

2025

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1. Introduction

1.1 Our Vision

Claregalway ETNS is an equality based, co-educational school catering for pupils from Junior Infants to Sixth Class under the patronage of Educate Together. We strive in co-operation with parents and guardians to provide a holistic education in a caring and secure environment where each child is encouraged to achieve to the best of their ability.

1.2. Rationale

This policy was developed to ensure the school community of Claregalway ETNS understands and supports the school in the implementation of the Code of Behaviour. We affirm that everyone's actions matter, that behaviour of adults (including parents/guardians, teachers and SNAs) and peers is a significant influence on how a child acts. By consistently modelling respect (which is a fundamental human right) in our daily actions, we can create a positive and safe learning environment.

This policy aims to promote positive behaviour and to allow our school to function in a respectful and harmonious way, in line with our ethos as an Educate Together school.

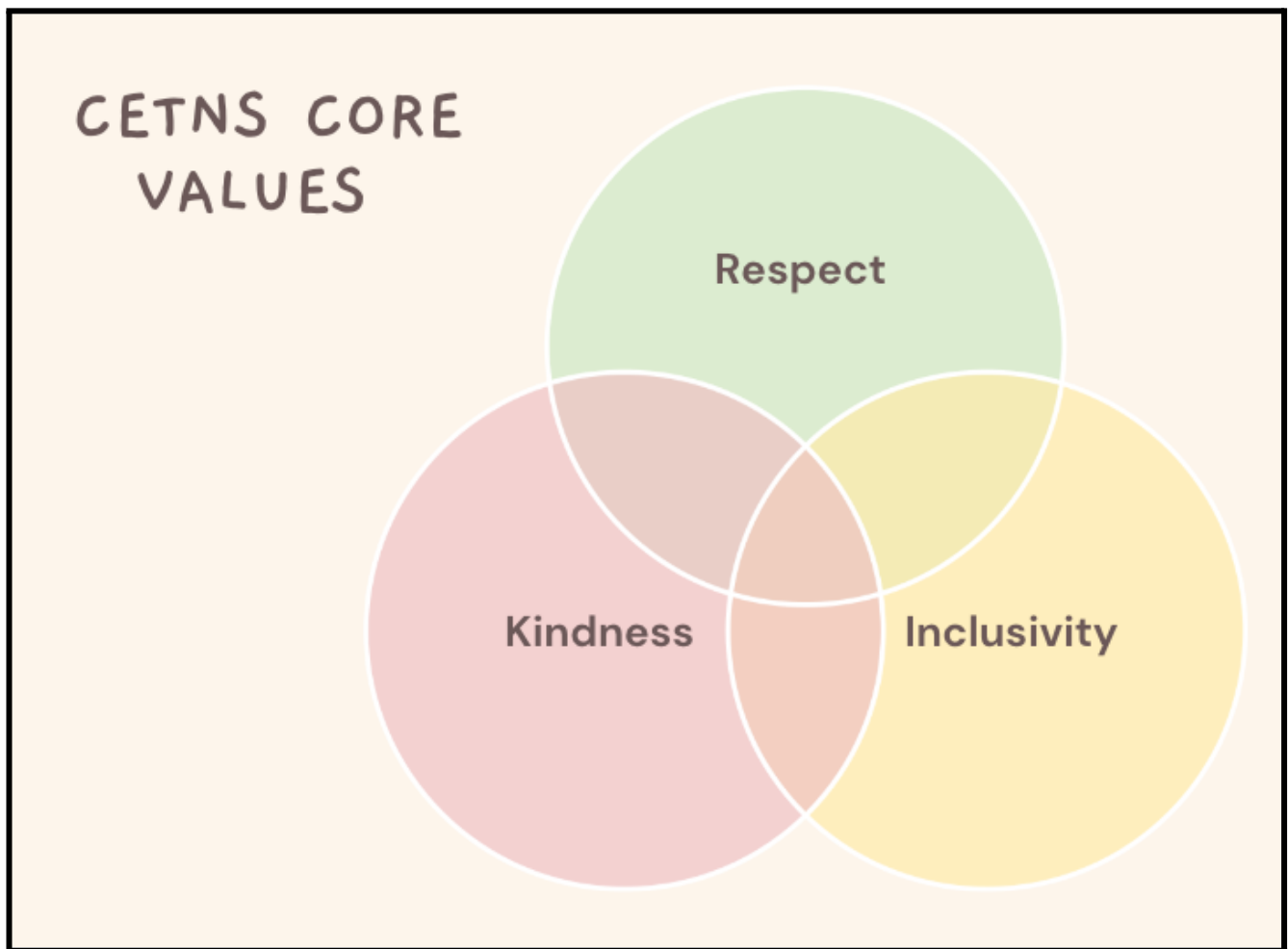
This policy was developed in compliance with the legal requirements and the good practice standards as set out in *Developing a Code of Behaviour: Guidelines for schools (2008)*. This document can be accessed at: http://www.newb.ie/downloads/pdf/guidelines_school_codes_eng.pdf

