



St. Anne's School

Code of Positive

Behaviour

2025- 2026

Code of Positive Behaviour

Contents of Policy

1. Introduction and Rationale
2. Aims of Policy
3. Roles and Responsibilities
4. Proactive Implementation Strategies
5. Responding to Behaviours of Concern
6. Physical Intervention
7. Recording and reporting
8. Behaviour Support Plans
9. Responses used by the school management and Acting school management
10. Managing Serious or Persistent Problems
11. Parent Guidelines
12. Application of Policy
13. Appendix – Response Chart

1. Introduction:

The Mission statement of the school underpins this policy, and at all times the school community strive to help pupils 'to be all you can be'. The principle of respect for each other is at the core of this policy. Establishing and developing relationships between staff and pupils are to the core of this policy, underpinned by the principles of Restorative Practice.

The overall responsibility for the management of behaviour within the school rests with the school management. Each teacher has responsibility for managing behaviour in their classroom by connecting with their pupils, devising appropriate behaviour management systems for their class and promoting our school's expected behaviours across all our classes. Special Needs Assistants have an important role in promoting expected behaviours through using restorative practices, applying preventative strategies and implementing agreed behaviour management strategies.

Cognitive ability

St Anne's is designated for pupils with a Mild General Learning Disability. This code of behaviour recognises that each pupil at St. Anne's School functions at an individual level of understanding and the implementation of the code and responses will be exercised with discretion by staff, school management and Board of Management. This involves taking into consideration psychologist's reports indicating cognitive functioning and staff's own interactions with pupils which have indicated their level of understanding. Restorative Practice will underpin all responses to behaviours of concern, but the way in which we reason may vary depending on the individuals understanding.

Rationale:

It was deemed necessary to review the draft code of behaviour in the school:

- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to the obligation on schools to prepare a code of behaviour in respect of the pupils registered at the school. It details in Section 23(2), that the code of behaviour shall specify: A. The standards of behaviour that shall be observed by each pupil attending the school; B. The measures that shall be taken when a pupil fails or refuses to observe those standards; C. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
- D. The grounds for removing a suspension imposed in relation to a pupil;
- E. The procedures to be followed in relation to a child's absence from school.
- To ensure our policy is guided by Understanding Behaviours of Concern and Responding to Crisis Situations; Circular 0081/2024
- To ensure existing policy is in compliance with legal requirements and good practice as set out in Developing a Code of Behaviour: Guidelines for Schools, TESS, 2008
- To ensure that the pupils in St. Anne's will bring an attitude of respect and tolerance forward into their adult lives.

2. Aims of Policy:

The key values underlying the school's ethos are to encourage pupils to develop respect for themselves and others and to foster positive relationships with their peers and staff. We aim to ensure the individuality of each child is respected and that individual differences are celebrated, acknowledging the right of each child to an environment in which they can learn and safely grow.

We aim to promote these values by:

- Implementing restorative practice to provide a structured approach, in the form of a scaffold, which helps build and sustain relationships, and provides a focus which allows for potential growth of positive relationships to become established between people
- Providing a platform for dealing with conflict in a healthy manner using restorative approaches.
- Supporting pupils to expand their window of tolerance through trauma informed practice
- Prioritising developing communication, self-regulation and resiliency skills.
- Implementing preventative and positive behaviour management strategies to assist our pupils achieve our expected behaviours with increasing independence

3. Roles and Responsibilities:

The responsibility for the implementation of this policy rests with the partners in education i.e. the Board of Management, school management, staff, pupils and the parents/guardians of the pupils at St. Anne's School.

The school's behaviour policy states the expected behaviour of all members of the school community. These values are stated in our schools expected behaviour matrices which are built on three core values:

- Be Responsible
- Be Respectful
- Be Safe

All stakeholders in our school have a role in ensuring these values are fostered.

