

Code of Behaviour, Gorey Educate Together NS.

Ratified by the Board of Management, 22nd September 2026

Code of Behaviour 2026, one-page overview & executive summary, (with the aid of Notebook.)

The **Code of Behaviour** for Gorey Educate Together National School outlines a comprehensive framework designed to maintain a **safe, inclusive, and child-centred** learning environment. This policy emphasizes **positive reinforcement** and the building of respectful relationships, utilizing tools like **Class Charters**, **Orange Cards** for rewards, and various social-emotional learning programs. It details a structured response to misbehaviour through a **tiered system of sanctions**, ranging from minor interventions to formal disciplinary actions like **suspension or expulsion**. A central feature of the school's approach is the **Reflection Room**, which employs **restorative practice** to help students take responsibility for their actions and repair relationships. Furthermore, the document defines the specific **rights and responsibilities** of all stakeholders, including staff, parents, and pupils, to ensure a collaborative and democratic school culture. Specialized supports and **behaviour plans** are also included to accommodate children with additional needs, ensuring the policy remains equitable and **trauma aware**.

Executive Summary

The Gorey Educate Together National School (GETNS) Code of Behaviour, ratified in September 2026, establishes a framework for a safe, respectful, and inclusive learning environment. Aligned with the Educate Together Charter, the policy prioritizes a "relationship-based" and "trauma-aware" approach, moving beyond traditional discipline to focus on emotional regulation and restorative practices.

Critical Takeaways:

- **Ethos-Driven:** The policy is rooted in being equality-based, child-centred, co-educational, and democratically run.
- **Proactive Focus:** The school utilizes a "Whole School Approach" that emphasizes positive reinforcement (e.g., the Orange Card system and Class Charters) over sanctions.
- **Restorative and Regulation-First:** The school incorporates the NCSE 'Relate' programme and 'Zones of Regulation' to help pupils manage emotions and resolve conflicts through the "Stop, Ask, Listen, Talk" (SALT) method.
- **Structured Sanctions:** Inappropriate behaviour is managed through a tiered system, including the Blue Card system, Reflection Room (restorative-focused), and formal suspension/expulsion protocols in compliance with the Education (Welfare) Act 2000.
- **Collaborative Governance:** Responsibilities are clearly delineated between the Board of Management (BOM), staff, parents, and pupils to ensure a harmonious environment.

Gorey Educate Together National School is committed to the Educate Together Charter.

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1. Introductory Statement

Gorey Educate Together National School (GETNS) is a co-educational, vertical primary school with an enrolment of 372 children (in June 2026). The school has sixteen mainstream classes and three autism classes.

The development of this Code of Behaviour has been a collaborative process involving staff, pupils, and parents since its initial formulation in 2005–2006. It was amended by the Board of Management in 2010–2011, with systems and procedures further refined by the school community in 2015–2016. The Code was formally adopted as school policy in May 2016.

Following a comprehensive review in February 2026, involving pupils, parents, staff, and the wider school community, this revised Code of Behaviour was updated to reflect the collective voice and shared commitment of our school to fostering a safe, respectful, and inclusive learning environment.

This Code was adopted as school policy by the Board of Management in September 2026.

Ethos and Principles

Aligned with the Educate Together Charter, our Code of Behaviour fosters an inclusive, democratic, and child-centred environment. We aim to balance the individual needs of every child with the right of the entire school community to a safe, effective learning space.

In keeping with the ethos of Educate Together, our school is committed to fostering a safe, inclusive, respectful and supportive environment where every child feels valued and heard. We actively support and work towards the principles of the NCSE 'Relate' programme, promoting positive relationships, emotional wellbeing, respect, empathy and a strong sense of belonging throughout the school community. We are also committed to developing as a trauma-aware school and recognise the impact that adverse experiences can have on children's emotional regulation, behaviour, relationships and learning. Through nurturing, consistent and relationship-based approaches, we aim to support all pupils in feeling safe, connected and ready to learn, while maintaining high expectations for behaviour and respect within our school community.