1.3. Relationship to the characteristic spirit/ethos of the school

The Code of Behaviour of Claregalway ETNS has been devised in the context of a nurturing and supportive environment where pupils are encouraged to care for and respect each other and all members of the school community. It is based on the principle of equal respect for children, their families and for the staff of the school.

The Code of Behaviour reflects the positive ethos of our school and the three core values we aspire to instil

in our pupils.



In our school, we work towards standards of behaviour based on these core values. It follows that acceptable standards of behaviour are those that reflect these principles. Central to this policy is the belief that all pupils have a right to learn in a positive, engaging and respectful environment where improvement and achievement are celebrated. At Claregalway ETNS, we encourage pupils to take responsibility for their actions as they progress through primary school. We view all behaviours as an opportunity to learn and grow. All children need consistency, predictability and routines set for them in order to feel secure and develop the skills for cooperation. Therefore, we have agreed rules and expected behaviours, with logical consequences.

1.4 When the Code of Behaviour applies

The school's Code of Behaviour applies during school hours, at all extra-curricular classes, and when representing our school during school events or at other locations e.g. sporting events, competitions, tours, exhibitions. The Code of Behaviour applies at all fund-raising and social events organised by the school or by Parents Together and at all events organised by, on behalf of, or in the name of Claregalway ETNS. If parents/guardians are present at any of these events, they are ultimately responsible to ensure their children follow the Code of Behaviour.

1.5 Aims and objectives

By implementing this policy and the appended school rules we hope:

- To ensure that the individuality of each child is respected and that individual differences are celebrated
- To acknowledge the right of each child to an environment in which they can learn safely and grow
- To facilitate the education and development of every child.
- To ensure an educational environment that is guided by our Educate Together ethos
- To ensure the safety and well-being of all members of the school community
- To assist parents and students in understanding the school's Code of Behaviour and to ensure their co-operation with its implementation
- To ensure that the high expectations are set for each child and that high support is given where needed
- To ensure that the emphasis is on building positive relationships with students and helping/teaching them how to solve problems proactively and collaboratively
- To ensure that the entire school community has a part to play in contributing to this environment.

All members of the school community will be provided with access to the Code of Behaviour upon enrolment/employment at Claregalway ETNS. The Continuum of Support Team (COS) and all staff have a particular responsibility to work with children with Additional Educational Needs, and their parents/guardians, to reinforce the messages being taught in the classroom about appropriate behaviour.

The mentoring of new staff members is a further responsibility of the principal and the school's In School Management Team (ISM). At times, new staff may seek support from partner teachers and management as they become familiar with our school policy.

When a behaviour incident occurs with a substitute teacher/SNA, support may be required from a partner / support teacher, a Management Team member and/or Principal as they would be unfamiliar with our school's Code of Behaviour.

2.0 Behaviour Approaches

Claregalway ETNS uses Restorative Practice to support pupils to feel emotionally safe and equip them with the regulatory skills, with tiered support (if required) to ensure they can access the curriculum and are appropriately ready to learn. This is a whole school approach, used in all classrooms throughout the school.

Restorative Practice is a values based philosophy. It aims to consciously build relationships, respond to harm and manage conflict in a way that honours relationships and CONNECTS us to our best selves and to one another (Stowe, 2017)

We believe that for effective teaching and learning to take place, there should be good relationships within the school. The restorative approach aims to repair harm done to relationships, which allows us to build, nurture and repair relationships.

In CETNS there is a whole-school approach to positive behaviour management.