Responsibility of BOM:

- Provide a safe and comfortable school environment
- Ratify the code of behaviour
- Support the school management and staff in implementing the code
- Provide adequate training in areas such as CPI, Restorative Practice

Responsibility of school management:

- Promote a positive learning environment
- Ensure the code of behaviour is implemented in a fair and consistent manner
- Review the code as required along with the ISM
- Encourage staff to upskill and attend training relevant to this area

Responsibility of Teachers:

- Support and implement the school's code of positive behaviour
- Create a safe and appropriate learning environment for each pupil
- Implement positive behaviour support strategies
- Keep a record of behaviours of concern and incidents
- Devise, with class team and possible external agencies, behaviour targets and interventions to support our pupils meet the expected behaviours for the class
- Devise, where necessary, a behaviour support plan when a pupil presents with significant behaviours of concern
- Communicate with parents when necessary to report any behaviours of concern and incidents and to acknowledge achievements
- Inform the school management and parents and seek support from external agencies when behaviours of concern are increasing in frequency and/or severity

Responsibility of Special Needs Assistants:

- Support and implement the school's code of behaviour across all areas

- Support and implement behaviour strategies devised by the class teacher to support their pupils
- Communicate with class teacher promptly when behaviours of concern happen

Responsibility of Parent/Guardians:

- Support and encourage your child to develop respect for their peers and staff working with them
- Share information with the school in relation to any areas that may affect your child's behaviour
- Respond to calls and messages from the school promptly
- Attend meetings with school and external agencies when requested
- Cooperate with teachers to seek and involve support from outside agencies to ensure all avenues are explored when devising individual targets

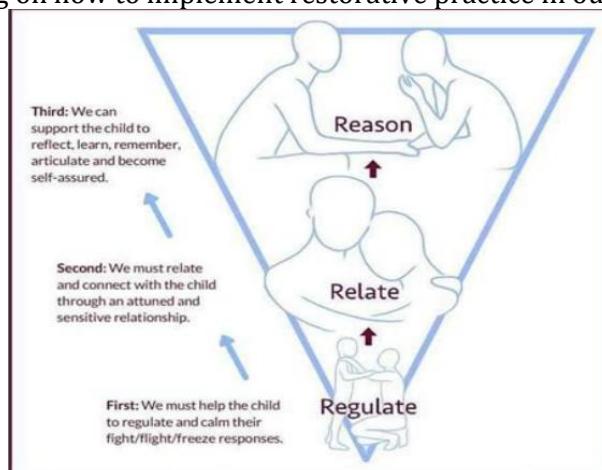
Responsibility of pupil (where appropriate):

- Participate in consultation through our pupil council
- Engage in activities and interventions

4. Proactive Implementation Strategies:

We strive to promote positive behaviour through the use of:

- **Restorative Practice:** Reason, relate, regulate. All of our staff have recently received training on how to implement restorative practice in our setting.

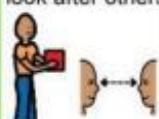
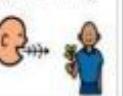
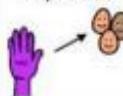
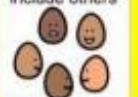
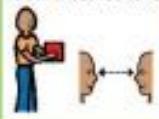
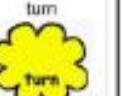


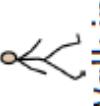
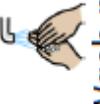
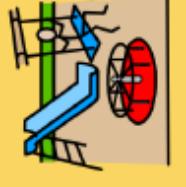
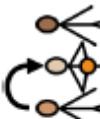
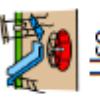
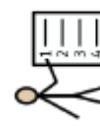
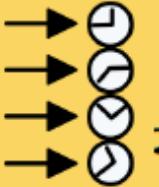
Restorative practice is based primarily on a set of core values and the explicit promotion and enhancement of particular skills such as the ability to empathise and to find solutions to specific problems. This practice allows for building trust between and with people. It provides a structured approach in the form of a scaffold, which helps build and sustain relationships, and provides a focus which allows for the potential growth of positive relationships to become established between people. It also provides a platform for dealing with conflict in a healthy manner when conflict occurs. Where appropriate, we aim to incorporate restorative circles into our classes to solve and cope with many social interactions that can cause conflict in our setting.

- **Emotional Coaching:** NEPS provided training to introduce emotional coaching practice with our staff. Emotional Coaching is a communication strategy that is simple yet a highly nuanced co-regulation approach. It is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience. Emotional coaching works with the anatomy and physiology of brains to support the development of emotional regulation.

