



### **Code of Positive Behaviour (Interim Policy vJune2023)**

A Summary of this Code of Positive Behaviour will follow upon full review.

#### **Introduction**

Our School aims to provide a happy, orderly, secure and friendly learning environment, where children, parents, teachers, special needs assistants, ancillary staff and board of management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere. This will enable the child to live a full life and will equip him/her to avail himself/herself of further education so that he/she may go on to live a full and useful life as an adult in society. Positive behaviour is based on good relations between parents/guardians, child and school.

The vision of Citywest & Saggart CNS is to create a safe, calm, respectful and inclusive learning environment in which the school community works in close partnership to encourage children to develop skills which will allow them to participate to their full potential in school and society. We strive for the highest quality teaching and learning while fostering the holistic development of the individual child. Our school recognises and celebrates the individual abilities, talents and achievements of the children whilst also instilling a sense of belonging, respect and empathy towards those around them. As part of its ethos, Citywest & Saggart CNS welcomes all.

Parents/guardians can support the school by encouraging their children to understand the need for a Code of Positive Behaviour and by communicating any relevant concerns to the school. This policy was drawn up by the principal, deputy principal, middle management team, behaviour support (Ubuntu) team, teachers and staff in consultation with parents and pupils of the school.

#### **Rationale**

Under section 23 of the Education (Welfare) Act 2000, the Board of Management of each school must prepare and make available a code of behaviour for its students. The Act requires that the school code of behaviour is prepared in accordance with Guidelines issued by the National Educational Welfare Board (NEWB).

The code of behaviour is the set of programmes, practices and procedures that together form the school's plan for helping students in the school to behave well and learn well. It helps the school community to promote the school ethos, relationships, policies, procedures and practices that encourage positive relationships and prevent undesirable behaviour. The code of behaviour helps staff, students and parents to work together for a happy, effective and safe school. The policy expresses the vision, mission and values of the school and its Patron. It translates the expectations of staff, parents and students into practical arrangements that will help to ensure continuity of instruction to all students. It helps to foster an orderly, harmonious school where high standards of behaviour are expected and supported.

## Education and Welfare Act (2000)

The Education (Welfare) Act 2000 sets out certain matters that must be included in a code of behaviour. Section 23(2) of the Education (Welfare) Act 2000 says:

*The board of management of a recognised school shall, after consultation with the principal of, the teachers teaching at, the parents of students registered at, and the educational welfare officer assigned functions in relation to, that school, prepare, in accordance with subsection (2), a code of behaviour in respect of the students registered at the school (hereafter in this section referred to as a “code of behaviour”).*

In order to comply with these requirements, and in order to have the best chance of achieving its objectives, our code of positive behaviour will address:

- the standards of behaviour expected in the school
- the plan for promoting good behaviour
- the ways in which the school responds to undesirable behaviours and behaviours of concern
- the plan for implementing the code of behaviour
- school procedures for the use of suspension and expulsion.

## Aims

Working together on the code provides the school with an opportunity to:

- help to build a shared commitment to the values and characteristic spirit of the school
- give all the partners in the school community a sense of ownership of the code
- create consensus about the kinds of behaviour and relationships that foster learning
- build a shared understanding of how behaviour affects learning
- strengthen positive relationships of respect and trust.

## Relationships and Restorative Practice

Creating and maintaining positive relationships is at the heart of our approach at Citywest & Saggart CNS.

## School Values and Expectations

“Rules are made to be broken; expectations are made to be met.”

There will be high expectations of staff, parents and students in Citywest & Saggart CNS in order to create a calm, orderly and friendly atmosphere which is conducive to the highest quality learning. The Expectations of the school are framed around the values of our school. These values are framed by the overarching values of DDLETB and the CNS model.