Our Positive Behaviour strategies may include, but are not limited to:

- Morning Check Ins
- Circle Time

- Sharing good news over the intercom
- Assembly - positively affirming good behaviour
- SPHE & Well Being Programmes to promote and teach positive behaviours and life skills
 - e.g. Weaving Wellbeing
- Golden Time
- Emotional Literacy Programmes
- Individual/ Group Points System – e.g. Class Dojo
- Sharing of Good News on school website, class blogs social media
- Explicit teaching of the School Values. These values are brought to the attention of the children through the class teachers on a regular basis, especially at the beginning of each term
- Relationship Building Circles
- Relationship focused activities
- Repair Circles as a problem-solving approach, where both students and staff come up with solutions.

3.0 Expectations

Our staff are committed to delivering a high quality of education for every pupil, and believe all adults in the school whether visiting or working, should meet the same three expectations in place for pupils.

These are:



RESPECT

Looks like:	This means that you:	Because:
Comfortable	will be helpful and treat other students and all staff with respect.	Everyone is entitled to good manners and respect.
Seen	will respect the instructions of all the school staff.	Bullying causes fear, hurt and misery.
Safe	respect school property and the property of other people.	Offensive or abusive language shows disrespect and can cause hurt.
Heard/listened to	will be honest.	Keeping the school environment pleasant and litter free is everyone's responsibility.
Valued	will call others by their preferred names.	You would expect the same respect for your property.
Calm/regulated	will not pick on or bully others.	Everyone has the right to be treated with respect.
Content	have respect for other cultures, religions and differences.	If we don't keep our belongings in good condition they won't last for the year
Belonging	will not use bad language	
Recognition	will not physically hurt others.	

Inclusion

Looks like:	This means that :	Because:
Welcoming	Every child feels like they belong	Everyone deserves to feel part of our community
Celebrate Difference	Every child feels like they have a voice in the school	A sense of belonging creates a safe learning environment
Can be Ourselves	That everyone is accepted for who they are	Everyone has the right to an education
Access		Being different gives the world colour
Psychological safety		
Warm		
Welcoming		
Fair		
Feel part of the Team		
An adapted environment		

Kind

Looks like:	This means that you :	Because:
Having a voice	Will be gentle and kind with your hands and feet.	Everybody has a right to learn in a caring, safe and respectful environment.
Being listened to	Will be gentle and kind with your words.	Everyone deserves kindness.
Belonging, acceptance	Speak to someone kindly when in conflict.	Your kindness could change someone's day
Connection	Will be kind to teachers and staff members	
Kind Actions		
Kind Words		
Thoughtfulness		
Calm. warm, welcoming		
Fun, safe,		
Affirming		

3.1 Classroom Procedures:

- Through Circle Time Activities, each classroom actively chooses their own Classroom Expectations in September each year. These expectations and routines are revisited with children every term.
- Each class creates a class contract based on these expectations founded in circle time. This is signed by all pupils and staff working in this class.
- These rules are based upon our school wide rules and our Code of Behaviour, which set a positive atmosphere for learning.

- These should include a procedure for leaving your seat, going to the bathroom, getting the teacher's attention, keeping the room tidy and safe for everyone, changing tasks and lining up and generally looking out for one another.

A clear system of acknowledging and rewarding positive behaviour and consequences for unacceptable behaviours will operate in each class.

- Each class uses Golden Time to promote whole class positive behaviour.
- As we believe in positive behaviour management, we never take away what has been earned (i.e. we do not take away Class Dojo points), logical consequences are applied.

4.0 Dealing with Day to Day Behaviour Issues

Pupils frequently bring behaviour issues to teachers for resolution when they themselves are unable to resolve them. Teachers encourage, support and show pupils how they may be able to resolve these issues through the implementation of restorative practice through a series of open ended questions aimed at being solution focused. All staff members have a lanyard with the 6 RP questions printed as an aide-memoire.

Conflict is resolved with open, honest dialogue with the aim to restore relationships whereby children take responsibility for their actions and create a plan/action to move forward. Parental support is expected to ensure behaviour expectations and logical consequences are understood by the children.

Parents/guardians are kept informed, as appropriate, about the resolution of behaviour issues. The teacher decides when parental involvement is warranted. The teacher responds to parents/guardians' queries at an appropriate time (see below for further details). Teachers act on the principle that it is better for parents/guardians to be aware than not aware of behaviour issues which arise. The principal may intervene informally in the resolution of minor issues, as appropriate.

4.1 Communicating with parents/guardians about behaviour

Claregalway ETNS recognises that parents/guardians are the child's primary caregiver and know their child best. Good communication between staff and parents/guardians is essential for optimal pupil progress. To that end teachers are committed to contacting parents/guardians with any concerns regarding a child's behaviour.