Positive Behaviour Approach:

- Expected Behaviours Matrices were created around our core school values- Be Safe, Respectful and Responsible; the matrices identify what those values look like in action and provide common goals around expected behaviours in our school.

Learning Area	Be Safe		Be Respectful		Be Responsible	
Classroom		look after myself 	look after others 	look after property 		
	follow schedule 	wait 	turn 	speak nicely 	pack away equipment 	reduce, reuse, recycle 
	ask for help 	take a break 	help others 	personal space 	use equipment safely 	keep school building safe 
Everywhere	listen 	tell me 	include others 	make good choices 	hands and feet to self 	
Playground		look after myself 	look after others 	look after property 		
	put on coat 	play safely 	wait 	turn 	pack away equipment 	keep environment safe 
	ask for help 	take a break 	help others 	personal space 	use equipment safely 	keep school building safe 
Everywhere	listen 	tell me 	include others 	make good choices 	hands and feet to self 	

	Activities		Use equipment as instructed		Respect others we meet		Listen to instructions
	Transitions		Stay with my group		Keep voices to respectful level		Walk in the corridor
	Toilets		Flush toilet		Respect others privacy		Wash my hands after toilet
	Playground		Follow the rules		take turns		Use playground equipment safely
	Classroom		Try my best		Clean up after myself		follow instructions
	Always		Take responsibility for my equipment and belongings		Treat others the way I would like to be treated		Stay with my group
			Be Responsible		Be Respectful		Be Safe

Be Responsible	Always	Classroom	Playground	Toilets	Transitions	School Activities
	Take responsibility for all belongings and equipment Wear my uniform properly	Be prepared to always try my best Keep trying and encourage others	Play ball games in designated areas Use playground equipment properly	Go quietly Go to the toilet at break and lunch	Follow instructions Stay with my group	Use equipment as instructed Check in if I'm not sure
Be Respectful	Stay on Task	Respect and value the opinions of others Take turns to speak Listen to everybody	Include others Be considerate of the classroom space (indoor voice, neat work area)	Respect others privacy Respect the area - keep it neat and recycle	Walk in single file if others are on the corridor Keep voices to a respectful level	Sit or stay with my class Listen when others are speaking Respect others we meet
Be Safe	Follow instructions Respect everyone's rights	Tell an adult I trust if I feel or see unsafe behaviours Stay with my group Make safe choices	Use equipment safely Follow instructions	Follow the rules Play games that are safe Use equipment safely and wait my turn safely	Walk in corridors Watch out for cars and busses in carpark	Listen to and follow instructions Ask permission to use the toilet during class Stay with my group

Across the school, staff use the positive language to teach, prompt and scaffold pupils of the expected behaviours we want to see in each area.

- **Crisis Prevention Intervention Training:**

Builds an effective culture of safety within our school. CPI is a safe, non-harmful behaviour management system designed to help staff to provide the best possible Care, Welfare, Safety and Security of individuals presenting a range of crisis behaviours. CPI Crisis Development Model represents a series of recognisable behaviour levels that an individual may experience during a crisis moment and the related staff attitudes/approaches used to de-escalate distress behaviours.

- **Emotional Regulation Programmes:**

- Braincalm - All SNAs are trained in this programme which aims to help children become focused, calm and be able to self-regulate their behaviour through a course of sensory input exercises.
- Zones of Regulation is an instructional to build safe, supportive environments that foster learning and well-being for all.
- Restorative practice: Regulate, Relate, Reason
- Other evidence programmes to support individual needs: ALERT, Get Up Stand Up, Talkabout Series, Retracking, Friends for Life, Check and Connect

- **Learning Environments:**

- Visual schedules or timetables appropriate to learners used in all classes
- Sensory Space or Chill Zone available to all classes
- Organised, structured classrooms with clearly defined learning spaces
- Seating arrangements to promote collaborative learning
- TEACCH stations available to meet learners needs
- Consistent routines in place for transitions
- Flexible learning environments to suit sensory needs e.g. Wobble cushion, group and individual spaces, ear defenders available

- **Positive Behaviour Management Strategies:**

- Token Economy
- Class Rewards and incentives
- Assembly: pupil of the Week/Month
- Pupil Choice or Golden Time
- Class Buddy Systems
- Communication: Share and celebrate our pupils' achievements with their families and school community - Communication Diaries, Seesaw, Facebook and newsletter

Pastoral Care Team:

Staff will draw up a Pastoral care team for pupils who engage in frequent behaviours of concern that can pose a significant threat to themselves or others. The class teacher will keep this team regularly informed about their pupils' behaviour support plan. The team will be called (providing there is adequate time) when a pupil shows signs leading to serious behaviour of concern. The team will use de-escalation techniques to prevent further behaviour of concern (such as calming tone of voice, reminding pupils of their behaviour coping strategies, offering an alternative to following through on intended behaviour of concern etc.).

