



Donabate Portrane Educate Together National School Code of Behaviour

The DPETNS Code of Behaviour is the set of practices and procedures that together form our school's plan for helping and encouraging pupils to behave in a way that allows everyone to learn well. Children who attend DPETNS will be encouraged to reach their full potential mentally, physically, spiritually, emotionally and socially, in an atmosphere and environment in which they feel safe, valued and secure and in which respect for self and others is the norm. Our school operates under the direct patronage of EducateTogether and there are four underlying principles which form our ethos. We are a co- educational school, democratically run, equality –based and child centered. The Code of Behaviour helps the school community to promote the school's unique ethos, relationships, policies, procedures and practices that encourage expected behaviours and minimise unexpected behaviours. The Code of Behaviour helps pupils, parents and staff members to work together to achieve a happy, effective and safe school environment. We strive to create an ethos of respect, inclusion, accountability and of commitment to relationships.

In keeping with the characteristic spirit of our school this Code of Behaviour document recognises the professional autonomy of the teacher alongside the pivotal role of the parent(s)/guardian(s).

Our revised Code of Behaviour will be brought to the attention of all parents via a written communication from the Principal. It will be communicated to pupils via the teacher on a regular basis and through school assemblies. A “Manners Week” will also be incorporated at the beginning of the school year to teach the importance of manners in everyday life both at school and in the home. This manners week will emphasize the importance of treating people with respect and the importance of understanding and respecting boundaries.

Aims

By introducing this revised version of the school Code of Behaviour our aims are;

- To ensure an educational environment that is guided by our Educate Together ethos.
- To allow the school to function in an orderly way where all children can make progress in all aspects of their development.
- To create an atmosphere of respect, acceptance, open-mindedness and consideration for others.
- To promote expected behaviours and self-discipline, recognizing the differences between children and the need to accommodate and accept these differences.
- To ensure the safety and well-being of all members of the school community.
- To assist parents and pupils in understanding the school’s Code of Behaviour and to ensure their co-operation with its implementation.
- To ensure that the system of restorative practice and emotional literacy are implemented in a fair and consistent manner throughout the school.

The rights and responsibilities of pupils, staff and parents

Rights of Pupils	Responsibilities of Pupils
<p>Pupils have the right to:</p> <ul style="list-style-type: none"> • be educated in a safe, happy and secure environment • grow intellectually, emotionally, morally, spiritually and physically with an understanding of special needs and difference • be treated as individuals with due respect and regard for others within the school community • be listened to • express their emotions, doubts and beliefs • be free from all forms of abuse, whether physical, emotional, mental or sexual • receive information about topics and concerns affecting their lives including information on the Code of Positive Behaviour. 	<p>Pupils are responsible for:</p> <ul style="list-style-type: none"> • their class work and homework • knowing and complying with school and class rules. • their behaviour in class and on the school premises. • their belongings. • school property. • playing safely. • not excluding others from their games. • helping and caring for others, in particular the younger pupils in the school. • behaving in accordance with the Code of Positive Behaviour at all times including when representing the school and on school outings.
Rights of School Staff	Responsibilities of School Staff
<p>School staff have the right to:</p> <ul style="list-style-type: none"> • educate in an environment free from disruption • be respected and held in proper esteem • to full and open communication with parents • information on the pupil, their family background and access to parents when necessary • voice concerns about the pupil's safety, behaviour and academic progress • expect backup, support and co-operation from parents and other members of staff for their work • confidentiality • be listened to • appeal to a higher authority, e.g. Board of Management, Department of Education & Skills, union. • receive adequate facilities and resources appropriate to their teaching duties 	<p>School staff are responsible for:</p> <ul style="list-style-type: none"> • the pupils in their care • creating and contributing to a positive atmosphere/environment for learning. • being firm and fair. • promoting a culture and practice of equality, which values all children equally. • being prepared for class work. • giving attention to all pupils. • communicating with parents on issues concerning their child's learning and behaviour. • having positive expectations for pupils. • ensuring opportunities for disruption are minimised. • assigning, checking and correcting homework in accordance with the Homework Policy. • informing pupils what is expected from them in terms of behaviour.