Empowerment and Well-Being

By recognising each student's developmental stage, this policy empowers pupils to take an active, responsible role in shaping high standards of behaviour. This policy promotes a safe, positive environment for all, ensuring that the well-being of both pupils and staff is equally prioritised.

Scope of the Policy

The Code of Behaviour applies to all school-related activities, including:

- Daily school and yard time.
- School trips and excursions, including travelling to and from these activities.
- After-school clubs and any activities representing the school.

This Code of Behaviour takes account of all current policies of Gorey Educate Together NS, as well as other future policies as they become ratified. These include policies such as the Child Safeguarding Policy, Bí Cineálta Policy to Prevent and Address Bullying Behaviour, Additional Educational Needs Policy and Sensory and Regulation Policy.

The Gorey Educate Together NS Code of Behaviour is the set of practices and procedures that together form our school's plan for helping pupils to behave well and learn well. The Code of Behaviour helps the school community to promote the school's unique ethos as well as relationships, policies, procedures and practices that encourage good behaviour and minimise unacceptable behaviour.

The Code of Behaviour helps teachers, other members of staff, pupils and parents/guardians to work together for a happy, effective and safe school. Our code expresses the vision, mission and values of Gorey Educate Together NS and our patron body – Educate Together. It translates the expectations of staff, parents/guardians and pupils into practical arrangements that will help to ensure continuity of instruction to all pupils. It helps to foster

an orderly, harmonious school where high standards of behaviour are expected and supported. Good manners, courtesy and respect are central to school life in Gorey Educate Together NS and are actively encouraged at all times.

The Code of Behaviour enables school authorities (staff and BoM) to strike an appropriate balance between their duty to maintain an effective learning environment for all and their responsibility to pupils whose behaviour presents a challenge to the teaching and learning process. Maintaining a harmonious environment can present a challenge to schools given many competing needs, time pressures and varying capacities or readiness to learn. A Code of Behaviour that has the support of the school community can go a long way to helping schools meet this challenge successfully.

The Gorey Educate Together school community is one where pupils, staff and parents/guardians strive to coexist in an atmosphere of mutual respect and safety. The aim of the Code of Behaviour is to promote positive behaviour using a whole school approach.

2. Rationale

This policy is guided by the founding principles of Educate Together - Equality based; Child-centred, Co-educational and Democratically Run.

The Code is prepared in line with Section 23 of the Education Act 1998, which requires schools to publish a Code of Behaviour consistent with the school's characteristic spirit and the rights of students and parents. It also complies with the provisions of the Education (Welfare) Act 2000, including Sections 23 and 24 relating to the preparation of a Code of Behaviour and procedures for suspension and expulsion. The policy is informed by the guidelines issued by Tusla – Child and Family Agency, *Developing a Code of Behaviour: Guidelines for Schools (2008)*, which provide the national framework for school discipline.

This policy takes account of current Department of Education circulars and national guidance, including Bí Cineálta (2024) and *Understanding Behaviours of Concern* (Circular 0081/2024). It also reflects guidance from the National Council for Special Education (NCSE) and the National Educational Psychological Service (NEPS), particularly in relation to the Continuum of Support and the promotion of positive, preventative approaches to behaviour.

Relationship to Characteristics of the School

Gorey Educate Together NS affirms that children of all social, cultural and religious backgrounds have a right to an education that respects their individual identity. The aim of the Code of Behaviour is to ensure that individuality is respected and that individual differences are celebrated, acknowledging the right of each child to an environment in which they can learn safely and grow.

The entire school community has a part to play in contributing to this environment. The strength of this community, together with a high level of cooperation between staff, parents/guardians and children, will ensure a high standard of positive and respectful behaviour.

In Gorey Educate Together NS, we recognise that every member of the school community—staff, parents/guardians and pupils—has the right to be treated with respect and consideration. Accordingly, staff will adopt a positive and proactive approach to supporting good behaviour throughout the school. Positive techniques of motivation and encouragement will be utilised by staff, placing greater emphasis on rewards rather than sanctions. School rules have been created to ensure the health, safety, and welfare of all members of Gorey Educate Together NS.