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**Respect, Responsibility, Empathy, Collaboration, Creativity, Care, Belonging**

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### Our school expectations are:

1. Treat themselves and others with respect
2. Work and play gently and kindly together
3. Work to the best of their ability
4. Arrive on time and in full school uniform
5. Take responsibility for what they say and do

## 6. Respect their own and others' property

At the beginning of each year, the class teacher will create an Annual Student Contract with the class. This contract which the students compile will set out the expectations in that class for the year with the use of positive reinforcement language (using positive versions of verbs rather than negatives). This devised through a circle and will be regularly reviewed through circles in the class. This contract of expectations will be displayed in a prominent place in the classroom.

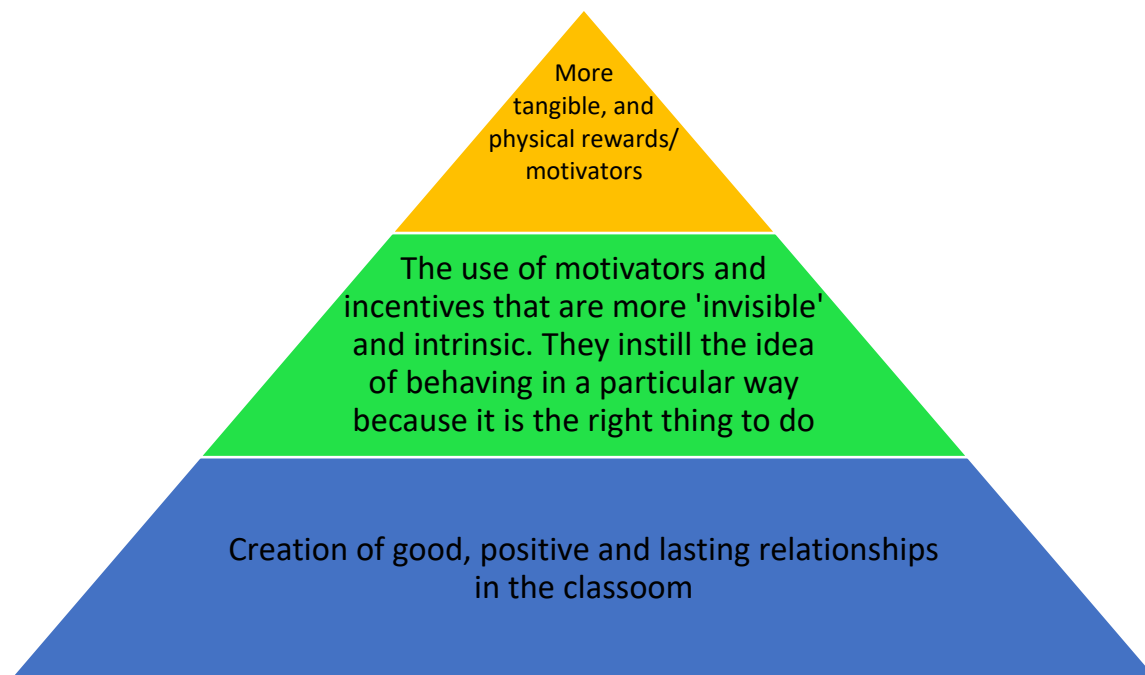
To support the work in the classroom, there are a separate but intrinsically lined set of expectations for the playground. These were developed by the children themselves in 2021 and are as follows:



## Incentives, Motivators and Rewards

***“Do the right thing, because it is the right thing to do”***

Incentives, motivators and rewards can play an important role in encouraging children to reach their full potential. In the first instance, building a positive and lasting relationship will always incentivise children to behave positively with others. The emphasis in Citywest & Saggart CNS will be on motivating children to do the right thing because it is the right thing to do and because of the feelings of achievement and self-worth. Intrinsic motivators are ones which instill a sense of self-worth and feeling within the child that they have achieved something without being given something physical to reward behaviour. This in turn will increase motivation to complete work to the best of their ability.