Rights of Parents	Responsibilities of Parents
<p>Parents have the right to:</p> <ul style="list-style-type: none"> • informative communication with and access to the Teacher/Principal • respect, understanding and confidentiality. • updates on the progress of the pupil/pupils. • be listened to. • be consulted about disciplinary action at an early stage • appeal to a higher authority, e.g. Board of Management, Department of Education & Skills • have access to the Code of Positive Behaviour of the school. 	<p>Parents are responsible for:</p> <ul style="list-style-type: none"> • providing firm guidance and positive role models to pupils • promoting positive behaviour in school. • becoming involved in their child's learning. • ensuring homework is completed. • ensuring pupils come on time to school. • explaining absences. • signing out children who are leaving early. • ensuring pupils come prepared for school with a healthy lunch, pencils, books etc. • ensuring pupils have had adequate rest and nourishment. • keeping in touch with school about all aspects of pupil's learning, progress and behaviour. • communicating to school/teacher any problems which might affect pupil's learning. • making an appointment to meet with a teacher/the Principal. • being courteous towards pupils and staff. • respecting school property and encouraging their children to do the same. • supervising pre-school children when in the school.

Promoting Positive Behaviour:

At DPETNS we place a greater emphasis on acknowledging and affirming desired behaviours rather than sanctioning those who display undesired behaviours. We strive to actively promote a happy atmosphere and positive school environment.

We use the following whole school strategies to promote positive behaviour:

1. Explicit teaching of the Golden Rules

The Golden Rules are taught in all classes throughout the school. They form the basis of our Behaviour Policy. There are six Golden Rules:

- We are gentle – we not hurt others.
- We listen – we don't interrupt.
- We are kind and helpful – we don't hurt other people's feelings.
- We take care of property – we don't break or damage things.
- We are honest – we don't cover up the truth.
- We work hard – we don't waste time.

Golden Time

Children work hard at keeping the Golden Rules each week. As a consequence of this hard work, and to celebrate the week's achievements, children are given 30mins Golden Time which can take place on a Friday afternoon or at another time during the week at the discretion of the class teacher. This can be linked to SPHE where classes reflect on and discuss what went well this week or what Golden Rules were observed. Visits from the Principal or Deputy principal may occur during this discussion.

Golden Book

Children can also be acknowledged in 'The Golden Book' if they have been observed demonstrating exceptional or greatly improved work on the core values of the school by a staff member who does not work directly with the child. The Golden book will live in the staff room for ease of access to staff.

2. Explicit Teaching of the Importance of Respect

Alongside the Golden Rules, a great emphasis will be placed on the importance of respect. The children will be taught the expression:

Respect yourself, respect others, respect your school.

Staff should model respect and in consultation with the children, discuss what respect 'looks like' in different areas of the school – classroom, yard, corridors, stairs, assembly etc.

In older classes particular emphasis is placed on the children's understanding of boundaries and the importance of using a respectful tone of voice when addressing both adults and other children. The children are taught to understand and respect the roles of different staff members and are expected to treat Staff Members with courtesy and respect.

3. Creation of Class Charter / Classroom Rules

In September every year each class draws up a Class Charter which emphasizes the specific rules for that classroom. The charters are drawn up in consultation with the children, are signed by each student and are displayed in the classroom.

4. Focus on Good Manners

In our school, our aim is to treat everyone with respect and dignity. We constantly emphasise the importance of good manners and encourage the children to always use good manners when dealing with others, both children and adults. Posters listing basic good manners are displayed in classrooms (appendix 1) and all staff work to promote the use of good manners. The importance of modelling good manners is essential. A 'Good Manners Week' will be held in September each year where a particular emphasis will be placed on encouraging the children to become familiar with the good manners poster and to practice using good manners throughout the day.

5. Additional Whole School Strategies

- Explore with pupils their rights and responsibilities.
- Use the curriculum, in particular the Learn Together Programme and Social Personal and Health Education (SPHE), to enable the pupils to understand why the code is important, their part in making it work and to see that the code works in a fair way.
- Focus on and promote specific themes within the curriculum e.g. good manners, friendship, relationships and how pupils treat each other.
- Promote positive relationships with all members of the school community to encourage effective learning and good behaviour.
- Positive communication of achievements to families.
- Adults model the behaviour that is expected from pupils.
- Maintain consistent and equitable school and class routines.
- Help pupils themselves to recognise and affirm good learning behaviour.
- Recognise and give positive feedback about behaviour.