3. Aims of the Code of Behaviour

The aims of the Code of Behaviour 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 mutual respect, acceptance, open-mindedness and consideration for others
- To promote positive behaviour and self-discipline, recognising 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 encourage their co-operation with its implementation
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.
- To create an environment where all pupils and staff can reach their creative and intellectual potential without disruption
- To help pupils to acquire and develop moral and ethical values and a respect for the beliefs and values of others
- To promote equality for all members of the school community, to prevent discrimination and allow for appropriate accommodation of difference.
- To have a framework in place to ensure that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.

4. Guidelines for Behaviour in the School

The Education Welfare Act, Section 23, states that the Code of Behaviour shall specify "the standards of behaviour that shall be observed by each pupil attending the school".

The school's expected standards of behaviour express the kinds of behaviours and relationships that will create a positive environment for teaching and learning. Central to this is the expectation that all members of the school community behave in ways that show respect for others and that they have an understanding of their rights and responsibilities in relation to the Code of Behaviour as outlined in Section 6.

Standards of behaviour in the school will reflect positive values including:

- Each pupil is expected to be well behaved and to show respect for self and others, and to show kindness and willingness to help others.
- Each pupil is expected to show respect for the property of the school, other people's property, and their own belongings.

- Each pupil is expected to attend school regularly and punctually.
- Each pupil is expected to do their best both in school and for homework.
- Each pupil is expected to show a readiness to use respectful ways of resolving difficulties and conflict and to show and practice understanding and forgiveness.

Due regard will be given to the age and range of abilities of the child/children in implementing the Code of Behaviour.

5. Implementing and Communicating the Code

The code will be communicated to the school community in a variety of ways including:

- school website.
- school newsletters.
- staff meetings.

The Code of Behaviour will be communicated to the children by means of:

- explicit teaching of the Code including the Whole School Charter, Class Charter and the Responsibilities of the children
- regular reflection, revision and discussion of the Whole School Charter, Class Charters and safety standards.
- the school ethos and the Learn Together programme.
- regular and informal encouragement and reinforcement.
- modelling by the teachers and staff.
- assemblies.

6. A Whole School Approach to Promoting Positive Behaviour

A Whole School Approach to Promoting Positive Behaviour to include: Rights and Responsibilities of staff, Board of Management, parents and pupils -

In Gorey Educate Together NS we recognise that positive school ethos is based on the quality of relationships between staff and the ways in which pupils, staff and parents/guardians treat each other.

This positive ethos permeates all the activities of the school and helps in forming a strong sense of social cohesion within the school. We recognise the importance of taking a whole school approach to the promotion of positive behaviour and have put the following measures in place, to ensure that a whole school approach will be taken.

Staff

Teachers and other staff members have played an important role in the drafting, review and updating of the code. They brought to this work their professional expertise in understanding the links between behaviour and learning; their experience of what works to help pupils to behave well; and their knowledge of the school and of the school community. Gorey Educate Together NS will ensure that:

- We will provide opportunities for staff to deepen their understanding of the factors that affect behaviour and that help pupils to change behaviour.
- New staff are made aware of this policy, and the policy will be included in their 'Policy Folder' which will be shared electronically at the beginning of each school year. A policy overview will be included on the agenda for the Croke Park day prior to the beginning of each academic year.
- All staff have been consulted on and have agreed on the Code of Behaviour.
- Staff at Gorey Educate Together NS are aware that some pupils come to school with special educational needs. While all pupils in the school are subject to the school's Code of Behaviour, staff will also take into consideration individual and complex behaviours arising from Special Educational Needs. Where a pupil with special needs is in breach of the school's Code of Behaviour, the teachers will use their professional judgment in relation to the regularity and level of sanctions. Parents/guardians of these pupils will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the pupil to improve their behaviour. Behavioural targets and specific strategies may be included as part of a Student Support Plan (See Appendix 2). The devising of such strategies may also entail contacting and meeting with relevant out of school agencies.
- Staff will also use the curriculum to support the Code of Behaviour and to help pupils develop communication skills, appropriate ways of interacting and behaving, encourage forgiveness, develop resilience, and promote conflict resolution skills. The school's Learn Together programme and Social Personal and Health Education curriculum is used to develop these skills and to foster self-esteem and to help children accommodate differences and develop citizenship. Parents/guardians of newly enrolled children are informed about the curriculum and their role in supporting it through a range of