A link to The Code of Behaviour is sent to all prospective parents in addition to a Parent Information webinar on Restorative Practice. Individual parent teacher meetings take place in October annually. Parents will be reminded of the importance of being familiar with the Code each September via the September update.

Equally, we encourage parents/guardians to talk to staff about their concerns. For more detailed and sensitive discussions, it is best to arrange a meeting with the class teacher.

If a situation were to arise, whereby a child does not speak to a staff member about an incident(s) that has caused them distress but has told a parent/guardian, the parent/guardian should follow the steps outlined below (See Parent – Teacher Communication policy).

- Contact the school via info@claregalwayet.ie
- Make an appointment to see the teacher
- Inform teacher/secretary of the subject/purpose of the meeting
- Meet with the teacher, who will discuss actions to be implemented
- Follow up meeting with the teacher after 2 weeks (if necessary). This allows for actions to be implemented
- If unhappy with progress, make an appointment to speak with principal

4.2 Behaviour is a form of communication

The enrolment policy of the school provides for equality of access and participation within the school. Some children may have experienced trauma, some may come to school with pre-identified additional needs, and for others, their needs become more evident as they get older.

Additional staffing and resources are put in place to help support children and ensure their successful inclusion in our school. In Claregalway ETNS we recognise that behaviour is a form of communication and

challenging behaviour can be related to trauma and/or additional needs. While a child's behaviour can be easy to see, the needs or messages that the behaviour is communicating may be less obvious.

Every effort is made to support each individual child to adapt to school-wide behaviour expectations. However, sometimes, an individualised approach needs to be put in place. It may be perceived that a child is somehow "getting away with things" or being treated more favourably. However, we are in fact removing the systematic barriers in place to enable the child to engage in school life.

Our priority is to keep all our children safe and enable all our children to access the curriculum in the school with minimal detrimental impact on their learning due to disruptions.

Additional measures of support may include:

Pupil - Parent - School Partnership	Work staff will do in background
● Visual reminders ● Meeting with parents/guardians to discuss persistent behaviour needs ● A weekly behaviour report chart - to communicate with home and school ● Classroom Support Plan ● Staff access to NCSE behaviour advisor to support classroom strategies ● Meeting with parent to discuss further supports required ● Behaviour Plan/ Additional Care Needs plan (ACN) ● Access to a Special Needs Assistant	● As much as possible, ensure consistent, predictable routines are in place ● Observations: Stressor Tool from the Relate framework. ● Recognising stressors and understanding the influence of the environment" ● Model and support regulation strategies ● Engage in conversations with pupil - what works for them ● Track progress ● Upskill in areas of presenting needs ● Communicate with Deputy Principal and Principal ● Communicate with outside agencies

Part of the successful implementation of this policy will be in building a better understanding among our school community of Additional Educational Needs (AEN), including challenging behaviour and its causes, which in turn will lead to more successful inclusion.

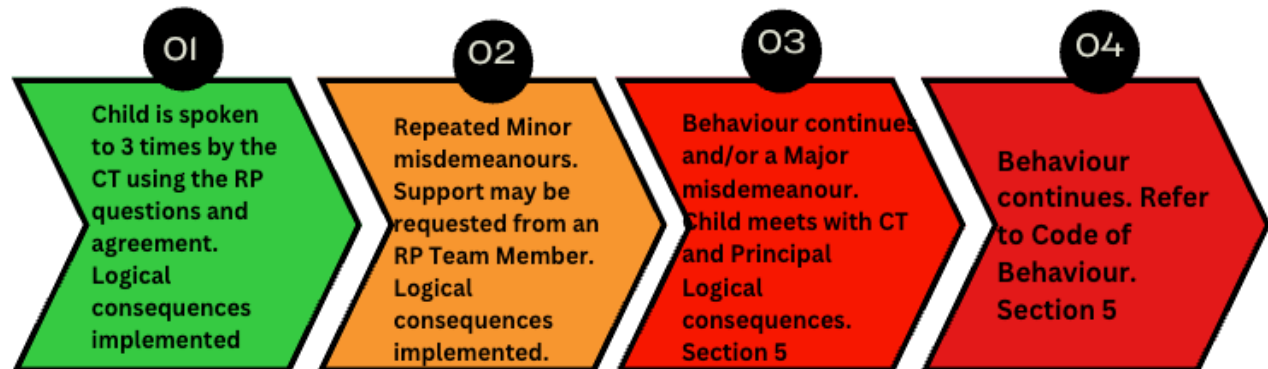
'Fairness isn't about giving everybody the same; it's about giving everybody what they need'