6. Classroom strategies

DPETNS staff will employ a variety of age-appropriate strategies to affirm and acknowledge desired / improved behaviour within the classroom setting that consider the needs of all pupils e.g.:

- Praise and encouragement
- A quiet word or gesture of approval
- Class 'shout-out'
- 'Happy visits' to or by the principal
- Delegating some special responsibility or privilege.
- Special activity with a staff member – support teacher / SNA
- Visit another member of staff for commendation
- Mention to parents - send a little note home / verbal
- Working towards a special activity
- Occasional sticker, stamp or merit mark

- Praise at Assembly by Principal

***Strategies that draw attention to a child who is not behaving expectedly are not promoted in the school e.g. Traffic lights, Sun and clouds.**

Restorative Practice

A whole school approach is used in response to inappropriate and unwanted behaviour. In our school we take a restorative practice approach towards resolving conflict. Within a restorative practice framework, the emphasis is on restoring relationships rather than on exacting punishments. The building, nurturing and repairing of relationships is a key issue in supporting learners in schools. Restorative practice focuses on finding an acceptable way forward for all the parties involved in a dispute.

We recognise that there are three distinct approaches to resolving conflict:

Negotiation: The children are taught the skills needed to negotiate with others in times of conflict. We teach the children to clearly and directly communicate if another child is behaving in a way that is upsetting them. The children are encouraged to say ‘Stop’ if someone is teasing them or annoying them in any way. We see this assertive communication as a very important step in each child’s personal development. Through our SPHE programme and particularly through the SALT programme children are asked to take four steps if they find themselves in a conflict situation. (i.e. Stop, Ask, Listen, Talk) which is specifically taught in 1st class.

Mediation: Mediation is regularly used to help children to resolve conflict. The mediator helps the children in a dispute to resolve their differences amicably and aims to create ‘win-win’ solutions. Mediators encourage the children to communicate their feelings and to give an account of what has happened. In the mediation process children are encouraged to listen and to understand the situation from both sides. Mediators must be impartial and as non-judgemental as possible.

Arbitration: Unfortunately not all conflicts are resolved through negotiation and mediation. Sometimes conflicts are resolved through arbitration where a staff member decides whether interventions are needed to end a conflict.

Consequences and Interventions

Restorative practice supports accountability which often leads to consequences. In life, there are consequences for every decision we take or action we make. When we seek to be accountable for our actions, these consequences are part of the process.

In our school we will refer to a consequence as **‘the result of a choice that you have made’**. These results or consequences can be positive or negative depending on the behavioural choice that was made.

All members of staff have a shared responsibility in operating the school’s Code of Behaviour. Visiting staff, student teachers, etc., are expected to abide by the DPETNS

Code of Behaviour. All staff and visiting staff are also asked to familiarise themselves with the school's *Anti-Bullying Policy* and *Child Protection Policy*. Any staff member who has dealt with or observed unexpected or undesired behaviour will communicate incidents to the class teacher.

As part of the whole-school restorative approach, there is an agreed ladder of intervention which the staff use in response to inappropriate behaviour. Depending on the presenting behaviours, there may be occasions when the intervention may start at any level. Parents of pupils from level 3 will be kept informed of their child's behaviour and may be requested to work with the school to devise effective strategies to help the pupil to improve his/her behaviour. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies.

Act Model

When a child is dysregulated and experiencing a 'big feeling' staff will use the **ACT** model to support and co-regulate.

A – acknowledge the feeling (*I know that you are angry and want to hit*)

C – communicate the boundary (*I won't allow you to hit me*)

T – target an alternative (*You can choose to hit this pillow if you like*)

Once the child has calmed down, an intervention may be put in place in line with the ladder of intervention.

After a child has been supported with their behaviour, every effort will be made to repair and rebuild relationships. It is important that children are given dignified re entry; allowed to move on without grudges being held and given the opportunity to start each day afresh.

Ladder of Intervention

Level 1	
Low Level Behaviour	Quiet verbal reminder
Behaviour does not impact on children's right to be safe and learn and happens for the first time e.g. calling out, making silly noises, pushing in the line, bickering, telling tales	Restorative approach – Are you ok? Do you need some help with something? Name the behaviour Revisit expectations
Level 2	
Persistent Low Level Behaviour	Supportive Action needed
Behaviour begins to impinge on children's and adults rights e.g. behaviours that have continued from level 1, throwing a tantrum, deliberately breaking school property, failing to complete work for a second time in a day.	Use restorative questions (appendix 2) and/or Use an individual restorative support as listed in (appendix 3) and/or Use a Logical consequence (appendix 4)
Level 3	
High Level Disruption	Recording of Behaviour
These behaviours impinge on children and/or adults rights and safety / learning is being impacted e.g. behaviours that have continued from level 2, swearing at another child / adult, hurtful comments, actively ignoring teachers' safety instructions, aggressive language or actions.	Move to support room / another location in the school. Child is to complete a yellow restorative practice sheet (appendix 5) and/or Withdrawal of Privileges In all cases: Communication with Parents is necessary at this point. Class teacher communicates details of the behaviour to parents either verbally at pick-up time, over the phone or via email. The principal is informed and the teacher notes communication with parents.

