

Brannoxtown CNS

Code of Behaviour / Positive Behaviour Policy

Brannoxtown Community National School (CNS) is a primary school under Patronage of the Kildare and Wicklow Education and Training Board (KWETB). Brannoxtown CNS opened in September 2018 with a new principal, Dr. Sarah FitzPatrick. Brannoxtown CNS operates within the regulations laid down by the Department of Education and Skills (DES) and follows the Primary School Curriculum (DES, 1999) which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998). The principal and the Board of Management fully subscribe to the principles of partnership, accountability, inclusion, respect for diversity, parental choice and equality in developing and implementing all school policies.

1. Introduction

Our school's Code of Behaviour is a Positive Behaviour Policy (PBP). It overarches all policies and practices relating to children's learning and development at Brannoxtown CNS. Our PBP is founded on Restorative Practice, a philosophy and skill-set rooted in respect and positive-relationships.

This policy meets the requirements of Section 23 of the Education Welfare Act (2000) whereby the Board of Management prepares and publishes a Code of Behaviour for its children, parents and teachers. This PBP for Brannoxtown CNS has also been prepared in accordance with Guidelines issued by the National Educational Welfare Board (NEWB, 2008) and in line with additional advice from Tusla, the Child and Family Agency. The Code of Behaviour Audit (NEWB, 2008) was used to update this PBP in June 2020. This policy will continue to be updated and improved in line with changes in our school, new initiatives and research, and national developments. Throughout this document, the Code is referred to as a Positive Behaviour Policy (PBP).

2. School Ethos

KWETB is the local Education and Training Board (ETB) and patron of our school. ETB schools are state, co-educational, multi-denominational schools underpinned by the five core values of:

- Excellence in Education
- Care
- Equality
- Community
- Respect.



The CNS commitment to celebrating and nurturing the beliefs of *all* children distinguishes CNSs from other multid denominational school models. The characteristic spirit of the CNS model is expressed in the five values above, also referred to as *The Patron's Framework*. These five values shape the culture and ethos of Brannoxtown CNS.

3. Aims

Brannoxtown CNS is a positive and safe place for children and adults to learn and teach. This PBP clarifies our expectations regarding children's behaviour and explains the steps involved to promote and support positive behaviour in our school. This policy also aims:



- To promote self-esteem, positive relationships among children and adults and care towards one another and the environment.
- To foster in each child a positive sense of responsibility and self-management.
- To support each child to develop positive and productive dispositions for learning.
- To promote understanding of the values underpinning the school's expectations. These include the patron's values (section 2) and the school's four values: respect, teamwork, effort and ambition.
- To maximise each child's learning and development by enabling children to learn without disruption.
- To ensure transparency and fairness in the implementation of this policy across the school, to benefit children and teachers.
- To encourage and support parents to implement this policy.

4. Introducing the Code to Children and Parents

On enrolling their child(ren) at Brannoxtown CNS, parents receive a copy of this PBP in line with Section 23 (4) of the Education Act (Government of Ireland, 1998). Upon enrolment and at the start of each school year, parents are asked to sign an agreement to confirm that this PBP is acceptable to them and that they will make all reasonable efforts to support their children to abide by it. A child-friendly version of this agreement is also signed by children from 1st to 6th class. Children in junior and senior infant classes are introduced to a pictorial version of the PBP. Early in the school year, one week is designated to focus on positive behaviour. During this week, children learn about and discuss the key messages in this policy. At least one night's homework in September involves both parents and children reading and engaging with activities related to this policy.

5. Guidelines for Children's Behaviour

Patron and School Values

The behaviour expectations at Brannoxtown CNS are rooted in the five core values in our patron's framework (section 2). These values include excellence, care, equality, community and respect. Children themselves led the development of our new school crest and engaged fully in the consultation on our four school values. Our school values are central to what we do, say and make at Brannoxtown CNS. They are visible in all our classrooms and each child is expected and supported to uphold these values:

- **Ambition:** to work toward clear goals.
- **Effort:** to strive to be the best that he/she can be.
- **Respect:** to have high regard for him/herself and others.
- **Teamwork:** to get along with others, to welcome and value their contribution.

Restorative Values

Restorative Practice is a values-based philosophy. Relationships are at the heart of Restorative Practice. Using Restorative Practice at Brannoxtown CNS enables us to respond to conflict when it arises, in a way that prioritises relationships and connects all involved to their best selves and to one another. Figure 1 identifies the values which are central to Restorative Practice: respect, empathy, safe/safety, personal accountability, equality, community and trust.