5.0 Tiered Behaviour Response

Restorative Process CETNS

Child's Name:
Teacher's Name:

Date:



Class Teacher

RP Team

Principal

Check with Child ☐

Chat with Child & agreement made ☐

Chat with Child & Parents phoned ☐

Chat with Child ☐

Repair circle & agreement made ☐

Regular Check-ins Parents phoned ☐

Principal Chat with Child ☐

Class teacher & Principal meet Parents ☐

IBP & Safety and Support Plan Enacted ☐

5.1 Minor misdemeanours

Examples of minor misdemeanours include but are not limited to:

Lack of respect, for example:

- | | |
|---|--|
| <ul style="list-style-type: none"> ● talking out of turn ● inappropriate comments ● lack of attention in class or yard ● distracting others in class or yard ● interfering in others' games in yard ● spitting on the ground ● throwing things (outside appropriate game/activity) ● climbing furniture, fences, walls etc ● Running in corridors / quiet areas, ● Ignoring staff | <ul style="list-style-type: none"> ● leaving seat without permission ● homework not done or incomplete ● eating during lessons ● chewing gum ● rough play e.g. mock fighting / jostling and pushing ● shouting and loudness in class, ● bad language ● derogatory language ● not following instructions |
|---|--|

5.2 Logical Consequences

Children need boundaries to feel safe and learn how to successfully navigate in society. But if they behave just “because we said so” or out of fear, they end up missing the chance to discover that their choices and actions have the power to create specific outcomes.

Employing logical consequences in and out of the classroom creates appropriate boundaries, teaches causation and allows children to feel empowered to create the life they choose through their decisions and actions. Logical consequences require that a child fix what they have done wrong. So, if a child breaks something, then they must fix it. The consequence of the misdeed is directly connected to the act.

LOGICAL CONSEQUENCES

Logical consequences are consequences for actions that are reasonable, respectful and related to the action. They may be natural or imposed by staff.

Three R's

- Reasonable: Consequences should be balanced with the misdemeanor
- Respectful: It is important for all parties involved to use a respectful tone of voice
- Related: Consequences should be directly related to the act.

Examples

- If I break it, then I will fix it.
- If I make a mess, then I will clean it up.
- If I misuse it, then I will lose it.
- If I don't follow the rules of the game, then I will lose out on playing.

1

5.3 Major Misdemeanours

Examples of major misdemeanours may include but are not limited to:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Continuous disrespect (after warning) ● Persistent minor misdemeanours (see above) ● Leaving the class, outdoor school space or activity without permission ● Abusive / threatening or violent language directed to a person ● Persistent refusal to take instructions ● Bullying (see Bí Cineálta) ● Having a mobile phone/electronic device other than those approved for educational purposes (See Mobile Phone / Smart Device Usage Policy) ● Threats or physical hurt to another person ● Inappropriate gestures or body language ● Continuous (after warning) disregard for others' personal space ● Intentionally moving or knocking over furniture | <ul style="list-style-type: none"> ● Hitting out in a threatening manner at another person ● Deliberately damaging property ● Bringing any dangerous objects to school ● Sexual harassment of a person by words, actions or gestures ● Breach of school's Acceptable Usage Policy e.g. inappropriate use of internet ● Racism ● Homophobia, transphobia, biphobia ● Theft ● Continuous (after warning) and persistence interference, impacting on others learning opportunities and the learning environment ● Continuous (after warning) physical contact with another person ● Intentionally throwing something at a person ● Kicking or hitting walls or furniture |
|---|---|

5.4 Major misdemeanours that may be grounds for immediate suspension

Major misdemeanours that may be grounds for an immediate suspension as a first offence are:

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Sexualised language directed at a person ● The use of an offensive weapon or material to inflict injury or harm on another person ● To threaten to inflict injury or harm on another person. ● The consistent refusal to carry out the instructions of a teacher. ● Serious risk to the safety of the pupil or other pupils or staff. ● The deliberate destruction of school property. ● Bullying behaviour not resolved under Bí Cineálta | <ul style="list-style-type: none"> ● Sexual assault. ● Possession or supply of illegal drugs or substances to other pupils in the school. ● Actual violence or physical assault or verbal abuse. ● Serious threat of violence against another pupil or member of staff. ● In line with 'Children First: National Guidance for the Protection and Welfare of Children' some offences above may require being reported to Gardaí. |
|--|---|