channels, including new parent meetings, parent–teacher meetings, curriculum meetings, progress meetings, and the school website.

- Relevant policies and resources are available to all staff and new staff will be informed of and supported in their implementation of these curricular areas.
- A range of activities is used to develop these skills in children e.g. Circle Time, Learn Together Lessons, Wellbeing Specification lessons, Assemblies, Lessons on Relevant topics which may include stories and discussions.

Rights of Staff	Responsibilities of Staff
Staff have the right to: • be treated with respect and to be valued as professionals. • educate in a safe environment. • full and open communication with parents • expect backup, support and co-operation from members of staff and parents • access relevant information about pupils and their family context, and to engage with parents/guardians when necessary to support the pupil • voice concerns about the pupil's safety, behaviour and academic progress • confidentiality • be listened to • appeal to a higher authority, e.g. Board of Management, Department of Education & Skills, union.	Staff are responsible for: • the pupils in their care creating and contributing to a positive atmosphere/ environment for learning. • promoting a culture and practice of equality • being prepared for work. • giving attention to all pupils in their care • communicating with parents about all aspects concerning their child's learning and behaviour (teachers) • minimising opportunities for disruption • assigning, checking and correcting homework in accordance with the Homework Policy (teachers) • educating pupils in relation to: - o standards and expectation of behaviour - o pupils' responsibilities (see below) - o School and Class Charters - o the school's Code of Behaviour • their own self-care: i.e. being able to identify when they are heightened and asking for help from another member of staff to manage the situation at hand. • confidentiality in relation to pupil and family information.

Board of Management

The Board of Management has the overall responsibility for ensuring the school has a Code of Behaviour. The Board of Management of Gorey Educate Together NS has responsibility for promoting and maintaining the ethos of the school, as well as having overall responsibility for school policies. The Board will play an active role in exploring the kinds of relationships and behaviours that will reflect the school's ethos and responsibilities. The Board of Management of Gorey Educate Together NS has an important role to play in the maintenance of acceptable standards of behaviour in the school. It will be supportive of the Principal and staff in the application of a fair Code of Behaviour and sanctions used, which are part of a plan to encourage positive behaviour and to help pupils understand the consequences of their behaviour and to take responsibility for changing that behaviour.

Rights of Board of Management	Responsibilities of Board of Management
The Board of Management has the right to: • be respected in its role as the body responsible for the governance of the school in line with the ethos of Educate Together • manage the school in accordance with relevant legislation and guidance from the Department of Education • receive accurate, timely and relevant information to support effective and accountable decision-making • be supported by the school community in upholding a culture of Respect, Equality and Accountability • ensure that the Code of Behaviour and all related policies are implemented consistently and fairly • access advice, training and support from appropriate bodies, including the patron and the Department of Education	The Board of Management is responsible for: • ensuring a safe, inclusive and equitable school environment • developing, approving and regularly reviewing the Code of Behaviour in line with current guidance from the Department of Education • promoting a whole-school culture of listening, where the voices of pupils, staff and parents are valued and inform decision-making • upholding accountability by ensuring fair procedures, transparency and consistency in all matters relating to behaviour • supporting the Principal and staff in embedding positive, teaching-led approaches to behaviour • ensuring that appropriate supports and interventions are in place for all pupils, including those with additional or complex needs • fostering effective communication and partnership with parents/guardians • maintaining confidentiality and acting with integrity in all matters • addressing complaints and appeals in a fair, timely and transparent manner

• be consulted on matters relating to school policy, wellbeing and safety	• monitoring, evaluating and reporting on the implementation and effectiveness of the Code of Behaviour
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Parents/Guardians

The Code of Behaviour works best when parents/guardians have meaningful ways of contributing to the development of the code. Gorey Educate Together NS recognises that, in line with our school ethos, parents work in partnership with staff to meet legitimate expectations about positive behaviour and discipline. Parental involvement in the development of the code will allow the school to draw on their expectations, insights and experience. It will also help to underline their responsibilities for their children's behaviour.