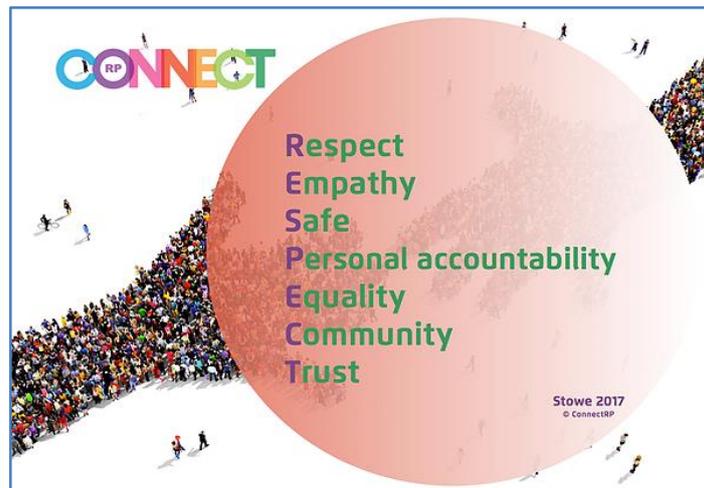


Figure 1. Restorative Values

Restorative Practice and its seven values inform how we think, engage, speak, listen, and approach situations all around us, at Brannoxtown CNS. Using this approach, staff regularly identify explicit, observable practices that exemplify restorative values. By drawing attention to words and actions which support restorative values, we are living values-in-action. The explicit language and actions to which staff regularly draw children’s attention, ultimately scaffolds a *restorative culture* at our school.

Restorative Practice uses the restorative values as a compass; when dealing with conflict, it moves us away from blame and attack, and instead ignites a path towards connection, solutions and empathy. A restorative approach cultivates active responsibility and accountability over conformity. It also develops our capacity to regulate, recognise and communicate emotions.

Connect RP (2020).

Restorative Practice encourages high expectations; every child at Brannoxtown CNS is encouraged and supported to be their own, best self. Restorative Practice provides the framework and the focus on caring relationships which are needed to enable each child to reach his/her potential.

Behaviour Expectations

In line with the patron, school and restorative values outlined above, our expectations for children’s behaviour at Brannoxtown CNS are developed with regard for the health, safety and wellbeing of all members of our school community. Our expectations for children’s behavior at our school can be summarised in the following 5 points:

- Come to school prepared, on time and ready to learn. ¹
- Be respectful, helpful and kind.
- Be responsible and safe.
- Try your best, when working on your own or in a team.
- Support others and stay positive.

Inclusion

The expectations outlined above are for all children at Brannoxtown CNS. However, children with Special Educational Needs (SEN) may require additional support to

¹ Expectations for children’s punctuality and attendance are outlined in the school’s Attendance Policy (Updated: 05/2020).

understand and practise expected behaviours. As part of the Continuum of Support (outlined in the school's SEN Policy), a Behaviour Plan may be developed in consultation with a child's parents, the class teacher, Special Education Teacher (SET) and the principal. Other factors (which are transient, such as transitions or challenges in a child's life outside school) may also affect a child's behaviour and will require consideration and accommodation on behalf of staff. Class teachers, SETs and SNAs (when appointed to our school) will work together to communicate the same messages about behaviour expectations on a consistent basis, so that all children are clear on behaviour expectations and are supported in developing positive behaviours.

6. A Whole School Approach: Roles and Responsibilities

At Brannoxtown CNS, relationships are at the heart of all we do. We believe that feeling good is key to unlocking learning potential. We recognise that the quality of relationships, i.e., how children, staff and parents treat each other, is a key barometer of the success of a school. This is because learning is *state sensitive*; happy children learn best. The same holds true for staff and the quality of their professional practice. Restorative Practice supports us at a whole-school-level, to invest in building positive relationships across our school. This, in turn, enriches our entire school community and reinforces a positive school culture at Brannoxtown CNS.

All members of our school community have responsibilities for promoting positive behaviour at Brannoxtown CNS. A whole-school approach means supporting all named groups (below) to understand and meet their identified responsibilities. Parents have opportunities to learn how their commitment to, and their relationship with the school can positively impact children's learning and behaviour. Children learn how their behaviour and learning, the learning of other children, and the wellbeing of staff, are linked together. Staff at our school are responsible for modelling the school's behavior expectations in their interactions with children and with each other; their example is a model of good working relationships and a powerful source of learning for children. All staff are familiar with the school's expectations and are committed to supporting children to reach them. The next section summarises the role of key members of the school community in promoting this PBP and specifies responsibilities for each group.

a. All Staff

Whether in teaching, support and/or management roles, all adults at Brannoxtown CNS have a responsibility to understand this PBP, to contribute to its development and improvement and to share the Code with new staff and support them to implement it. As relationships are at the heart of this policy, all adults have a role to play in contributing to positive relationships among members of the school community.

Responsibilities

- Respect everyone; model positive behaviour with all members of the school community.
- Contribute to a whole-of-school approach so that this PBP and the positive behaviour which it promotes are evident throughout the school and regularly affirmed in the school's SPHE programme and the Patron's programme (GMGY).
- Use a range of activities to develop positive behaviour skills in line with the curriculum for Social, Personal and Health Education (SPHE), e.g. Circle Time, Toy Time, Golden Time, assemblies, Golden Books, workshops on relevant topics, Social Stories, Social Skills Groups and discussions.
- Develop knowledge and understanding in implementing the school's PBP through daily decisions and planned learning experiences.
- Encourage children to do their best by positively reinforcing positive behaviour and taking responsibility for their actions.

- Respond to conflict in line with the school's Positive Behaviour Policy and Restorative Justice model.
- Respond to behavioural difficulties with empathy taking account of special circumstances or SEN that may contribute to children's difficulties.