Any or all of the following logical consequences are used as appropriate for major misdemeanours:

- Removal from class and referral to Principal/Deputy Principal
- Formal communication with parents/guardians
- Implementation of Daily or Weekly Behaviour Tracking with set targets, whereby parent/guardian signature and/or comments are required
- Implementation of Continuum of Support
- Implementation of behavioural plan procedure – COS School Support Plus (see below)
- BOM informed
- Sent home early (informal suspension) with parent
- Formal suspension for up to three days
- Immediate suspension for up to three days
- Restorative Conference on return to school
- Agree to Behaviour Contract and/or behaviour plan on return to school
- Report to Gardaí (as necessary)
- Expulsion

6.0 Individual Behaviour Plan Procedure: School Support Plus (COS)

For the management of ongoing and/or serious challenging behaviour from an individual child we implement the Continuum of Support (COS) Guidelines, prioritising the child for access to the highest tier of support i.e. School Support Plus Level.

Reasons for implementation of behaviour plan:

- The consistent refusal of a child to follow staff instructions
- Persistent inability to follow behaviour expectations and requiring consistent supports
- Persistent (seriously) disruptive behaviour
- Exhibitions of unpredictable and, possibly, violent or aggressive behaviour

For some children, who present with additional needs, a behaviour plan is drafted with relevant staff and parents to support the child within the school environment. A behaviour plan may exist alongside the child's School Support Plan and/or Additional Care Needs Plan as part of the child's Student Support File.

A team meeting to prepare an Individual Behavioural Plan shall be convened. All those involved with the child may be invited to attend (for example, parents, child, the Chairperson of the Board of Management, principal, SENCO, teacher(s), parents/guardians, special needs assistant, school psychologist, social worker, CDNT teams, other relevant services and/or therapists).

The agenda for the meeting shall comprise a discussion on:

- Strengths
- Strategies that they find work well in school / home / other environments
- Interests and motivators
- Relationships with staff and peers
- Discussion on challenges / Indicators of functions of behaviours
- Strategies that can be trialled to overcome challenges e.g. staff responses to behaviours, visuals, scripts, choices etc
- Agreed consequences to challenging behaviours
- Agreed home - school communication on these strategies
- Priority needs; both short term and long term, in terms of learning and behaviour.
- Review date - it must be recognised that this will be a working document, reviewed

fortnightly and updated as required.

A plan shall be agreed between school and home and shared with the school Board of Management.

The child will be asked to complete a Safety and Support Plan at home with parents based on this meeting. The aim being to support their child to be successful in school and reinforce meeting conclusions. This Safety and Support Plan can then be finalised with school staff.

In these instances, parents/guardians shall be told that a risk assessment shall be done for all activities the child is involved with to ensure his/her safety and the safety of others. This shall apply particularly to school tours and other out-of-school-activities.

Teachers should not leave the school premises, with children on an individual behaviour plan, without an additional staff member to support the teacher, and a mobile phone.

A garda vetted parent/guardian may be asked to accompany the child to allow them to be included.

On rare occasions, a risk assessment may indicate that the child may not be allowed to take part in some school activities for his/her safety and the safety of the others in the class.

7.0 Suspension

Suspension is defined as 'requiring the pupil to absent himself/herself from the school for a specified, limited period of school days' (NEWB guidelines, p.70). Exclusion for part of a school day, as a sanction, or asking parents/guardians to keep a pupil from school, as a sanction, counts as a suspension. Suspension will be considered as part of a range of sanctions where a pupil has engaged in a major misdemeanour. While suspension should be a proportionate response to the behaviour that is causing concern, a single instance of serious misconduct may be grounds for suspension. The decision to suspend will be based on the following grounds.

- The seriously detrimental effect on the education of the other pupils of the pupil's behaviour to date
- Whether the pupil's continued presence in the school constitutes a threat to the safety of themselves and others
- The pupil is responsible for serious damage to property.

The purpose of suspension includes: providing time for staff to create a more robust support plan for pupils, giving the pupil time to reflect on their actions and giving parents time to support their child to understand behaviour expectations. Suspension shall be used as part of an agreed plan to address the pupil's behaviour.