However, we also acknowledge the need for more extrinsic, physical and tangible motivators (e.g stickers, certificates) and rewards for groups and individual children. Some children may need the scaffold and affirmation of a physical reward to boost self-esteem and to encourage further improvements in their behaviour. In general, teachers will adhere to using the more intrinsic incentives, instilling a sense of respect and responsibility for positive behaviours in the first instance. Where tangible rewards and prizes are used for exhibiting positive behaviours, such rewards and prizes should not be deducted for undesirable behaviours.

Below is a non-exhaustive list of motivators, incentives and awards that are used in our school. Where rewards are used, they should match the positive behaviour to reinforce said behaviour in the future.



#### Intrinsic motivators

- Verbal praise
- Table ready first, goes out first
- Good note home
- Quiet word of recognition
- Good relationships
- Enjoyable and engaging lessons
- Race to get tables tidied
- Extra responsibilities in class/school
- Assembly shoutouts
- Phonecall home
- Selection for committees of interest

#### Extrinsic motivators

- Stickers
- Reward chart
- Table points
- Dojo points
- Student of the Week
- Value Awards
- Certificates
- Lucky dip
- Group marbles
- Whole class working towards something

#### School Trips and visiting guests

It is envisaged that this Code of Behaviour would be in place when children are on school trips outside of the school building and also when external guests are doing work within the school.

## Children with Individual Needs

All children are subject to the Code of Positive Behaviour. However, the school recognises that individual children, due to known or unknown reasons and diagnosis, may need additional support in regulating their emotions and their own behaviours. Citywest & Saggart CNS has a number of children in both mainstream and autism classes with social, emotional or other needs which may manifest themselves as Behaviours of Concern. Not all additional needs are visible or immediately obvious. The Code of Positive Behaviour will ensure that individuality, additional needs and equality are accommodated, while acknowledging the right of each child to education in a relatively disruption free environment. The needs of pupils are treated in strictest confidence when discussing with parents and guardians.

## Continuum of Support/Individual Behaviour Plans

Children who have been identified as requiring additional support in this area are supported through Support Plans and Individual Behaviour Plans. The main focus of the school is to ensure that any child with additional needs understands the expectations and values of the school at an age appropriate and cognitive appropriate level. The support plans outline a plan of action of how to prevent and reduce the noticeable Behaviours of Concern over time with targeted interventions in and/or outside of the classrooms with an aim to ensure that the child can function well in the classroom environment. These plans are developed in consultation with the SNA, parents/guardians and the child where this is possible and implemented by teaching staff and Special Needs Assistants where applicable.

## Programmes of Support

The school constantly seeks the latest research based interventions and supports for children to ensure that they fully understand the expectations of the school at their own cognitive level but receive the appropriate tuition to equip them with the skills required to reduce any behaviours of concern. Some programmes of support may include:

- Social Stories
- Visual prompts, timetables, choice boards
- Sensory toys
- Emotional Regulation Programmes
- Nurture Groups
- Mainstream integration and reverse integration (Autism Classes)
- Braincalm/Sensory retreats
- Independent regulation strategies

## Low Arousal Approach

Our school adopts a non-physical and low arousal approach to Behaviours of Concern. Some of the school staff are trained in the Low Arousal Approach to deescalating and preventing Behaviours of Concern. This is a specific set of adult behaviours which can reduce and prevent Behaviours of Concern.

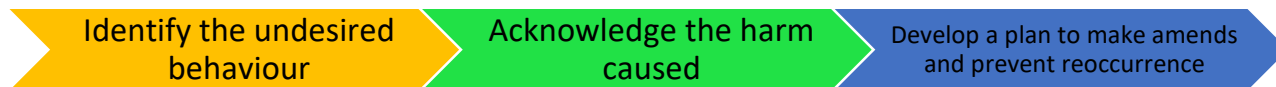
## External Supports

When children with additional needs require external supports, the school can avail of advice and direction from the National Educational Psychological Service or the National Council for Special Education Behaviour Support Service. In addition, where a child is availing of supports from a clinical team, staff will often liaise with them on the creation of support plans and interventions.