The adults in the school have a responsibility to model the school's standards of behaviour in their dealings with both pupils and each other. The ways in which parents/guardians and teachers interact will provide pupils with a model of good working relationships. This is a critical part of school ethos and delivering our Code of Behaviour.

Rights of Parents	Responsibilities of Parents
Parents have the right to: • respect, understanding and confidentiality. • effective communication with and access to relevant staff, including updates on pupil progress, being listened to, and early consultation on disciplinary matters. • appeal to a higher authority, e.g. Board of Management, Department of Education & Skills • have access to the Code of Behaviour of the school.	Parents are responsible for: • treating all members of the school community with respect, understanding and confidentiality • be aware of and support the implementation Code of Behaviour providing guidance and positive role models to pupils • promoting positive behaviour in school. • ensuring maximum attendance and punctuality of their child • ensuring pupils come to school with relevant materials, adequate rest and nourishment. • communicating to the school/teacher any problems which might affect the pupil's learning.

	• making an appointment when wishing to meet with a staff member • respecting school property and encouraging their children to do the same. • ensuring pupils comply with all school policies and protocols
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Pupils

Pupils are more likely to support a Code of Behaviour when they have helped to develop it. All pupils are actively involved in the development and implementation of the Code of Behaviour. Classes are consulted during future reviews of the policy in an age-appropriate way, ensuring pupil voice is central. Each September, pupils collaborate to create a Class Charter that reflects the school's Code of Behaviour. Pupils also participate in assemblies and activities that reinforce these values. In addition, the Student Council promotes a sense of ownership among pupils and provides opportunities to support and monitor the implementation of the Code.

Rights of Pupils	Responsibilities of Pupils
Pupils have the right to: • 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 heard and to express their views. The school will ensure that this occurs at appropriate times and in ways that do not interfere with the teaching and learning environment. • express their emotions, doubts and beliefs • be free from all forms of abuse, whether physical, emotional, mental or sexual.	Pupils are responsible for: • knowing and complying with school and class rules. • their behaviour in class and on the school premises. • asking for help when they need it. • their class work and homework. • 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 Behaviour at all times including when representing the school and on school outings.

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| <ul style="list-style-type: none"> • receive information about topics and concerns affecting their lives including information on the Code of Behaviour. | |
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7. Positive Strategies for Promoting Good Behaviour
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The most effective methodology that teachers develop in attempting to manage behaviours of concern is to prevent it occurring in the first place. In Gorey Educate Together NS, we believe that promoting good behaviour is the main goal of our Code of Behaviour. Therefore, the school community is committed to actively promoting a happy atmosphere and positive school environment. This includes practices and strategies to affirm and encourage positive behaviour.

Day-to-day excellence of classroom teaching and school management will enable most pupils to behave in ways that support their own learning and development. Teachers and other school staff also need a range of strategies for promoting and encouraging good behaviour at class and school level.

The following are the main steps that will be taken to promote a school environment that is safe, effective, positive and respectful:

Class Charters

At the beginning of every school year, the class teachers will guide the children through the formation of Class Charters. This process will enable the children to learn that they and the children and adults around them have rights and responsibilities. The teachers will actively encourage each child in the class to contribute to their Class Charter. The language used in class charters will be age appropriate. Each charter will state in positive terms the behaviour that is expected in the classrooms, the playground and the school environment.