The procedures in respect of suspension are those outlined in **section 11.5 of the NEWB guidelines** for schools. **The Board of Management of Claregalway ETNS has delegated authority to the principal to suspend pupils for periods of up to three days.** If a suspension for a longer period is being proposed, the principal should refer to the Board of Management for consideration and approval. Reports to the Board and to the relevant authorities should be made in line with NEWB guidelines.

(Refer to pages 70 – 78, [Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008](#))

7.1 Suspension Procedure

Only in exceptional circumstances will the school consider suspending a pupil. In line with the equality based and inclusive values of the school, every effort will be made to bring out the best in each pupil, and we always make a distinction between disapproving wrongful actions while continuing to recognise the personal value of each individual.

However, suspension is occasionally necessary and in that situation, the school will follow the procedures below, as required under the Education (Welfare) Act 2000..

(Records are kept if a pupil displays continuing negative behaviours, and a general record is kept of incidents in the yard, or in individual classrooms).

When suspension is being considered, and before any form of suspension is imposed, parents/guardians will be invited to attend a meeting at the school to discuss their child's behaviour. If the Principal and the Chairperson of the Board of Management are satisfied with any undertaking given by the parents/guardians of the child and by the child concerned, a proposed suspension may be deferred or dropped. Any suspension to be imposed will be notified to parents/guardians in advance and a date and time for the child's return to school will be specified. At the time of return from suspension, it will be necessary for a child and his/her parents/guardians to meet with the principal and relevant staff. Relevant parties engage in a restorative conference. All parties then sign an agreed Behaviour Contract which reinforces the school's Code of Behaviour before the child returns to class.

7.2 Immediate or Automatic Suspension

The Board of Management has given authority in writing to the Chairperson of the Board and the Principal, acting together, to sanction an immediate suspension in exceptional circumstances. Immediate or automatic suspension can be imposed **if the continued presence of the pupil in the school represents a**

serious threat to the safety of pupils or staff or any other person. The Principal and the Chairperson, acting together, may, at their discretion, remove an imposed suspension in light of changed circumstances or of representations which they believe warrant such removal.

(See Appendix A for list of specific behaviours which warrant immediate suspension and for procedures to be followed in all cases of proposed suspension)

7.3 Expulsion (permanent exclusion)

Under the Education Welfare Act, 2000, *‘A pupil shall not be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an educational welfare officer’ (Section 24(4)). It is the right of a Board of Management to take ‘such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of pupils is secured.’ (Section 24 (5))*

The Board of Management has the authority to expel a pupil. This authority will be exercised in line with the procedures outlined on pages 80 – 87, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008. http://www.newb.ie/downloads/pdf/guidelines_school_codes_eng.pdf

7.4 Expulsion Procedure

The Board of Management has authority to expel a pupil. This authority is a reserved function of the Board of Management and is not delegated to the Principal. Before expelling a pupil, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil. Procedures relating to Expulsion are set out in Appendix B.

7.5 Appeals

Section 29 of the Education Act, 1998 provides for an appeal where a board of management, or a person

acting on behalf of the board of management (normally the school Principal) suspends a pupil for a period or periods totaling not less than 20 days in a school year.

An appeal may not be made if the period or periods of suspension are less than 20 days in a school year. To make an appeal you must complete the Section 29 Appeal Form for expulsion or suspension [accessible here](#). If you wish to make an appeal you must do so in writing within 42 calendar days from the date of the decision by the board of management.

For further information, please see [DE website](#)

8. Record Keeping

It is important for staff to keep a record of behaviours of concern, so that they can develop an understanding of the **underlying stressors and regulation needs** that may be contributing to the child's behaviour. This helps staff to respond supportively and ensures accuracy and clarity when discussing matters with parents/guardians.

It is the policy of the school that persistent minor misdemeanours and major misdemeanours are recorded on the behavioural log on Aladdin. **Completed reflection sheets, if relevant, should be scanned and added to the student's file on Aladdin.**

It is the policy of the school that parents/guardians are informed of persistent minor misdemeanours and major misdemeanours sooner rather than later.

Underlying this reporting should be an ongoing positive two way relationship between the parents/guardians and the school, fostering good communication and maintaining high levels of parental involvement in the interests of the child.

Consistency is achieved through clear adherence to this policy and regular discussion at staff meetings.