## Accountability

Despite the best efforts of all stakeholders, conflict and undesirable behaviour (meaning that which is physical, verbal, non-verbal, seen and unseen) are inevitable in schools. Even the most minor behaviours can be disruptive to teaching and learning, with some behaviours causing major disruption. Citywest & Saggart CNS has adapted a restorative approach to managing disruptive behaviour through prevention and methods which promote

accountability for [their](#) actions. The focus of dealing with undesirable behaviours is to enable the child to acknowledge the harm caused, realise how the behaviours could have been prevented and what needs to happen to make amends and take accountability and avoid it happening again. The preservation and reparation of relationships should be at the centre of approaches to all behaviours regardless of the severity. The child's voice is central in a problem solving approach.



Describing behaviour can be useful in knowing how to manage said behaviours. It is important for staff members to locate behaviours along a continuum. While consistency is important, it is also vital to treat each individual case as a unique point along a continuum. In doing so, staff must consider the nature, intensity and persistence of behaviour. Once located on a continuum, the staff member can then react accordingly. To aid staff, the descriptors table below will aid in managing some of the most common types of disruptive behaviours in the school.

Level 1 Behaviours/Conflict	Level 2 Behaviours/Conflict	Level 3 Behaviours/Conflict
<p>These are behaviours of an</p> <ul style="list-style-type: none"> <li>- infrequent and low lying level. They pose some disruption to teaching and learning.</li> </ul>	<p>The behaviours may be:</p> <ul style="list-style-type: none"> <li>- Frequent and less severe</li> <li>- Infrequent and more severe</li> </ul>	<p>These behaviours would be described as:</p> <ul style="list-style-type: none"> <li>- Dangerous or pose a risk to own or others' health, safety and wellbeing</li> <li>- <b>Very</b> frequent and less severe</li> <li>- <b>Infrequent and very severe</b></li> </ul>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Shouting out in class</li> <li>• Talking out of turn</li> <li>• Littering</li> <li>• Once off unkind words and gestures</li> <li>• Misusing school equipment</li> <li>• Chewing gum</li> <li>• Incorrect uniform</li> <li>• Bringing unnecessary items</li> <li>• Wearing makeup and inappropriate jewellery (See uniform policy)</li> <li>• Answering back</li> <li>• No homework done</li> <li>• Etc.</li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• <b>Threats</b> of physical hurt to another</li> <li>• Damage to property</li> <li>• The use of electronic equipment or mobile-phones in school (AUP Policy)</li> <li>• Continued and repetitive inappropriate responses to teacher correction</li> <li>• Throwing items unnecessarily</li> <li>• Swinging on chair</li> <li>• Touching another child or adult in a way that is hurtful or makes them uncomfortable*</li> <li>• Persistent reoccurrences of level 1 behaviours despite interventions</li> <li>• Stealing others' property</li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Identity-based name calling that is used in pejorative way</li> <li>• Physical harm to a teacher or pupil</li> <li>• Serious damage to property</li> <li>• bringing dangerous equipment to school</li> <li>• leaving classroom/ school/ school activities without permission,</li> <li>• bullying/cyber-bullying (dealt with in accordance with the anti-bullying policy),</li> <li>• carrying/using drugs, alcohol, cigarettes/e cigarettes</li> <li>• posting or endorsing comment online about any member of the school community</li> </ul>