Level 4	
Zero Tolerance Behaviour	Involvement of other staff including Deputy Principal/Principal.
These behaviours seriously impinge on children and/or adults rights, most often the right to be safe e.g. engaging in racist or homophobic name calling, intending to cause harm to or deliberately physically hurting another child or adult, engaging in a physical fight in the classroom or yard, leaving the school grounds unattended, using personal smart devices.	<p>Child is to complete a red restorative practise sheet (appendix 6) with Principal / Deputy Principal. Communication with Parents.</p> <p>and/or</p> <p>Behaviour Contract to be drawn up by the class teacher, discussed with parents at a meeting and co-signed by parents. (appendix 7)</p> <p>Contract is to be reviewed after 6 weeks and discussed during a review meeting with parents, teacher and Principal / Deputy Principal. A decision on whether the child is to remain at the current level or move off/up a level.</p> <p>Breaches of Behaviour Contract to be communicated to parents.</p>
Level 5	
Referral to the Board of Management Suspension (See information outlined in Policy)	
Level 6	
Referral to the Board of Management Expulsion (See information outlined in Policy)	

Levels of Intervention Support

Equity sometimes means treating individuals differently according to needs. Additional inputs and interventions may be required to help some students manage their behaviour. Staff will be made aware of relevant strategies and will endeavour to be consistent in shaping or ignoring targeted behaviour in line with a child's school support plan / behaviour plan where appropriate.

Support for All

Most pupils behave in an expected manner with the help of consistent and clear rules and routines in class and in school. Occasional, minor misbehaviour should be attended to routinely and effectively through the skill of the teacher.

Additional Support for Some students

Some pupils need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing behaviourally, socially and educationally.

Specialised support for a small minority of pupils

A small minority of pupils may show particularly challenging behaviour. They may have great difficulty in learning new behaviours and may not respond to low-level interventions. These pupils will need a sustained and systematic response involving the important adults in their lives, in school and at home. The Principal and staff will in so far as it is possible build good links with any external support services that may be able to assist in responding to the needs of a pupil with behavioural difficulties.

Positive Handling

There are times when physical contact is used in our school, such as when offering reassurance, administering first aid and meeting intimate care needs. Our duty of care to others means that it may on occasion also be necessary to use physical contact to restrain a child who is putting themselves or another person at risk. The following examples, which are not exhaustive, outline the circumstances where physical contact may be used in the school:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding a child
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of their back
- In extreme cases using more restrictive holds.

The following principles are followed by staff who find themselves in a situation where they feel a restrictive physical intervention is necessary:

Action by staff will:

- Be in best interests of the child
- Use maximum care, minimum force
- Be reasonable, proportionate and necessary
- Be for reasons of safety

Positive handling may be part of an agreed plan with parents and the pupil where appropriate. If this is the case plans will be viewed regularly with a view to reducing the need for intervention.

Yard

The positive strategies which DPETNS implements to promote good behaviour, to prevent behavioural difficulties and to deal with incidents of unacceptable behaviour in the yard are:

- A clear and concise set of rules are communicated to the children. These rules are discussed at staff meetings and communicated to the children at assemblies and in individual classrooms.
- The children are offered a variety of different activities at yard time. These activities are organised and timetabled. The yard is divided into several different zones (Basketball, Dodgeball, Football, Stage, Sand etc.)
- Teachers on yard duty wear high visibility jackets to ensure that they are clearly visible and easily identified.
- Yard Helpers work to promote happy, peaceful yard times with minimum disruptions by facilitating toilet visits and organising games and toys for younger students.
- Pupils are escorted to the yard by their teachers and are collected from class lines at the end of yard time.
- Staff will follow the ladder of intervention for incidents of unwanted behaviour with level 3 including time off yard supervised by the Principal or Deputy Principal.
- Staff who deal with incidents of inappropriate behaviour on yard will communicate the interactions with the class teacher when they pick their class up from yard.