Class Charter from Rebecca's Junior Infant Class



Class Charter from Rachel's Fourth Class



The standards outlined in each Class Charter are taught explicitly in every class at the beginning of the year and revisited frequently throughout the year, highlighting the behaviours expected in our school. The charters will be displayed in each classroom. Older children may be asked to gather ideas for charters as part of their homework, and they will share the finished Class Charter with their parents. Parents of infant children should make themselves familiar with the Charter during visits to the child's classroom. Completed Class Charters will be shared with parents/guardians towards the end of September each year via Class Dojo and the school newsletter.

Whole School Charter

During 2016 the children on our School Council worked with the Principal in identifying priorities for the school community. Questionnaires were used in some classrooms, and the results of a parental survey on Social, Personal and Health Education at our school were also referred to. The need to convert knowledge and words into everyday actions was also discussed: Action without vision is only passing time, vision without action is merely daydreaming, but vision with action can change the world – Nelson Mandela.

The resulting Whole-School Charter is as follows:

Gorey Educate Together NS – Vision with Action:

‘A safe place.’

‘Friendship and happiness!’

‘Respect for everyone.’

‘Our best teaching and learning!’

‘A bully-free school.’

This whole-school charter will be promoted through school activities and publications. It will offer guidance to the school community as we engage in the development of Class Charters and other undertakings.

In April 2026, the members of the Student Council revisited the school’s original charter as part of an ongoing review of our Code of Behaviour. Following thoughtful discussion, they agreed that it continues to represent an excellent set of values on which to base individual class charters. This reaffirmation reflects the enduring relevance of the charter and the pupils’ shared commitment to upholding these values throughout the school.

Building Positive Relationships

In Gorey Educate Together NS, staff recognise that positive, respectful relationships are central to effective teaching, learning and behaviour. Staff make it a priority to build and maintain strong, trusting relationships with pupils, based on care, consistency and mutual respect. Every effort is made to ensure that children feel valued, listened to and supported in school life. Through daily interactions, restorative approaches and a warm, inclusive classroom environment, staff actively promote positive behaviour and model respectful communication. By investing in relationships and maintaining high expectations in a supportive manner, staff aim to create a safe and nurturing school climate in which good behaviour can flourish.

Entering the school building

Each morning, a number of staff members are present at the various school entrances to warmly welcome pupils as they arrive. Children are greeted by name where possible, helping to foster a sense of belonging, connection and care within the school community. Staff take the opportunity to offer encouragement and positive interaction, supporting pupils to begin their school day in a calm and confident manner. Where needed, additional support is provided discreetly and sensitively to any pupil who may be experiencing difficulty. This daily practice helps to set a positive tone for the day ahead and reinforces the

school's commitment to building strong relationships and promoting positive behaviour from the outset.

Breakfast Club, Morning Meet, Soft Start

Our Breakfast Club provides an additional layer of care and support for some pupils who benefit from a "soft start" to the school day. It offers a calm, welcoming environment where children can ease into their morning, enjoy breakfast and engage in informal conversation with staff and peers. This setting also allows for a gentle check-in, helping staff to identify and respond to any emotional or practical needs a child may have at the start of the day. By providing this supportive routine, the Breakfast Club helps pupils to feel settled, secure and ready to engage positively with their learning and the school day ahead.

Teachers will use their professional judgement in determining when a soft start to the school day would be beneficial for the whole class, small groups or individual pupils. This may be used, where appropriate, to support pupils' emotional regulation, wellbeing, readiness to learn and positive engagement at the beginning of the school day.

Restorative Practices

Restorative approaches are an integral part of our whole-school strategy to promote positive behaviour. These approaches can be proactive, providing pupils with opportunities to develop empathy, problem-solving, and communication skills, which strengthen relationships and help prevent conflict. Examples of proactive restorative practices include classroom circles, collaborative problem-solving activities, and structured reflection exercises, all of which foster a sense of community, mutual respect, and shared responsibility within the school.