	<ul style="list-style-type: none"> <li>• Running in the building or dangerous areas of the campus,</li> <li>• Laughing at appearances</li> <li>• Unkind gestures</li> <li>• Cursing</li> <li>• Using inappropriate or uncontrolled websites on school ipads (AUP Policy)</li> </ul>	<ul style="list-style-type: none"> <li>• persistent cause of significant disruption to the learning of others or to the teaching process</li> <li>• sexualised behaviour or language</li> <li>• taking and sharing people's images without consent</li> </ul>
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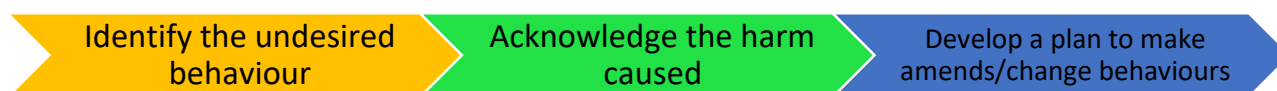
It is the responsibility of the teacher/staff member dealing with the behaviours to locate the behaviour on the scale and act accordingly. This can be done in consultation with the principal. It is important to note that the frequency and severity should be used to locate behaviours along this continuum.

Level	Prevention from occurring or reoccurring	Reactive steps to take
1	<ul style="list-style-type: none"> <li>• Listing Expectations (<b>Review frequently</b>)</li> <li>• Check in with class/individuals</li> <li>• Busy breaks</li> <li>• Achievable goals each week</li> <li>• Positive reinforcement</li> <li>• Proximal praise</li> <li>• Special responsibilities</li> <li>• Environment checklist/change the conditions or environment for the child</li> <li>• Staff modelling desired behaviour</li> <li>• RP reflective sheet</li> <li>• Reflection task</li> <li>• Explicit teaching of the behaviour in question</li> </ul>	<ol style="list-style-type: none"> <li>a. Nonverbal reminder of expectations</li> <li>b. Use a private restorative conversation/reminder that does not disrupt the class</li> <li>c. Create informal and quick plan with child to improve</li> <li>d. Accountability relevant to the behaviour (Natural Consequences)</li> <li>e. Teacher acts to alter the classroom/routines etc. to prevent reoccurrence</li> <li>f. Formal records not necessary but helpful for any future recurrences</li> </ol>
2	<ul style="list-style-type: none"> <li>• Stay Safe program</li> <li>• Teaching explicit getting along strategies, classroom expectations, positive reinforcement of good behaviours</li> <li>• RP reflective sheet</li> <li>• Reward systems (Where needed)</li> <li>• Adapting Environment to suit needs</li> <li>• Weaving Wellbeing Programme</li> <li>• <b>Create individual goals with the child on improving behaviour</b></li> <li>• Set realistic targets</li> <li>• Identify teacher/staff member to check in on targets frequently</li> <li>• Explicit teaching of the behavior in question</li> </ul>	<ol style="list-style-type: none"> <li>a. Record the incident formally on Aladdin</li> <li>b. Separate from peers either inside or outside the classroom to allow for reflection (RP reflection sheet can be used during this waiting time)</li> <li>c. Use a private restorative conversation/reminder that does not disrupt the class</li> <li>d. Phone call to inform parents</li> <li>e. Design individual behaviour promise (Where needed)</li> <li>f. Link in with principal, dependent on the situation</li> <li>g. Teacher acts to alter the classroom/routines etc. to prevent reoccurrence</li> </ol>



3	<ul style="list-style-type: none"> <li>• Check in with child</li> <li>• Staff training CPD</li> <li>• Supports from outside agencies</li> <li>• Expectations</li> <li>• Explicit lessons on the school values</li> <li>• Restorative Meetings</li> <li>• Behaviour Promise for individuals</li> <li>• Significant changes to conditions/environment for the child</li> <li>• Increased monitoring of the child by staff/SNA</li> <li>• Link teacher to monitor the progress of the behaviour promise</li> </ul>	<ol style="list-style-type: none"> <li>a. Inform principal immediately (Red card, blue card system)</li> <li>b. Record incident formally on Aladdin Incident report form.</li> <li>c. HSA forms may be required if there has been a physical injury or near injury. Please see Safety Statement for more details.</li> <li>d. Principal (or designated person) complete a restorative meeting and assigns the natural consequence to the actions</li> <li>e. Suspension (on a case by case basis, see below)</li> <li>f. Behaviour contract/promise may be needed</li> <li>g. Expulsion in the case of highly dangerous and continued level 3 behaviours (See below)</li> </ol>
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When staff are dealing with undesirable behaviours or conflicts, it is important that they are guided by the principles of fairness and transparency with a view to mending harm. Any 'next steps' should be natural in their nature and match the undesirable behaviours. This will aid in greater understanding and focus on mending harm. Staff should make use of the restorative approach of:



The following questions can help staff and children through the process:

1. What happened?
2. Why did this happen? What were you thinking at the time?
3. What do you think now?
4. Has anybody been hurt and how?
5. What could have been done differently?
6. What needs to happen next? How can the harm be mended? How can buckets be filled?

## Suspension

### Reasons for suspension

The Board of Management of a recognised school has the authority to suspend a student. Where this authority is delegated to the Principal, the delegation should be done formally and in writing.

Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. The decision to suspend a student requires serious grounds such as that:

- the student's behaviour has had a seriously detrimental effect on the education of other students
- the student's continued presence in the school at this time constitutes a threat to safety
- the student is responsible for serious damage to property.
- Time is required to engage in reflection on the part of the child and allow time for staff to create a plan to prevent reoccurrence



A single incident of serious misconduct may be grounds for suspension.

The authority to suspend lies with the following persons:

- Principal (up to 3 days)
- Principal and Chairperson of BOM (up to 5 days)
- BOM (up to 10 days)

#### Types of Suspension (Relevant to the school's context)

Immediate suspension	In some circumstances, the principal may suspend a child immediately if their continued presence in the school poses a safety risk to children and adults. Fair procedure as per the NEWB guidelines applies.
Informal/ unacknowledged suspension	Exclusion of a child for <b>part</b> of the school day, or asking parents to keep children at home as a sanction, counts as a suspension. Suspension guidelines must be followed.

Staff at Citywest & Saggart CNS uses suspension as a very last resort. All efforts will be made to manage the more serious behaviours in school and work with the pupil towards a solution. To this end, **internal suspension**, may be used. In these instances, the child is asked to attend school for the period of suspension and would be working away from the class on classwork tasks and also tasks related to reparation of harm.

#### Procedure for Suspension

Parents are given **written** notification of period of suspension, reasons for suspension, arrangements for returning to school (including commitments by student and/or parents), provision of appeal to the Board of Management and notification of right to appeal if suspension exceeds 20 school days.

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents have the right to Appeal to the Secretary General of the Department of Education and Skills (Education Act 1998, section 29). Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the Principal. If the parents do not give an undertaking that the student will behave in an acceptable manner in the future, the student may be suspended for a period. Prior to suspension, where possible, the Principal may review the case; • in consultation with teachers and other members of the school community involved • with due regard to records of previous misbehaviours (their pattern and context) • sanctions and other interventions used and their outcomes • any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act

#### Removal of Suspension

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998. Following a period of suspension, a meeting will be held between the principal, relevant staff, parent(s) and child. The purpose of this meeting is to ensure the successful reintegration of the child to the school and provide supports where needed. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The relevant teacher will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

After all periods of suspension, a clean slate policy will be enacted.

#### Reintegration following suspension

The school should have a plan to:

- Enable the child to catch up on work
- Support the resilience of the returning child

- Rebuild broken relationships with other students and teachers

## Expulsion

In the case of expulsion, the authority to expel will rest solely with the BOM. .

### Grounds for expulsion

- behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the continued presence of the student constitutes a real and significant threat to the safety of the staff, students, child themselves or others
- where the student is responsible for serious damage of property

The difference between behaviours that warrant suspension and expulsion are

- the degree of seriousness and persistence of behaviour
- where an expulsion is considered a series of interventions will have been attempted by the school
- all possibilities within the power of the school of changing the child's behaviour will have been exhausted (with the exception of cases warranting automatic expulsion)

### Automatic Expulsion

Automatic and immediate expulsion may be accepted on cases of:

- sexual assault
- possessing illegal drugs/ selling illegal drugs to other students
- actual violence or physical assault
- serious threat of violence against another student or member of staff

The following procedures in respect for expulsion will generally be followed.