Our school aims to promote Positive Behaviour to develop their skills to communicate and socialise to their full potential and participate fully in their learning environment. At all times our aim is to be proactive and prevent or de-escalate situations as they develop. Even with utilising all of the strategies mentioned above that are appropriate to the child, we may still witness behaviours of concern. In responding to these behaviours we aim to treat each person with respect, fairness and in an individual manner accommodating their individual need, while protecting the safety and rights of all other pupils and staff.

5. Responding to Behaviours of Concern:

Our school has created 3 levels detailing behaviour of concerns that may occur before the Chairperson and/or Board of Management must be consulted. The behaviours of concerns and responses listed below are not exhaustive but refer to the vast majority of incidents. See Appendix Attached.

Level 1 Behaviours of Concern are (where applicable):

- Bad Language
- Not sharing with peers
- Not taking turns
- Not listening to others
- Expressing dislike in an inappropriate manner
- Shouting out
- Climbing furniture
- Throwing an object
- Refusal to comply with instructions
- Refusal to complete work
- Pushing others while playing
- Dropping to the ground
- Refusal to transition
- Refusal to participate in activity
- Running in unsafe area
- Pushing past people

Level 1 Behaviours of Concern will be responded to by the Class Team, led by the Class Teacher and may include some of the following responses:

- Verbal reminder
- Restorative Talk with staff member- what should I do next time
- Use of visuals- E.g. STOP, No hitting, Hands Down,
- Transitions- First then, social stories
- Planned ignoring
- Distraction
- Token/sticker not given
- 1 Minute 'Time out' (edge of playing field, supervised by staff member) during football/games
- Observe and discuss to figure out function of behaviour

Level 2 Behaviours of Concern are:

- Multiple repeated level 1 behaviours of concern
- Hurting self intentionally, non-injurious
- Purposeful name calling towards others
- Phone possession and use
- Push another pupil intentionally
- Hit/kick/spit towards staff member
- Attempt to abscond
- Frequently trying to climb fence
- Damaging furniture
- Stopping other pupils work frequently
- Intentional Soiling
- Messing in toilets
- Pushed pass and hurt a staff member or pupil
- Attempt to hit/kick/spit at another person outside of school environment

Level 2 Behaviours of concern should be responded to by the class teacher in the following manner and the school management should be notified of incident and response.

- Restorative Intervention Circle
- Phone call or email home
- Social Story
- Teaching a skill or changing environment before trying situation again
- For frequently repeated incidents- Increase support (e.g. staff, visuals, verbal reminders etc.) prior to re- engaging in similar activities
- Removed from environment until risk of harm to self or others has reduced
- Observe patterns and take data to figure out function of behaviour

Level 3 Behaviours of Concern are:

- Frequently repetitive Level 2 behaviours of concern
- Hurting another pupil or staff member
- Abscond from school
- Bite a pupil or staff member
- Serious hurt to self
- Throwing furniture at another person
- Climbing from assigned area
- Smearing
- Frequent intentional toileting
- Damaging bathroom
- Hurt or insult a member of public outside school environment
- Regular refusal to walk with a staff member posing risk to pupil

Level 3: Behaviour of Concern should be reported to school management immediately and should be responded to in the following manner in conjunction with the Class Teacher.

- Removal from activity for safety reasons and plan made for next possible occurrence
- Parents contacted by school management
- Implement restorative circle with all involved
- Prioritise finding the function of the behaviour and teaching skill needed to change behaviour.