All staff have a shared responsibility in implementing the school's Positive Behaviour Policy. The next section specifies roles and responsibilities for Principals, *in addition* to those outlined in this section (for all staff).

b. Principal

The principal has a key role in drafting the PBP for Brannoxtown CNS and updating it as needed. She is responsible for leading teaching and learning in-line with the school's PBP. The principal supports teachers to understand and implement the policy and to upskill if needed and also supports parents to understand and engage with the policy. The principal monitors progress with the PBP and brings any concerns or issues to the attention of the whole school staff and ultimately, the Board of Management.

Responsibilities

- Support the school community to implement PBP on daily basis.
- Timetable and manage specific events detailed in PBP e.g. new parents' meeting.
- Encourage and facilitate parent/staff meetings and communications to strengthen relationships between home and school.
- Provide a copy of this PBP for temporary staff and staff on placement to ensure they understand their role viz. this PBP for our school.
- Follow procedures for breaches of PBP and support all involved to restore damaged relationships.
- Model restorative practice and manage the Principal's Behaviour Book.
- Support staff and parents with behaviour issues on an individual/group basis.
- Support staff to implement this policy, organising continuing professional development opportunities if/as needed.
- Encourage positive behaviour among children through daily reinforcement, assemblies, class projects, etc.

c. Teachers

Teachers have a central role to play in modelling behaviours which show the school's PBP in action. At a practical level, teachers use a range of strategies to support children with behavioural difficulties including, for example, setting behavioural targets, providing one-to-one support, maintaining regular contact with parents, managing an active and organised playground, creating differentiated expectations and contributing to a supportive school community.

Responsibilities

- Bring incidental, behavioural issues to the attention of others in line with this policy, ensuring the principal is informed at the appropriate points.
- Inform and support parents on difficulties as/when they arise.
- Ensure appropriate records are kept in line with the school's policies and teachers' professional judgement viz. behaviour expectations.
- Continue to learn about Restorative Practice and supports for positive behaviour by accessing resources and professional development opportunities.
- Ask for support when needed.

d. Board of Management

The Board of Management of Brannoxtown CNS is ultimately responsible for managing the school, in line with this PBP. The Board requests a report of any breach of this

policy (any serious behavioural issue) as part of the Principal's Report at meetings of the Board. The Board has a key role in reviewing and ratifying this policy on an annual basis ensuring staff, children, parents and members of the Board of Management have a voice in the ongoing development of this policy.

Responsibilities

- Support the principal in implementing the PBP at Brannoxtown CNS in ways which are fair to all children and their particular circumstances.
- Make decisions that are informed by and support the school's PBP.
- Support all staff in implementing the PBP, e.g. providing opportunities for staff development, if as needed.
- Ensure all parents understand this PBP and their role and responsibilities in implementing it.
- Ensure that the school develops alternative versions of this PBP that are appropriate for children at each of the four different stages at primary.
- Respond to parents who contact the Board with concerns/challenges concerning this PBP.
- Follow procedures to deal with any serious breaches of this PBP.

e. Parents

All parents receive a copy of this policy (and various summary/overview documents) at the beginning of the school year. Each parent has a key role to play in discussing behaviour expectations with their children. Parents may also have additional roles as members of the school's Board of Management and/or Parents Association/Group (when established). All parents have a role in bringing any personal queries or concerns regarding the PBP to the attention of the principal.

Responsibilities

- Respect everyone; model positive behaviour with all members of the school community.
- Read this PBP policy, discuss behaviour expectations with children and sign a parent/school agreement that children have read the PBP.
- Encourage children to uphold the school's ethos and PBP at all times.
- Communicate with staff through formal and informal meetings, workshops, written communication, information packs etc.
- Ensure children attend school regularly and punctually in line with the school's policy on Attendance and Punctuality.
- Ensure children have the necessary books and resources for learning.
- Encourage children to do their best and to take responsibility for their work and help children with homework as needed.
- Share information that might affect a child's behaviour in school, contact the class teacher with any concerns and seek support from the school if needed.

f. Children

All children have a role to play in contributing to classroom discussion on any aspect of this PBP and in drafting and agreeing class rules at the start of the year. Children also have a key role in discussing the PBP agreement with their parents at the start of the year.