Regulation Breaks

Staff plan for regular regulation breaks throughout the school day in all classes, such as brain breaks and activities like Go Noodle, to support pupils' focus, wellbeing and engagement in learning. This reflects a Regulation First approach in line with Relate principles, recognising that pupils are best supported to learn and behave positively when their emotional and sensory needs are met. Where the need arises, teachers also provide access to regulation activities within or just outside the classroom, which pupils may choose to use as required to help them self-regulate. For some children, Special Needs Assistants (SNAs) facilitate additional regulation breaks in a range of designated spaces around the school, including the Sensory Room, Activity Room, Zen Den, PE Hall or outdoors, weather permitting, (see school policy Sensory and Regulation Breaks). The school recognises that access to appropriate regulation supports significantly enhances pupils' ability to make positive choices and to follow both the class and school charter.

Courtesies

As part of our whole-school approach to behaviour, all members of the school community are encouraged to demonstrate courtesy and respect in their interactions with others. This includes using polite language such as "please" and "thank you" (including *Más é do thoil é* and *Go raibh maith agat*), and offering appropriate greetings such as "hello", "good morning" (*Dia duit*), and "goodbye" (*Slán*). Pupils are encouraged to say, "excuse me" (*Gabh mo leithscéal*) and to wait appropriately for attention, unless a situation is urgent (for

example, needing to use the bathroom or if someone is injured), in which case this should be clearly indicated by saying “Excuse me – it’s urgent!”

Pupils are also expected to engage respectfully with reasonable requests from staff; however, they are supported and encouraged to express their views, ask questions, or seek clarification where needed. If a pupil feels unsure or believes a situation is unfair, they are encouraged to speak with a staff member or parent at an appropriate time to discuss their concerns.

Orange Cards and ‘Class of the Week’

Orange cards (See Appendix 1) will be issued to individual pupils and to groups of children/classes as a whole by teachers and SNAs upon instances of positive behaviour. The cards will be issued to the pupils themselves or passed to their class teachers. Class teachers paste the orange cards on the door of the classrooms. On Fridays, orange cards are tallied to determine ‘classes of the week’. One junior class and one senior class are nominated.)

Assemblies

Junior and Senior Assemblies will take place on Fridays. The principal and teachers will at times plan assemblies that promote the aims of the Code of Behaviour. The children will be enabled to communicate the ideas in their Class Charters or new ideas on how to maintain positive school relationships during such assemblies.

Programmes/Lessons

Particular programmes and lessons taught in the school will enable the children to develop values, social skills, attitudes and empathy. They include:

- The Learn Together Programme (lessons: Feelings; Co-operation; Honesty; Discrimination; Collective Responsibility; Wants, Needs and Rights; etc.)
- The Walk Tall Programme (lessons: Making choices, Standing up for Myself, Valuing Myself and Others)
- Circle Time (lessons: Friendship, Co-operation, Solving problems, etc.)
- The Stay Safe Programme: (lessons: Feeling Safe and Unsafe, Bullying, Secrets and Telling, etc.)
- The SALT Programme (used for conflict resolution) “Stop, Ask, Listen, Talk.”
- Elements of the Play Works Programme (RoShamBo for conflict resolution, etc.)
- Friends for Life (4th class) and My Friends Youth (6th Class) Teaches pupils emotional awareness, helping them recognize their feelings and respond appropriately instead of acting out. Develops problem-solving and coping strategies, reducing reactive or disruptive behaviours. Encourages empathy and cooperation through group activities, role-play, and discussions, which foster positive interactions. Reinforces self-regulation and goal setting, helping pupils take responsibility for their actions.
- Zippy’s Friends - taught in Junior and Senior Infant classes - a social-emotional learning programme used in our school to support positive behaviour. Through age-appropriate activities, pupils develop skills in emotional awareness, problem-solving, communication, and cooperation. The programme helps pupils understand and manage their feelings, build resilience, and interact respectfully with others. By fostering empathy, self-regulation, and social responsibility, Zippy’s Friends

contributes to a positive classroom climate and encourages pupils to make responsible choices in their behaviour.