Suspension and Expulsion

The Education Welfare Act, 2000, stipulates that a code of behaviour shall specify...*'the procedures to be followed before a student may be suspended or expelled from the school concerned'* and *'the grounds for removing a suspension imposed in relation to a student.'*

Suspension:

The Principal shall inform the Education Welfare Officer (EWO), by notice in writing, when a *'student is suspended from a recognised school for a period of not less than 6 days.'* Parents should be informed of their right to come to the school and be invited to do so in order to discuss the misbehaviour with the Principal and/or the class teacher. This should always be done when the suspension of a pupil is being contemplated.

The Board of Management has the authority to suspend a student.

Grounds for suspension:

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

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

A record of any suspension will be kept on file.

For gross misbehaviour or repeated instances of serious misbehaviour, suspension will be considered. Aggressive, threatening or violent behaviour towards a member of staff will be regarded as serious or gross misbehaviour.

The Board of Management has authorised the Principal and/or the Chairperson to suspend a pupil from the school for a maximum initial period of three school days.

Procedures that ensure fairness when excluding a pupil will include:

- Ensuring other means of intervention and dealing with the behaviour has been tried.
- Parents will have been invited to the school to discuss the intention to exclude.

Implementing the Suspension:

The Principal shall notify Parents/Guardians, in writing, of the decision to suspend. This will include:

- Letter stating period of suspension – beginning and end dates.
- Reasons for suspension.
- Any programme to be followed by student and or parent.
- Arrangements for returning to school and any commitments to be entered into by students and parents.
- Provision for an appeal to Board of Management.
- Right to appeal to the Secretary General of the DES (Education Act 1998, Section 29).

Following suspension, a plan to re-integrate the student will include, where possible, an arrangement for a member of staff to provide support during the re-integration process. Student contracts will, if necessary, be put in place for the student and his/her parents. This will enable the school to set behavioural goals with the student and parents. All efforts will be made to support the student to adhere to this contract. It will be expected that the parents will support and maintain support at all times for their child.

The Board of Management has authorised the Principal, with the approval of the chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion. The National Education Welfare Board will be notified if a student is suspended for a cumulative total of six or more days.

Expulsion (Permanent Exclusion):

Under the Education Welfare Act, 2000, *'A student 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 Office' (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 students is secured. ' (Section 24(5)).

The Board of Management has the authority to expel a student. As a matter of best practice this should be reserved for the BOM and not be delegated.

Before a student is expelled:

A meeting is held with parents and the student to try to find ways of helping the student to change his/her behaviour:

- Ensuring the student understands the consequences of his/her behaviour, should it continue.
- Ensuring all possible options have been tried.
- Seeking the assistance of support agencies

Serious grounds are:

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

A fair investigation will have taken place, taking both parents and pupil's perspective into account.

Parents and student will be informed about the complaint.

Parents and student will be given an opportunity to respond.

Parents may be informed by phone or in writing.

The BOM, before reaching a decision to exclude a pupil, will ensure its decision will be reached in an unbiased manner. Suspension will be in accordance with the terms of Rule 130(5) of the Rules for National Schools.

The kinds of behaviour that might result in expulsion for first offence:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault

[Appeals](#)

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including:

- (1) permanent exclusion from a school and
- (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

Parents/Guardians will be informed in writing by the Principal of the decision of the Board of Management to permanently exclude or suspend the student.

Parents/Guardians will be informed of their right of appeal, the associated timeframe of 42 calendar days from the date the decision of the school was notified to the parents and student.

The Board of Management are responsible for replying to the Dept. of Education and Science if the school is being investigated and may also prepare an appeal for the Dept. of Education and Science.

APPENDIX

Appendix 1

Good Manners Poster (**TBC**)

[The Language of Good Manners:](#)

Please

Thank you

No thanks

Pardon

Excuse me

You're welcome

May I

Sorry

Appendix 2

Restorative Questions

What happened?

What were you thinking / feeling at the time?

Who has been affected / hurt by this?

How are you feeling about it now?

What do you think needs to be done to make things right?



Appendix 3

Individual Restorative Supports

Strategies for children with communication needs

- Give clear individualised instructions: rephrase if necessary.
- Use clear and concise language, avoid humour and irony and check for understanding.
- Try to conform to daily routine as much as possible, explaining any last-minute changes to the child.
- Personal Timetable.
- A personal workspace.
- Use the child's interests and design an individualised reward programme or incentive.
- Explicitly teach social skills.
- Clearly communicate and model positive behaviours, linking praise to the desired behaviour.