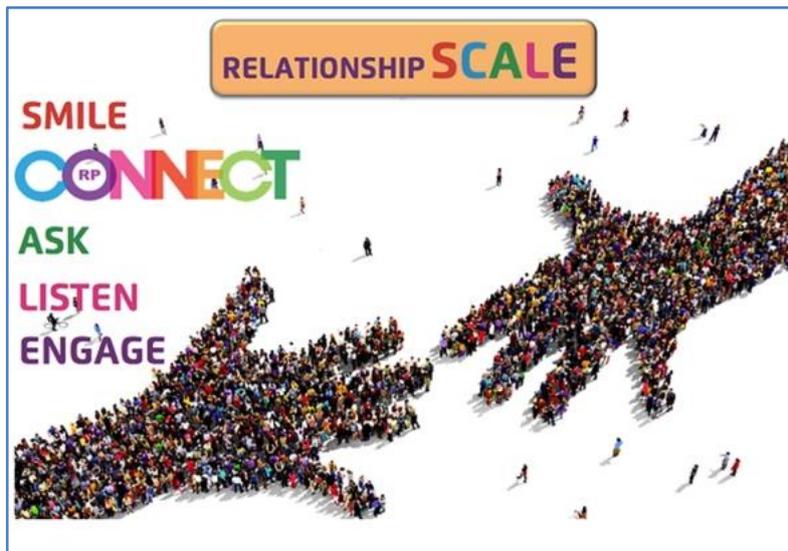


Figure 2. Relationship Scale

Restorative Practice supports children to be proactive in connecting with others around them. Children are encouraged to do this through the acts of smiling, asking, listening and engaging (Figure 2). Proactively connecting with others is essential in creating an environment that is conducive to meaningful teaching and learning.

Responsibilities

- Connect with others by smiling, asking, listening and engaging.
- Contribute to drafting and reviewing classroom rules/codes to support positive behaviour.
- Participate in school assemblies.
- Engage with the Brannoxtown CNS Student Council (as a member/advisor).
- Take responsibility for looking after others within the buddy system, e.g., Reading Buddies.
- Participate in Restorative Practice processes:
 - *Restorative conversations* to examine what happened and identify what needs to happen next to address the harm caused.
 - *Restorative meetings* to respond to situations where more significant harm has been caused and/or more children have been involved.
 - *Restorative conferences* to support children affected by conflict/harm by acknowledging responsibility, ensuring accountability and agreeing solutions.

7. Supporting Positive Behaviour: Classroom and School Practices

a. All Classrooms

In September:

- Teachers discuss school values with children and introduce them to Restorative Practice in an age-appropriate way.
- Teachers and children agree class rules using positive language and rewards.
- Teachers teach and give homework linked to the school's PBP.
- Classes participate in Positive Behaviour Week and associated activities.

Throughout the year, across classes, staff:

- Ensure that children understand behaviour expectations.
- Clarify classroom behaviour management steps (next section).
- Support children to meet behaviour expectations.
- Acknowledge, affirm and reward good behaviour.

- Use activities and methods to sustain children's engagement and motivation.
- Provide opportunities for self-assessment to empower children as learners.
- Teach for wellbeing; use the Weaving Wellbeing programme with all children.
- Communicate positive behaviour to parents and other classes.
- Support children to be independent, capable, responsible learners.

b. Across the School

In addition to the actions outlined above, across the school, staff:

- Support children to form a School Council and participate in regular meetings.
- Support children to take-on recognised roles in the school, e.g., members of the Green Team, Active School Team, etc.
- Promote positive behaviour through school processes and routines.
- Reinforce behaviour expectations through written and visual signs throughout the school.
- Focus on specific values across the school to promote understanding of what behaviour expectations look and sound like at each of the four primary stages.

c. Breaktimes

- Manage a schedule for yard duty to ensure children are supervised and are safe at all times.
- Supervise the transition from eating to yard time and from yard time to classrooms to ensure these are well-managed.
- Discuss behaviours for Playground Safety with children and display these and reinforce them as part of Active Schools and Green Schools and other relevant school-wide initiatives.
- Schedule activities and games and communicate these to all children.
- Create playground zones for specific groups/activities, as needed.
- Manage the Active Schools Team and Prefect Team to encourage positive playground practices and ensure equipment is safely used and stored.
- Organise a range of classroom-based activities for days when it is not possible to go outdoors.
- Manage a buddy schedule to support children to look after one-another, e.g., yard buddies.
- Ensure all children ask to use designated toilets during yard time.
- Document any issues in the designated yard book and ensure concerns are discussed and resolved with the principal/at staff meetings.

8. Steps to promote Positive Behaviour

a. Responding to positive behaviour

At Brannoxtown CNS, we place a greater emphasis on affirming positive behaviour than on sanctions. Systems for acknowledging positive behaviour at our school:

- are meaningful
- reinforce and encourage behaviour that is valued and wanted
- include rewards for effort as well as achievement
- are inclusive and fairly applied
- encourage intrinsic motivation, promoting love of learning
- do not encourage unhelpful competition or become the goal of learning.

We focus primarily on promoting intrinsic rewards on a school, class, group and individual basis, while recognising that tokens of achievement can be hugely motivating and positive for children in general, when used carefully. Awards at Brannoxtown CNS may include:

- ✓ Genuine praise

- ✓ Sharing achievements with others
- ✓ Choices and options (within structured activities)
- ✓ Special responsibilities
- ✓ A display of merit, e.g., Golden Book, Certificate of Attendance.

b. Responding to inappropriate or negative behaviour

Behaviours which are contradictory to this PBP are referred to as misbehaviours. Misbehaviours are characterised by an absence of respect. Misbehaviour may interfere with teaching and learning, may threaten or cause emotional or physical hurt to another person or may result in damage to property. For the purpose of clarifying how the school responds to misbehavior, this section identifies three levels of misbehavior: minor, serious and gross.