8.1 Yard

Yard time:

Yard is supervised by class level staff. All incidents reported to staff on duty should, where possible, be resolved on yard following the tiered behaviour response infographic. Logical consequences should be

imposed by the staff member on duty and concerns communicated to the class teacher.

If a serious incident should occur, it should be reported to the principal or in her absence, the deputy principal.

8.2 Incident report

Aladdin is used to record incidents of challenging behaviour and patterns of behaviour in the class, the yard and / or the school. All reports should be factual, concise, and written in the third person. Incident forms should be dated and signed. Actions taken should be detailed e.g. class teacher informed, logical consequences detailed etc. Incidents are reviewed by the principal.

8.3 Serious incident report

More serious incidents that take place within the school environment should be recorded on the Behaviour Log and placed on the child's file in Aladdin. Incidents should be recorded by the staff member(s) who has dealt with the problem. All reports should be factual, concise, written in third person and should indicate the action taken, be dated and signed.

Parents/guardians should always be informed of such incidents promptly. In addition, the formal parent teacher meetings each year shall include reference to a child's behaviour in school. The end of year report also includes a section on behaviour, which references behaviour both in the classroom and in the yard.

9. Bullying

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying
- cyber-bullying
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community or any ethical background and bullying of those with disabilities or special educational needs.

Claregalway ETNS also recognises gender based bullying.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying behaviour and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of the school's anti-bullying policy and procedures outlined by the Department of Education, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Please see the school's Bí Cinéalta policy for further details.

10. Reference to other policies

The following policies and plans are relevant to the proper implementation of the Code of Behaviour

- Learn Together Curriculum Plan
- SPHE Curriculum Plan
- Child Protection policy
- Bí Cinéalta policy
- Admissions policy
- Attendance policy
- Record keeping policy
- Health & Safety Statement
- Continuum of Support policy
- Extra-curricular policy
- Restorative Practice Policy
- Acceptable Usage Policy
- Electronic Device Policy
- SEN Policy

11. Success Criteria

Success criteria establish the link between information as to how things should be and information as to how things are. The criteria are used to express the ideal. The criteria will allow the school to judge how well it is achieving its stated intention. Success can be measurable through perceptions or by using factual data.

Through the successful implementation of this policy the intended outcomes are:

- Fair, positive, respectful and inclusive school environment is experienced by the school community
- Parental support and collaboration, which can contribute to the well-being, positive mental health and physical health of our pupils.
- Children make informed choices about their behaviour through understanding and awareness of their role and responsibilities
- Strong lines of communication are developed and maintained between BOM, principal, staff, parents/guardians and pupils in relation to all matters in relation to this policy
- Children, teachers and parents/guardians have appropriate awareness of the Code of Behaviour, are consulted about it, and are reminded of its content on an ongoing basis
- The Board of Management continue to be actively involved in the promotion, implementation and review of the code of behaviour
- Behavioural plans and strategies are implemented where necessary and all relevant educational stakeholders have been part of this process
- Where cases of suspension and / or expulsion have occurred the procedures outlined in this policy have been followed
- Behaviour records are kept in accordance with this policy

12. Review and Ratification

A copy of this policy is available to all families on our website. All parents/guardians are emailed a copy of our Code of Behaviour prior to their child starting in Claregalway ETNS. A copy of this policy is also available to parents/guardians in the office. Code of Behaviour is discussed regularly at staff meetings.

It is acknowledged that this is a fluid document and will require regular revision to effectively fulfil the aims contained in it. Children, staff, parents/guardians and the Board of Management will engage with The Code of Behaviour on an ongoing basis as outlined below.

Children

Behaviour expectations, logical consequences and rewards as detailed in this policy will be reviewed with each class, in an age-appropriate manner, at the start of each school year and reviewed every term.

Class expectations will also be drawn up each September

Staff

‘Yard’ will remain a regular discussion point at staff / team meetings

One staff meeting annually will specifically address the Code of Behaviour where staff can review their responsibilities for its implementation and discuss any suggestion for change or amendment to the document

Parents/Guardians

General parent meetings will address the Code of Behaviour and will give parents/guardians a brief outline of the responsibilities of the children, the parents/guardians and the staff in ensuring the guidelines are being adhered to and fully implemented.

Parent-teacher meetings will include reference to the behaviour of the individual child.

PTA will give feedback on Code of Behaviour annually.