Strategies for children with attention needs

- Have a very predictable routine and provide individual timetables, pocket timetables and prompt cards as appropriate.
- Seat the child close to an adult in the room.
- Surround the child with good role models.
- Make a workstation available with reduced stimuli.
- Give clear and concise directions and instructions. Write these down so the child doesn't have to remember them.
- Ask for instructions to be repeated back to you to ensure there is an understanding before the task starts.
- Use errands to give children a short break.
- Avoid using the child's name constantly in front of the class. Develop a covert signal instead.
- Discuss negative behaviours without an audience.
- Strip of Velcro under the table.
- Elastics on a chair.
- Stress ball, Bluetac, fidget toy.

Strategies for defiant children

- Regularly remind the child of what they are working towards and try to encourage them to keep on track.
- Ensure fair warning of transitions – use a visual timetable/sand time if it helps.
- Give direct instructions to reduce ambiguity and redirect if possible. Give a clear instruction as to what you want the child to do.
- Give choices wherever possible e.g. 'which of these two activities are you going to start with?'.
- Use distraction.
- Depersonalise 'demands' by using a puppet or a toy.
- Use a feelings board and emotions cards.
- See the strategies above for children with attention needs; some of them may be useful. Use indirect language: 'let's see if we can ...'

Strategies for children with sensory needs

- Seat away from distracting sources of noise, in an area of low traffic.
- Build in breaks.
- Allow physical activity.
- Use noise-cancelling earphones to reduce stimulation.
- Seat on an appropriate chair and encourage the child to put their feet flat on the floor and rest their elbows on the table.
- Actively teach turn-taking and social skills.
- Practice the appropriate language to be used in social situations.

Strategies for children with social and emotional needs

- Be aware that the behaviours that you see are quite often the tip of the iceberg and that children need your support.
- Actively teach and encourage positive interaction with peers and adults.
- Specifically teach or re-teach rules and routines.
- Give many, many more rewards than sanctions.
- Anticipate incidents and avoid them. Don't persist in putting the child in situations where they are likely to fail.
- Encourage peer support and help to build friendship groups. Be aware that these children can often become isolated.
- Provide them with the opportunity for regular classroom breaks.
- Discussion/reflection on behaviour when calm.
- Calm Pass to access the Calm Corner

Appendix 4

Logical Consequences

Where a student has displayed undesired behaviour, we strive to support the child to complete logical consequences that coincide with the behavioural choice, to help them learn how to respond appropriately in that situation. Logical consequences engage students to understand why the consequence logically follows the behaviour. They are related, reasonable and respectful and teach students something specific in a way that helps them maintain dignity.

Logical Consequence Checklist

- Consequence is directly related to the behaviour.
- Requires student to actively participate in the consequence.
- Repairs harm and/or is likely to prevent future incidents.
- Creates empathy and helps student understand the impact of his/her behaviour.
- The student is actively involved in determining the consequences and/or understanding why the consequences logically follows the behaviour.

Examples of logical consequences:

Behaviour	Logical Consequence
A student draws on a table	Student is supported to clean it themselves
Students are running in the corridor	Go back to the starting point and try again
A student is talking excessively	Student is moved to a quieter location
A student is messing with art resources which is causing disruption.	Resources are removed for a set period and the student is offered an alternative activity for that time.

Appendix 5

Yellow Reflection Sheet

What happened?

What were you thinking at the time?

What are you thinking and feeling now?

Who did your behaviour affect?

How do you think they felt?

How can you make things right?

Signed: Student _____

Teacher _____ Parent / Guardian _____

Appendix 6

Red Reflection Sheet

What happened?

What were you thinking at the time?

What are you thinking and feeling now?

Who did your behaviour affect?

How do you think they felt?

How can you make things right?

Signed: Student _____

Teacher _____ Parent / Guardian _____

Appendix 7

My Behaviour Contract

Insert Picture of Pupil Here

How I want to feel at the end of the day (Teacher discusses with child what emotions they want to feel at the end of the school day. Discussion about positive interactions and fun times in school versus arguments and negative attitude etc)

Example: I want to feel proud and happy at the end of the day. When I come out of school I want to say to myself that today was a good day at school and that I enjoyed it! I want my relationships with my friends and teachers to be good and happy.
I'll know I am doing a good job if I feel like this!

What I need to do to achieve this (This is how they are going to get to that end goal every day using child friendly language)

Example:

- ✓ Showing respect to everyone in the school
- ✓ Waiting for my turn to speak
- ✓ Speaking nicely to everyone and not shouting over people
- ✓ If I need a break or time to think, telling my teacher

Pupil's signature _____

Teacher's signature _____

Parent's signature _____