Minor Misbehaviour

Inappropriate behaviour happens from time-to-time and is generally not considered serious, though it may become serious without appropriate and timely intervention by the teacher. Minor misbehaviour is essentially any behaviour which causes a child to fall-short of the school's behaviour expectations listed at the end of page three of this policy. Teachers respond to misbehaviour by providing a reminder of the expected, positive behaviour. The teacher's reminder may be verbal. It may be a gentle reminder to the child him/herself or it may be proximal praise, i.e., affirming the positive behaviour of a child sitting nearby. The teacher's reminder may be visual, i.e., placing an appropriate visual card on the child's table. For older children, this card may include the seven restorative values (Figure 1). It may include a visual of the classroom rules agreed by all children (appropriate to the child's stage). One or two reminders (verbal and visual) should be sufficient to encourage the child back to positive behaviour.

Serious Misbehaviour

Serious misbehaviour may arise in response to minor misbehaviour which is not corrected by the child following two reminders, or it may be an un-foreseen incident in which the child falls-short of the school's behaviour expectations. A serious behaviour incident (i.e., serious misbehaviour) is characterised by an absence of respect resulting in disruption of learning or causing harm (physically and/or emotionally) to another person in the school. It can cause distress or anxiety or pose a threat to the safety of children and teachers.

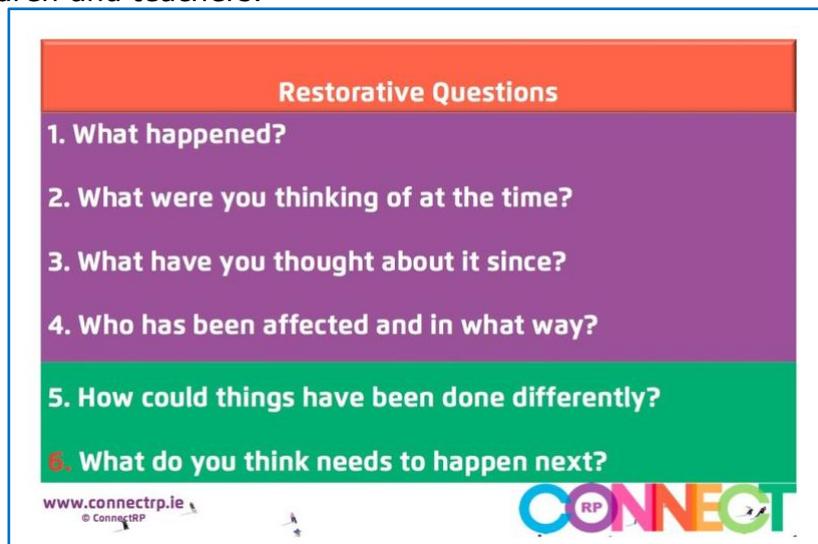


Figure 3. Restorative Questions

All classes use Restorative Questions to support the child's next steps following a

serious behaviour incident. Children who find themselves involved in a serious behaviour incident complete the six Restorative Questions (Figure 3) using the Restorative Questions Template for Brannoxtown CNS. Copies of the template are available in the Behaviour Incident Notebook, outside the principal's classroom and on SharePoint, the staff's online, secure space. A Behaviour Intervention Meeting is convened for a child whose behaviour is recorded both in the Behaviour Incident Notebook and using the Restorative Questions Template, on three occasions within a period of three weeks. The purpose of this meeting with the child's parents, class teacher and principal, is to understand why the child is consistently falling below the behaviour expectations of the school and what needs to change.

Gross Misbehaviour

Misbehaviour which continues beyond two Behaviour Intervention Meetings with a child's parents is considered gross misbehaviour. Gross misbehaviour is described as repeated serious misbehaviour and may result in suspension or expulsion of the child from Brannoxtown CNS.

c. Expectations and Consequences

Responding to Misbehaviour

Our policy in responding to any misbehaviour at Brannoxtown CNS is to intervene early and positively using the principles of Restorative Justice. Strategies used by staff to respond to incidents of serious misbehaviour include

- Active listening to the child.
- Judging the behaviour rather than the child.
- Providing opportunities for reflection on behaviour.
- Clarifying the school's behaviour expectations and where the child fell-short.
- Outlining a stepped consequence procedure and supporting the child to think about what needs to happen next.

Consequences of Misbehaviour

In responding to misbehaviour, teachers use a stepped consequence approach. This begins with reminders about positive behaviour with reference to the school's expectations and class rules/code. For serious and gross misbehaviour incidences, the principal is informed without delay and records the incident in the Behaviour Incident Book. The child reflects on and respond to the Restorative Practice Questions and the teacher records the incident, including the child's response, on Aladdin. Parents are informed of serious and gross misbehaviour. Following repeat incidents, a meeting with parents is scheduled to discuss causes of the negative behaviour and to agree strategies to help the child meet the school's behaviour expectations. The principal informs the chairperson of the Board of Management of repeat instances of serious misbehaviour, following a Behaviour Incident Meeting with a child's parents. The following are specific responses to different levels of misbehaviour at Brannoxtown CNS as part of our stepped consequence approach:

- Consequences for misbehaviour always involve **putting-it-right**. This includes apologising sincerely by making eye-contact with the child who has been offended, clearly stating what the apology is for, and affirming that the child will not repeat the offending action. Children are encouraged to undertake acts of kindness toward the offended child.
- Short-term sanctions may be helpful to a child who needs a **cooling-off period**, i.e., who is losing control of his/her emotions and acting-in-anger. This withdrawal from a classroom or outdoor activity for a specified period of minutes (to allow the child to regain his/her composure) supports the child to take-stock of his/her behaviour and think about what needs to happen next.

