minor items
- Screaming/ shouting at another child/teacher-temper tantrums
- Deliberate exclusion of peers
- Spreading rumours/ lies about another pupil/member of staff
- Threatening/ intimidating peers
- Throwing objects at peers
- Telling lies
- Bullying – physical, verbal, cyber (Ref: Anti-Bullying Policy- **first offence**)
- Using mobile phone in school
- Leaving school grounds without permission during school day

Examples of Gross Misbehaviour

- Consistent/persistent bullying of another pupil e.g. emotional, physical, cyber as identified by our Anti-Bullying Policy
- Inappropriate language to school staff
- Questioning authority –serious disrespect or insolence
- Refusal to work
- Deliberate injury
- Serious assault on another pupil/staff member e.g. physical, verbal
- Deliberate and serious damage to school property
- Theft
- Threat to teacher or other staff members
- Serious violence
- Deliberate coughing/ spitting in another person's face

Strategies for Dealing with Unacceptable Behaviour

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

Teachers will use their professional judgement , their knowledge of the child and the particular circumstances of the behaviour or incident in responding to unacceptable behaviour and in selecting the appropriate sanction.

Sanctions should:

- reinforce the Code of Behaviour
- signal to other children that their wellbeing is being protected
- prevent serious disruption of Teaching and Learning
- be clear so that the child understands why the sanction is being applied
- make it clear that changes in behaviour are needed to avoid further sanctions
- make a clear distinction between minor and major offences
- relate to an individual and not a group

- focus on the child's behaviour not on the child himself

Where possible teachers will engage in "Restorative Practices" between the involved parties. Restorative Practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it in order to help heal broken relationships and prevent re-occurrence. When a particular sanction is chosen it will be proportionate to the behaviour or incident in question.

It may include:

Minor Misbehaviour

If misbehaviour is occasional/seldom the following strategies (steps) may be applied:

- Ask the child to stop the behaviour
- Discuss behaviour and reason with child
- Advise child on how to improve the behaviour
- Withdrawal of Privileges / Separation from peers
- Prescribing extra work/homework e.g. writing out the story of what happened
- Time out period sanctioned in class, in another classroom or on yard. Time outs should be capped at 3 minutes for Junior/Senior Infants and 5 minutes for all other ages as per Incredible Years guidelines.

Serious Misbehaviour

1. Teacher will fill out a misbehaviour slip in triplicate, one copy to be maintained by class teacher in a behaviour file, one copy to be sent to the principal to be filed and one to be stapled into the homework diary of the pupil to be signed by the parent/guardian and shown to the teacher the following day.
2. The teacher/principal can then decide whether or not the serious misbehaviour which has been noted on the misbehaviour slip is reachild enough to be given abreak or lunch time detention.
3. If a pupil receives 5 slips in a four school week period, parents will be called in to speak to the class teacher with a view to finding suitable strategies to improve the pupil's behaviour (the principal or a representative may sit in on this meeting)
4. If this cycle is repeated, pupil will be put "On Report" - a behaviour diary which is filled in by all teachers working with the child, signed by the principal (or a representative) and parents daily.
5. If a pupil continues to get misbehaviour slips while "On Report", this becomes known as Gross Misbehaviour, possibly leading to DECISION TO SUSPEND.
6. The above strategies may not be suitable for Infant classes so a communication book between the teacher and parents may be initiated to monitor and communicate the pupil's behaviour.

Gross Misbehaviour

- Principal informs Chairperson (of BOM) of situation. Principal contacts parents inviting them into a meeting

- At this stage, if parents and pupil come in and give a serious under-taking, the decision to suspend may be deferred. If, however parents do not come in, or do not give an undertaking of good behaviour suspension applies
- If serious/gross misbehaviour continues suspension applies. This may be in some circumstances an internal school suspension. Internal Suspension is when a pupil is removed from their own base class and is placed in another class for up to three school days.
- Suspension will be notified by letter

Suspension

The decision to suspend from the school will be considered as a last resort when other possibilities have been tried or immediately after incidences of Gross Misbehaviour. The decision will be based on the following grounds:

-The seriously detrimental effect on the Education of the other children of the child's behaviour to date

-Whether the child's continued presence in the school constitutes a threat to Health and Safety