Mobile Phones:

Our pupils are not permitted to use their mobile phone at any stage throughout the school day. If a pupil is seen with their phone, they will be reminded to put it away in their school bag. If a staff member sees their phone for a second time it is put into a locked cabinet until the end of the day. Pupils are not permitted to take or share any photos of other pupils or staff using any social channels.

Smoking /Vaping:

Pupils are not permitted to smoke or use a vape on the school premises or during any school excursions. Any breach of this should be reported directly to the school management, whom in turn will contact their parents.

6. Physical Intervention: *See Physical Intervention Policy for more detail.*

At times behaviours of concern may lead to a dangerous situation for the pupil themselves or another pupil or staff member which may deem physical intervention by staff necessary. Physical intervention is only deemed necessary when there is an immediate health and safety concern and will only be used for the shortest possible period. Our staff are trained in the Crisis Prevention Institute programme yearly and will use the interventions taught during the programme only when deemed necessary. The class teacher or in absent, the most familiar staff member will be deemed the lead of the situation deciding on the level of intervention needed. Each time staff consider using any form of physical restraint, staff must consider the question of where a pupil should be restrained or contained if they pose a danger to themselves or to others is clearly defined in the DES Circular 1999/0 Pastoral care: Guidance on the use of reasonable force or control of pupils.

"Article 4 of the 1988 Order authorises teachers to use such force as is reasonable in the circumstances or prevent the pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself): or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils whether during a teaching session or otherwise."

It must be emphasised that the vast majority of pupils' behaviours of concern in St. Anne's can be managed without any use of containment/restraint. Restraint/containment is used as a last resort, where possible using techniques taught to staff during CPI training and only according to the guidelines above.

The interventions might include holding back a pupil who runs out into traffic, preventing a pupil from self-harming, taking an implement off a pupil which may be used as a weapon, intervening between two pupils fighting or to prevent injury to another pupil or a staff member. The following principles must be considered before any use of physical restraint:

- 1. Physical intervention carries the possibility of being interpreted as an assault***
- 2. Physical intervention may carry the risk of injury to the pupil or to the adult involved***
- 3. Any consideration of the use of restraint or containment should only occur as a last resort, where no other intervention is feasible or effective***
- 4. The intention of any physical intervention must be clear.***

In short, teachers and staff should only intervene physically to restrain or contain a pupil:

- Where there is an imminent risk to the pupil or others.
- Where all other interventions have failed or are not feasible.
- With the clear intention of removing the child from danger
- With the minimum force required to ensure the pupil's safety
- When there are sufficient staff present to ensure the intervention is carried out in a safe and effective manner to achieve the desired outcome for the pupil(s)

7. Recording and reporting

- Frequency charts and ABC charts for Level 1 and Level 2 behaviours can be used to track a pattern and find out why a behaviour is occurring.
- Persistent Level 2 or any Level 3 incidents are recorded on triplicate incident report forms, and one kept in the file for each classroom, one given to management and the other copy to parents. These can be reviewed to investigate if a pattern exists at any stage.

- Other colleagues in that area, yard or shared activities are informed of serious or persistent incidents as all staff are responsible for being vigilant to prevent further incidents.
- Parents are informed and offered a constructive course of action: Parental concerns are listened to.
- Any injuries are recorded on an accident form kept in the office.
- Behaviours of concern which leave physical evidence, such as biting or open wound should be shown to a medical professional that day.
- Serious incidents resulting in significant harm may be reported to the Gardai and emergency services.

8. Writing Student Support Plans (formerly Individual Behaviour Plans)

pupils who are frequently displaying behaviours of concern that pose a threat to harm themselves or others will be prioritised for a Student Support Plan in consultation with the school management and Parents. Other responses to behaviours of concern that may be required and are not listed above; will be decided upon on an individual basis and in consultation with the Class Teacher and school management, whom in turn will inform the parents.

- Data around the function of the behaviour and pupil's current feelings towards school will be gathered.
- Objectives are identified and learning targets are devised appropriate to pupil's strengths and needs
- All parties working with the pupil - staff, parents and external services involved are informed.