- In the case of a serious misbehaviour incident, a more-prolonged **supervised time-out** (i.e., for a class lesson) may be appropriate in order to enable continuation of learning for other children, to ensure the safety of all children and/or to help the child to reflect on the impact and consequences of their behaviour. Supervised time-out may be provided in response to misbehaviour such as physically hurting another child (intentionally), swearing/appearing unable to control language, and/or refusing to follow the instruction of a member of staff.
- In the case of a serious behaviour incident, parents receive a copy of the child's response to the Restorative Questions (Figure 3) along with an overview of the incident. **Parents discuss the incident with their child** and affirm their intention to work with the school to support the child toward positive behaviour.
- All serious behaviour incidents are logged in the Behaviour Incident Book. A child whose behaviour is recorded once per week (or more times), over a period of three weeks, will require a **Behaviour Intervention Meeting**. The purpose of this meeting with the child's parents, class teacher and principal, is to understand why the child is consistently falling below the behaviour expectations of the school and what needs to change.
- Children whose behaviour threatens the wellbeing of other children or the class group as a whole, may **lose the privilege of participating** in specific activities which require a high level of trust, e.g., school trips. However, this is only where necessary to minimise harm to others. At our school, consistently denying a child access to a particular part of the curriculum is *not* considered appropriate as a sanction for negative behaviour.
- A child whose misbehaviour continues beyond two Behaviour Intervention Meetings with his/her parents may be **suspended** (within or outside the school). A child who has been suspended and for whom another Behaviour Intervention Meeting is required within three weeks of his/her return to school may be **expelled** from the school.

The above stepped consequences aim to bring about a change in behaviour by helping children (at an appropriate level):

- to learn that their behaviour is inappropriate.
- to recognise the effect of their actions and behaviour on others.
- to understand that they have choices and that choices have consequences.
- to learn to take responsibility for their behaviour.

At Brannoxtown CNS, a staff-member's response to a child's misbehaviour is always intended to defuse rather than escalate an incident. Preserving the dignity of all parties involved, is key. At all times, this PBP is applied in a fair, consistent, transparent and timely manner at Brannoxtown CNS.

9. Suspension and Expulsion: Procedures

All schools are required to specify *the procedures to be followed before a child may be suspended or expelled from the school and... the grounds for removing a suspension* (Government of Ireland, Education Welfare Act, 2000 (23 [2], c & d)).

a. Suspension

When a child's **misbehaviour continues beyond two Behaviour Intervention Meetings** with his/her parents, and the school is considering an out-of-school suspension, parents are informed of their right to come to the school, and are invited to do so, to discuss their child's misbehaviour with the principal and the class teacher (Circular 20/90). Suspension is always in accordance with the terms of Rule 130(5) of the Rules for National Schools. The following are considered grounds for suspension:

- the child's behaviour has had a seriously detrimental effect on the education of

other children.

- the child's continued presence in the school constitutes a threat to his/her own and/or others' safety
- the child is responsible for serious damage to property

A **single incident of very serious misconduct** may also provide grounds for suspension. Very serious misconduct includes aggressive, threatening, or violent behaviour towards another child or a member of staff. A child may be excluded from the school for a maximum initial period of three school days. Procedures for fairness when excluding a pupil should ensure that:

- Behaviour interventions have been followed in line with this policy.
- Parents have been invited to the school to discuss the intention to exclude.
- The behaviour has been investigated.
- The child and parents' perspectives have informed the investigation.
- Parents and the child have had an opportunity to respond to the investigation.

In the case of **immediate suspension**, whereby the child must be removed from the school as he/she is a threat to self and others, parents will be notified and arrangements will be made with them for the child to be collected. A preliminary investigation will establish the case for the imposition of the suspension. A formal investigation will immediately follow the imposition of the suspension. The Suspension Form will be completed noting details of the child's collection from the school (which parent collected the child, the personnel supervising the child, the place and time of supervision and the time of collection). The parent will be required to sign the Suspension Form. The principal is authorised by the Board of Management to impose a suspension of up to five days in circumstances where a meeting with the Board cannot be convened quickly.

The principal notifies parents in writing of the decision to suspend. The letter clearly states:

- The period of suspension, i.e., beginning and ending dates.
- Reasons for the suspension.
- Any programme to be followed by the child and or parents during the suspension.
- Arrangements for returning to school and any commitments by the child and parents beforehand.
- Provision for an appeal to Brannoxtown CNS school management.
- Right to appeal to the Secretary General of the DES (Education Act 1998 section 29).