- a detailed investigation will be carried out under the direction of the principal
- a recommendation by the principal to expel the child will be given to the BOM
- the BOM will consider the principal's recommendation and will hold a hearing
- the BOM will decide whether or not expulsion is appropriate
- the EWO (Educational Welfare officer) will be informed and there will be a 20 day cooling off period after which a confirmation or otherwise of the decision to expel will be decided
- Decision to appeal the decision may be made by the student or parents to the Secretary General of the DES under section 29 (1998)

### Record Keeping

- A. General class behaviours should be noted by the class teacher in anecdotal form in an incidents notebook and on Aladdin, with relevant dates. Cumulative documents for particular issues of behaviour should be developed in the case of frequent undesirable behaviours.
- B. A book will be stored in the yard bag. This book should be used to record any incident on the yard during break time, the date, time and the action taken. The relevant class teacher should be informed of yard incidents and a note of these will subsequently be made on Aladdin.
- C. All written notes made in the investigation of more serious undesirable behaviours should be scanned and added to a document on Aladdin and then stored in the child's green classroom file.
- D. In terms of Suspension and Expulsion, formal written records should be kept of the investigation, decision making process, duration of suspension/expulsion and related conditions  
The principal should report to the BOM and NEWB, any suspensions using the NEWB reporting guidelines

## Roles and Responsibilities

### Board of Management

The Board of Management has responsibility for governing the school on behalf of the Patron and for the benefit of the students, parents and staff. The Board recognizes that promoting good behaviour and preventing misbehaviour are the main goals of the Code. The Board of Management will ensure where possible, that:

- The Code of Behaviour is informed by the principles of fairness and administered in an impartial manner.
- The school's policies and practices that help to promote positive behaviour and prevent inappropriate behaviour are implemented in the school.
- A stimulating and happy atmosphere, which is conducive to learning and teaching, is fostered
- The Principal, staff, parents and students will be supported with regard to the administration of a fair and efficient code of behaviour.

### Principal Teacher

The Principal teacher is responsible for the day to day management of the school subject to the authority of the Board of Management and therefore has a central role to play in promoting a positive school climate. The Principal teacher shall:

- Encourage a sense of collective responsibility among staff, pupils and parents, whilst fostering a sense of commitment to the school's vision and ethos
- Develop a whole school understanding and promotion of the school values and expectations.
- Work to create a climate within which individuals in the school can fulfil their responsibilities.
- Ensure that the policy of positive behaviour is implemented in a manner, which is consistent and fair to all.
- Be supportive of individual teachers with regard to the administration of the code of behaviour.
- Deploy teachers in a way, which makes appropriate provisions for pupils with serious learning and behavioural difficulties.
- Consult with teachers when delegating specific responsibilities to pupils.
- Ensure effective communication between home and school.
- Ensure that staff members are familiar with the code of behaviour.
- Establish meaningful structures and activities through which children may form an identity with the school and benefit from school life.

### School Staff

The quality of relationships between teachers, SNAs and students is one of the most important influences on student behaviour. Mutually respectful relationships balance warmth and empathy with objectivity, professional detachment, fairness and consistency. The teacher is responsible for the effective implementation of the school's code of behaviour within their classroom and in the communal areas during recreation and other times in accordance with the established policy of the school. All members of staff are expected to:

- Adopt a positive approach to behaviour in line with school policy
- Co-create a list of classroom expectations/targets regularly in line with the school expectations
- Discuss and explain the various expectations as outlined in the school code of behaviour.
- To use rewards and incentives that are intrinsic in nature
- To support the belief that positivity will produce the best results.
- To recognise the individual needs of children and the need to accommodate these needs
- To make efforts to enable each child to reach their full potential
- To foster and encourage a strong sense of community and co-operation between staff, pupils, parents and board members.
- To plan and organise their work to keep pupils interest in promoting a positive view of learning