9. Responses used by the school management and B.O.M.:

- Suspension: Serious behaviour or dangerous actions may lead to suspension. The school management may impose a suspension for up to three days. With the permission of the Chairperson of the Board of Management, the school management may suspend a pupil for up to five days. See guidelines below.
- Reduced school day – if it is deemed necessary that a pupil needs to go on a reduced school day then the child's parents/guardians are responsible for collecting him/her from school at the appointed time. Any child on a reduced school day needs to be reported to the TUSLA Education Support Service (TESS)

Sanction of the Board of Management:

- Expulsion. – see guidelines below.

10. Managing serious or persistent problems.

Responses make the distinction between minor and more serious misbehaviour. Parents are informed from the onset of instances of serious misbehaviour.

Teachers will keep a written record of all incidents of serious behaviours of concern as well as a record of improvements in pupils behaviour.

- We accept that the behaviour is the concern and not the pupil.
- The behaviour of pupils giving cause for concern will be assessed.
- An individual behaviour plan will be drawn up with pupils and parents.

- Parents will be informed of progress.

Serious incidents:

The most serious form of behaviour of concern is assault, on a teacher, staff member or another pupil. The guidance by the INTO leaflet 'Assaults on Teachers' should be followed in the case of an assault by a pupil.

Where there are repeated instances of serious behaviour of concern on other pupils or staff, the Chairperson of the Board of management will be informed. Following an investigation, the parents will be requested in writing to attend the school to meet the Chairperson/ and the school management. In accordance with the Withholding of Information Act 2012, the school are obliged to inform the Gardai of any serious assault on a pupil or staff member. A record of the report will be kept on school file and will be reported to the Health and Safety Authority for staff assaults.

Pupils who display repeated serious behaviours of concern will be referred with the consent of the parents to other agencies (EWO- TESS) to assess the pupil's social and emotional needs and to determine how these needs can be best met.

If parents do not give an undertaking that the pupil will behave in an acceptable manner in the future, or if the school management is concerned that the pupil's continued presence in the school at this time constitutes a threat to safety, the pupil may have to be suspended for a temporary period.

In line with TESS Guidelines, the school management is authorised to exclude a pupil for a maximum initial period of three days, for being continuously disruptive or for a serious breach of discipline. The Chairperson may approve a suspension of five days. In exceptional circumstances the school management may consider that a period of suspension longer than three days is needed in order to achieve a particular objective. In this instance, the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

Suspension will be in accordance with the terms of Rule 130(5) of the Rules for National Schools and will follow the guidelines as laid out by the TESS as set out below:

Guidelines with regard to suspension: **(As per INTO/DE/TESS guidelines recommendations)**

- The Principles of natural and constitutional justice must apply. The Board of Management will ensure that fair procedures are applied in school to any investigation and decision making process.
- Parents/guardians should be invited to discuss serious incidents of misbehaviour, and their co-operation enlisted.
- Where possible, prior to suspension, a full review of the case should be undertaken.
- In the event of a single incident of gross misbehaviour a pupil may be suspended immediately.
- Communication with the parents/guardians should be in writing and a copy retained.
- A written statement of the terms of the suspension should be given.
- The period of suspension will not exceed three days, except in exceptional circumstances where the school management considers that a period of suspension longer than three days is needed in order to achieve a particular objective. The Board of Management may wish to authorise the school management, 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, subject to the guidance concerning such suspensions.

- For suspensions of six or more days the Educational Welfare Officer, EWO, will be notified, in order to make “reasonable efforts to ensure that provision is made for the continued education of the child”
- Parents should be informed of their right to appeal in accordance with Circular 22/02
- In exceptional cases it may be necessary to suspend a pupil for more than twenty days. In such cases, parents will be informed of their right to appeal under section 29 of the Education Act 1998, and the EWO will be informed and involved in the case.
- When suspension ends the pupil should be readmitted formally by the school management
- A Student Support Plan, if necessary, should be organised for the pupil when re-admitted. Appropriate behaviour is expected on return, and the pupil is reintegrated with a ‘clean slate’.

The discussion to suspend/exclude is only taken when a range of alternative strategies has been tried and failed or the pupil is a potential serious threat to others, him/herself.