Following suspension, a plan to re-integrate the child will include, where possible, an arrangement for a member of staff to provide support during the re-integration process. Written agreements will be completed by the child and his/her parents prior to the return to school. This will enable the school to set behavioural goals with the child and parents and to support the child to reach these. It is expected that the child's parents will also support their child to reach behavioural goals. Weekly, positive contact between the home and school will support the child to reintegrate and to meet the school's behaviour expectations.

b. Expulsion (permanent exclusion)

The Brannoxtown CNS Board of Management has the authority to expel a child and the right to take such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school ... and that the safety of all children is secured (Education Welfare Act, 2000, Section 24[5]). Before a child is

expelled from Brannoxtown CNS the school must ensure:

- Classroom and school supports have been fully implemented.
- The child has been supported to understand the consequences of his/her negative behaviour.
- At least one Behaviour Intervention Meeting was held with parents and the child to try to find ways of helping the child to change her/his behaviour.
- The assistance and advice of support agencies was sought by school staff.

The following behaviours are serious grounds for expulsion:

- The child's behaviour is a persistent cause of significant disruption to the learning of others and/or to the teaching process.
- The child's presence constitutes a real and significant threat to safety.
- The child is responsible for serious damage to property.

The following behaviours may result in expulsion for a first offence:

- a serious threat of violence against another child or member of staff.
- an actual act of violence or physical assault.
- the supply of illegal drugs to other children in the school.
- a physical or sexual assault.

The child's parents will be informed in writing by the principal of the Board of Management's decision to permanently exclude or suspend a child. The child's parents will be provided with a copy of Circular 22/02 and informed of their right of appeal within 42 calendar days from the date the decision of the school is notified to the parents and child. Parents are entitled to appeal to the Secretary General of the DES against a decision of a school's Board of Management for permanent exclusion or suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year (Education Act, 1998, Section 29). The Board of Management will prepare an appeal if the school is being investigated by the DES on grounds of expulsion or suspension.

10. Keeping Records

In line with the school's policy on record keeping, and data protection legislation, Brannoxtown CNS maintains the following records in relation to children's behaviour.

a. Classroom

- Staff have a clear and consistent understanding of the school's five behaviour expectations and what constitutes unacceptable behaviour. Discussion of children's behaviour, relative to the agreed behaviour expectations, is regularly scheduled and recorded in the note of staff meetings.
- A child is referred to the principal for repeated incidents of minor misbehaviour or for serious misbehaviour.
- The degree of misbehaviour (minor or serious) is judged by teachers and/or the principal based on a common sense approach regarding the seriousness and frequency of incidents (Circular 20/90) and the terms of this PBP.
- Copies of Serious Misbehaviour Incident Forms are available in SharePoint, the staff's online secure space and copies are also available in the School Office.
- The Brannoxtown CNS end-of-year progress report includes a reference to behaviour. Problematic behaviour is discussed with parents (i.e., in a Behaviour Intervention Meeting) and recorded on the child's progress report.
- Teachers maintain behaviour records on Aladdin. This includes scanned copies of Restorative Practice Questions completed by children and details of the misbehaviour on the date when it occurred. Completed Serious Incident Misbehaviour Forms are also stored within the child's profile on Aladdin.

- Class teachers maintain recordings of minor misbehaviour. The principal maintains documentation relating to appeals under Section 29.

b. Playground

- Supervising teachers record minor misbehaviours in the Yard Incident Book. The teacher reminds the child of what positive behaviour looks and sounds like, in accordance with this policy.
- Persistent minor misbehaviours or serious misbehaviours are written in the Behaviour Incident Book and reported to the principal.
- Class teachers are informed of any incident written in either book.
- Parents are informed of any incident in the Behaviour Incident Book.

12. Brannoxtown CNS Code of Behaviour: Monitoring and Reviewing

a. Brannoxtown CNS Plans and Policies

This PBP informs all policies which relate to children's learning and development at Brannoxtown CNS. Whole-school Curriculum Plans and classroom planning and teaching for the patron's programme, Goodness Me, Goodness You! (GMGY) and for the subject Social, Personal and Health Education (SPHE) are especially relevant to this policy. Opportunities for teaching values and positive behaviour naturally arise in both subjects. This PBP is especially relevant to the school's organisational plans concerning children's health, safety and wellbeing including (but not limited to) the following policies for Brannoxtown CNS:

- Child Safeguarding Statement (Updated: 12/2019)
- Child Safeguarding Assessment of Risk of Potential Harm (Updated: 12/2019)
- Admissions and Punctuality (Updated: 05/2020)
- Communications with Parents Policy (12/2019)
- Supervision Policy (Updated: 02/2020)
- Special Educational Needs (SEN) Policy (Updated: 02/2020)

This PBP provides the basis for the school's Anti-bullying Policy which is scheduled for development with the school community in September 2020 and for ratification by the Board in October 2020.

b. Monitoring the whole school approach

A whole school approach to behaviour at Brannoxtown CNS includes the following actions which will be monitored on an ongoing basis by each staff member and by the principal:

- Daily practices that are aligned with this PBP.
- A consistent, whole-school, teamwork approach to supporting positive behaviour.
- An inclusive ethos and involved school community.
- A Restorative Practice approach to resolving behaviour issues as they arise.
- Regular check-ins on behaviour and the PBP at staff meetings.