### Parents

Parents have a most important role in shaping the attitudes which produce good behaviour in school. high level of co-operation and communication between parents and school staff is essential. Parents should take full advantage of

all formal and informal channels of communication within the school. It is the role and responsibility of parents, carers and guardians to

- Become familiar with the school's policies and procedures
- To explain the Code of Behaviour to their child(ren)
- To show support for teachers in their implementation of this Code of Behaviour
- To keep in contact with teachers regarding their child's progress
- To support their child in their schoolwork and homework
- To ensure punctuality and regular attendance
- To promote respect for teachers and other school personnel
- To be available to discuss a problem

### Pupils

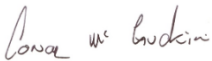
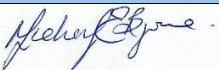
The pupils of the school are central to the success of the Code of Behaviour. While we acknowledge that it is not always possible to have positive interactions with each other, there is a role for the pupils by:

- Trying their best to meet all of the school and classroom expectations each day at school
- Taking responsibility and being accountable for their actions that harm others
- Ensuring that they are safe and those around them can learn in a safe and happy environment
- Making amends and helping to problem solve ways of adjusting any behaviours of concern
- Having a voice in the development of this and other school policies

### Implementation, Review, Ratification & Communication

The Board of Management of Citywest and Saggart Community National School supports the Code of Behaviour. This Code of Behaviour will be reviewed formally biannually or sooner if deemed necessary by the Principal and/or the Board of Management. As with all our policies, parents have access to this policy on our school website and on request to the school office.

This version of the policy was ratified by the school's Board of Management

Signed: 	Signed: 
Chairperson	Principal
Date: 23.6.23	Date: 23.6.23

## Appendix 1: Code of Behaviour for Parents

Parents/Guardians are expected to:

- Cooperate with and support the teacher/school as much as possible to ensure their child behaves in accordance with school expectations
- Never approach or reprimand another person's child on the school premises
- Never use aggressive, threatening or violent behaviour towards a staff member or pupil ·  
Ensure their children attend school and are punctual
- Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform ·  
Be courteous towards pupils, staff and other parents
- Make an appointment to meet with a teacher/the principal through the office or via e-mail · Wait in an orderly fashion when collecting children from the classroom (wet days/Junior Infants) ·  
Respect school property and encourage their children to do the same
- Strictly supervise their children, when on school grounds.
- Not allow their children access to the school yard in the morning before a teacher arrives at 8.40 a.m. for supervision.
- Supervise vigilantly their children's use of technology at home in order to ensure that they are not engaging in or victim of inappropriate online behaviour. Posting of derogatory comments or endorsing such comments on social networking websites(including Google Classroom) are seen as inappropriate behaviour. Please refer to the Internet Safety Guide from Zeeko on our school website for further information.
- Approach staff members directly in relation to any issue that may arise as opposed to approaching another parent about the issue
- Drive carefully in and around the school environment. Please drive below 10 km per hour. · Park responsibly in a designated car park space only. Only permit holders are permitted to park in the bays in front of the school.

When enrolling in the school parents are asked to sign the Policy Acceptance form included this Code of Behaviour Policy and this Code of Behaviour for parents. By signing our Policy Acceptance Form, you are agreeing to make every effort to support the school in line with our Code of Behaviour. If you have any questions in relation to the Code of Behaviour, please refrain from signing it until you have clarification. You can visit the school at any time to ask questions about any of our policies, all of which are available in our office.

# Time for Reflection

We all make mistakes. The important this is to take **responsibility** and make efforts to make things right and move on. This is important whether you have hurt or have been hurt.

Draw or write the answers to these questions . . .

What happened?

How did you feel at the time? What were you thinking?



What are you thinking right now?

Think about what could have been done differently?

Name the people who have been hurt or affected by what happened?

What needs to happen to make things right again and mend the harm?