Expulsion:

Expulsion may be considered in an extreme case in accordance with Rule 130(6) and only after

1. All other sanctions have been invoked.
2. The EWO have been put on notice of the intention to expel.
3. The decision is afforded to pupil and parents/guardians.
4. Due process is afforded to pupil and parents/guardians.
5. A fair and impartial hearing is given to parents/guardians by the Board of Management
6. The Board considers carefully the position of the parents/guardians and note any assurances provided to comply with the Code of behaviour
7. The Board states reasons for expulsion
8. Communication in relation to expulsion should be in writing and sent by registered post where possible.

Every effort will be made to have an emotionally disturbed pupil referred for Psychological/Psychiatric assessment without delay. Help will also be sought from support services within the wider community e.g. Community Care services provided by the HSE.

11. Parent Guidelines

Admitting parents/visitors to the school.

Meeting with parents is actively encouraged at St. Anne's. Meetings should be pre-arranged by phoning the teacher/school secretary. The school facilitates a wide range of communication including diaries, online communication, which are all detailed in the school communications policy.

In urgent cases where pre - arrangement of appointment is not possible parents should in the first instance report to the school secretary/school management. Care should be taken to ensure that parent/teacher meetings are not held during teaching time or within hearing of other pupils or parents.

Verbal or physical abuse by parents will be dealt with by the DES Circular 40/97. In the event of any emergency situation arising which threatens the order of the school and the safety of pupils and staff, the school will contact the local Garda to assist.

12. Application of policy

This Code of Positive Behaviour must be upheld by all pupils, families and staff on all occasions relating to school – this includes school outings and sporting events, extra-curricular activities and school transport.

Policy integration

Other related policies: Child Safe-Guarding Statement, Bí Cineálta Policy, Physical Intervention Policy, Health and Safety Policy, Dignity at Work Policy, Communication Policy

Conclusion:

Every effort is made by all members of staff to adopt a positive approach to behaviour in the school. St. Anne's places a greater emphasis on teaching the skills for pupils to meet our expected behaviours rather than focusing on the consequences and aftermath. The Board of management has a duty to ensure that the school is a safe and healthy workplace for all pupils and staff. When managing behaviours of concern, we must remember all pupils are entitled to an education free from frequent disruptions in a safe, secure environment, ensuring that all pupils concerned are considered in a fair and balanced manner.

All parents and guardians are encouraged to co-operate with staff and management by encouraging their children to meet our expected behaviours and by visiting the school when requested by the school management or Class Teachers.

This Policy will be reviewed every two years.

Date of ratification of Board of Management: 09/10/2025

Signed: 
Chairperson, Board of Management

Date for review: October 2026

Parent's/Guardian's signature: _____

Pupil's Signature: _____

Date: _____

St. Anne's Behaviour Response Chart

For senior side the Level 2 intervention is to inform the Base Class Teacher and they must contact the parent.
For incidents on yard the teacher on duty must record incidents and inform class teacher; class teacher informs parent.

	<u>Level 1</u> Teacher Intervention	<u>Level 2</u> Class Teacher must intervene and inform the parent. Email Principal/Deputy to inform.	<u>Level 3</u> Speak to Principal / Deputy Principal
Anywhere	Bad language Not sharing with peer Not taking turns Climbing furniture Refusal to comply with instructions	Multiple Repeated Level 1 Behaviours Purposeful Name calling towards others Phone possession and use Push another student Hit/ Kick/ Spit towards staff member Attempt to abscond	Repeated misbehaviours level 2 Hurting another student or a staff member. Abscond from school Bite a student/staff
Classroom	Refusal to complete work Throwing an object Not listening to others Shouting out	Throwing or damaging furniture Stopping other students work frequently	Breaking or throwing furniture at other pupil or staff
Playground	Pushing other students while playing	Frequently trying to climb over fence	Climbing out of assigned area
Toileting	Refusing to wash hands Refusal to go to the toilet regular intervals	Intentional soiling Messing in toilets	Smearing Frequent intentional toileting Damaging bathroom -flooding, tap broken)
Transitions	Drop to the ground Refusal Running Pushing past people	Repetitive Level 1 Pushed past and hurt a staff member or pupil	Repetitive Level 2
School Activities + Social	Refusing to participate and listen/wait Refusal to walk with group Expressing dislike in an inappropriate manner	Attempt to hit/kick/spit at another person at event	Hurt another person at event Trying to abscond Regular refusal to walk with/beside an adult Member of public insulted/hurt