b. Success Criteria

Practical indicators of the success of this PBP are:

- Evidence of respect among children and staff at Brannoxtown CNS and toward all members of the school community.
- Observation of positive behaviour in classrooms, in the playground and in the broader school environment.
- Evidence of children taking responsibility for their actions.
- Use of language relating to positive behaviour and Restorative Practice by children and adults alike.
- Consistent implementation of the policy by all staff at Brannoxtown CNS.
- Upskilling of staff, as appropriate, to ensure teachers effectively support positive

- behaviour for all children, based on research and best practice.
- Regular and robust discussion among all staff regarding the effectiveness of policies and practices that promote positive behaviour..
 - Updating and amendment of policies and practices that promote positive behaviour and that improve this PBP as needed.
 - Support from parents for implementing this policy.

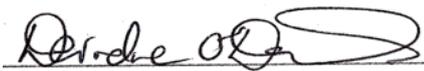
c. Implementation and Timetable for Review

This PBP applies from the 2020/2021 School Year at Brannoxtown CNS. This policy and related policies will be reviewed annually (or in line with a change in Department legislation) and amended as necessary.

d. Ratification and Communication

This policy is available on the school website and a print copy is provided for parents, staff and visiting adults on placement in the school. Parents will receive a copy of the policy and agreement forms at the beginning of the 2020/2021 school year.

This policy was adopted by the Board of Management of Brannoxtown CNS at their meeting on 23rd June, 2020. The policy including appendix items was approved on October 13th, 2020.

Signed: 

Date: 13th October, 2020

Ms. Deirdre O'Donovan
Chairperson

Signed: 

Date: 13th October, 2020

Dr. Sarah FitzPatrick
Principal

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Brannoxtown CNS

Code of Behaviour / Positive Behaviour Policy

Policy Summary & Agreement: Junior & Senior Infants

A. Policy Summary

The Code of Behaviour at Brannoxtown CNS is a Positive Behaviour Policy. It is rooted in respect and positive relationships. The children have been introduced to the school expectations and we have discussed how they apply in the Junior Room.

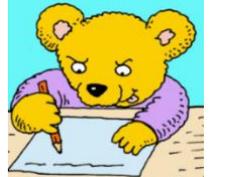
Values

Our school values are central to what we do, say and make at Brannoxtown CNS. Each child is expected and supported to uphold these values:

- **Ambition:** to work toward clear goals.
- **Effort:** to strive to be the best that he/she can be.
- **Respect:** to have high regard for him/herself and others.
- **Teamwork:** to get along with others, to welcome and value their contribution.

Expectations

At Brannoxtown CNS, expectations for children's behaviour are summarised below:

<p>1. Come to school prepared, on time and ready to learn.</p>	
<p>2. Be respectful, helpful and kind.</p>	
<p>3. Be responsible and safe.</p>	
<p>4. Try your best, when working on your own or in a team.</p>	
<p>5. Support others and stay positive.</p>	

Relationships

Strong relationships are vital for our wellbeing. All children are encouraged to be proactive in connecting with others around them by smiling, asking questions, listening and engaging in conversations. We look after ourselves by looking after each other.

B. Policy Agreement

Parents of Students from the Junior Room

I have read the summary above and discussed it with my child. I agree to support the Code of Behaviour / Positive Behaviour Policy at Brannoxtown CNS.

Parent's Signature

Date

Students from the Junior Room

I have discussed the summary and images above with my parents. I will do my best to listen to others, be safe and be happy at school.

Student's drawing about Code of Behaviour

Brannoxtown CNS

Code of Behaviour / Positive Behaviour Policy

Policy Summary and Agreement: 1st -6th Class

A. Policy Summary

The Code of Behaviour at Brannoxtown CNS is a Positive Behaviour Policy. It is rooted in respect and positive relationships.

Values

Our school values are central to what we do, say and make at Brannoxtown CNS. Each child is expected and supported to uphold these values:

- **Ambition:** to work toward clear goals.
- **Effort:** to strive to be the best that he/she can be.
- **Respect:** to have high regard for him/herself and others.
- **Teamwork:** to get along with others, to welcome and value their contribution.

Expectations

At Brannoxtown CNS, our expectations for children's behaviour can be summarised in the following five points:

- **Come to school** prepared, on time and ready to learn.
- **Be respectful**, helpful and kind.
- **Be responsible and safe.**
- **Try your best**, when working on your own or in a team.
- **Support others** and stay positive.

Relationships

Strong relationships are vital for our wellbeing. All children are encouraged to be proactive in connecting with others around them by smiling, asking questions, listening and engaging in conversations. We look after ourselves by looking after each other.

B. Policy Agreement

Students from 1st to 6th Class

I have read the summary above. I will do my best to show the school's values, reach the school's expectations and reach-out to others.

Student's Signature

Date

Parents of Students from 1st to 6th Class

I have read the summary above and discussed it with my child. I agree to support the Code of Behaviour / Positive Behaviour Policy at Brannoxtown CNS.

Parent's Signature

Date