-The child is responsible for serious damage to property

- We will take the individual circumstances of children into account as much as possible and at all times aim to be fair, consistent, understanding and compassionate.
- Once a pupil has been suspended other suspensions may follow should the misbehaviour continue.
- In the case of Gross Misbehaviour, the Board shall authorise the Chairperson or Principal to sanction an immediate suspension, pending a discussion of the matter with the parents.
- Improvements in behaviour will be noted and praised to encourage further development.
- A suspended pupil will be given work to complete during his absence from school.
- We may consult with outside agencies and other professions eg.NEPS , in order to assist children who are having serious difficulty.
- Parents/Guardians have the right to appeal the principal's decision to suspend a pupil to the school's Board of Management.
- Following or during a period of suspension, parents/guardians may apply to have the pupil reinstated to the school.
- Parents/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code of behaviour 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.
- Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents/guardians may appeal the

suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

- The Principal will report all suspensions to the Board of Management, including the reason for and the duration of each suspension. The Principal is required to report suspensions in accordance with the Education Welfare Service reporting guidelines Education (Welfare) Act, 2000.
- The school will keep a record of all instances of gross misbehaviour and suspensions

Expulsion

The Board of Management has the authority to expel a child. Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools, the Education (Welfare) Act 2000 and Developing a Code of Behaviour: Guidelines for Schools (Education Welfare Service TUSLA).

Appeals

Under Section 29 of the Education Act, Parents /Guardians are entitled to appeal to the Secretary General of the Department of Education and Skills against some decisions of the BOM, including suspension and expulsion.

Bullying - Please refer to our Anti-Bullying Policy

Definition "Bullying can be defined as repeated aggression, verbal, psychological or physical, conducted by an individual or group against others". (Department of Education 1993).

Bullying is always intentional.

Our school will not tolerate bullying and in order to give every pupil the right to enjoy their schooling, teachers will adopt the following approach to bullying in accordance with our **Anti-Bullying Policy** :

- Nip bullying in the bud at the first suspicion
- Talk about bullying to their pupils
- Take action if bullying continues
- Involve parents and other agencies if necessary
- Bullying will initially be treated as Serious Misbehaviour
- Persistent bullying will be treated as a Gross Misbehaviour

Special Educational Needs (SEN)

All children are required to comply with the spirit of the Code of Behaviour. St.Paul's NS recognises that some children with SEN may need extra time and help in understanding some rules. Specialised **Behaviour Plans/ IEPs** may be necessary at times. Pupils may be offered extra support individually or small group if necessary by the SEN team. Cognitive development will be taken into account at all times. Behaviour Plans will be put in place in

consultation with the class teacher, Parent/Guardian, SEN Teacher and Principal. All will work together to make sure the child receives all the support they need. Any professional advice from our NEPS Psychologist will be taken into consideration.

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

ASD Unit

The children attending the ASD Unit have Individual Behavioural Strategies in place.

Keeping Records

The school's BoM is a data controller of perchildal data relating to its past, present and future staff, students, parents/guardians and other members of the school community. All such data is treated in accordance with the Data Protection legislation and the terms of our Data Protection Policy..

In line with the school's policy on record keeping and data protection legislation, records are kept in relation to pupils' behaviour both at class and school level. These records are written in a factual and impartial manner .

Reference to Other Relevant Policies in St.Paul's NS

- Anti-Bullying
- Child Protection
- SPHE
- Stay Safe
- Enrolment
- Attendance
- Health and Safety
- Special Educational Needs
- Healthy Eating
- Acceptable Use / IT
- Mobile Phones
- Grievance Procedures /Complaints
- Data Protection Policy (GDPR)

Success Criteria

- Positive and improved behaviour will be observed in classrooms, playground and general school environment.
- Practices and procedures listed in this policy being consistently implemented by teachers.
- Positive feedback from teachers, parents/guardians and pupils.

Review

This document has been reviewed by a group of teaching staff of St. Paul's NS in March, 2020. The members of the group include deputy principal Aine O'Halloran, Katie O'Hanlon, Aoife Purcell, Ivan Dunne and Ciara Spencer.

Ratification

This policy was ratified by Board of Management on 12 October, 2020



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Code of Behaviour

I/We have read the Code of Behaviour for St. Paul's National School and agree to support the school in implementing this policy.

Name: _____

Address: _____

Name of Child: _____