- **Zones of Regulation** - a framework used throughout the school to support positive behaviour by helping pupils recognise and manage their emotions. Pupils learn to identify their emotional state, understand how it affects their behaviour, and use strategies to self-regulate effectively. By developing skills in emotional awareness, self-control, and problem-solving, the programme fosters a calm, focused, and respectful learning environment. The Zones of Regulation encourages pupils to take responsibility for their actions and make positive choices in their interactions with others.
- **Growth Mindset** - The school promotes a growth mindset to support positive behaviour and learning. Pupils are encouraged to view challenges as opportunities, embrace effort, and learn from mistakes. By fostering resilience, perseverance, and a willingness to take responsibility for their actions, the growth mindset helps pupils develop positive attitudes, make constructive choices, and engage respectfully and confidently with others. Growth Mindset is included in Class Charters at the beginning of each year and referred to throughout the year.
- **Golden Time**: As a privilege, many classes may have 'Golden Time' (similar to a free-choice time) for 30 minutes each week. A child may lose five minutes or more of Golden Time for misbehaviour in class/playground, but his/her time can be earned back through positive behaviour.

Encouragement and Praise

The staff will use encouragement and praise routinely. Praise will be specific and meaningful, so that pupils understand exactly what behaviour or effort is being recognised and encouraged. Praise may take many forms, including: positive oral or written comments, stickers and ink stamps on written work, good news scrapbooks, orange cards, etc. Some teachers may also use incentive schemes such as Class Dojo, to affirm desirable behaviour, resulting in rewards such as: extra computer time (or other special activity), lunch-time music, no homework on an agreed night, class treat, etc. The teachers will monitor the outcomes of such schemes, in order to evaluate their effectiveness. In giving praise, staff will be sensitive to the age and personality of the children. Certain children may prefer private praise (such as notes of approval in their copy books) to being singled out and embarrassed by public praise.

As well as praising individual children, the staff may direct praise at particular groups/classes - thus encouraging the children to share a positive group identity and fostering cooperative behaviour.

Rewards and Acknowledgments of Good Behaviour

Gorey Educate Together NS places a greater emphasis on affirming positive behaviour than on sanctions. The day-to-day school management, classroom teaching and our Educate Together ethos will enable most pupils to behave in ways that support their own learning and development. Teachers and other school staff use a range of strategies for promoting good behaviour at class and school level.

Pupils are more likely to behave well when:

- They are given responsibility in the school and are involved in the development of the Code of Behaviour.
- They are encouraged to see that the code works in a fair way to the benefit of all.
- The standards are clear, consistent and widely understood.
- Parents support the school by encouraging good learning behaviour and there are good relationships between teachers, parents and pupils.

Strategies to encourage and promote good behaviour include:

- Positive everyday interactions between teachers and pupils.
- Good school and class routines.
- Clear boundaries for pupils.
- Helping pupils themselves to recognise and affirm good learning behaviour.
- Recognising and giving positive feedback about behaviour.
- Exploring with pupils how people should treat each other.
- Involving pupils in preparation of the school and classroom rules.
- Reward charts for classes/individual pupils

Systems for acknowledging positive behaviour are in use in classrooms and at times form part of planned intervention to help an individual pupil to manage their own behaviour. When using reward systems teachers are mindful that:

- Any reward systems will be used meaningfully
- Pupils will understand that rewards acknowledge behaviour that is valued and wanted
- Rewards can be given for effort and not only for achievement.

Systems for acknowledging positive behaviour will be inclusive and used consistently throughout the school. It is acknowledged that rewards should not become the goal of learning or result in unhelpful competition.

Strategies for Acknowledging Good Behaviour

The following strategies will be used by all teachers:

- A quiet word or gesture to show approval;
- A comment in a child's exercise book;
- A visit to another class, to another member of staff or to the Principal for commendation;
- An Orange card
- A word of praise in front of a group or the class;
- A reward system – pupil of the week/occasional treats;
- Special mention at assembly;
- Delegating some special responsibility or privilege;
- Teacher designed behaviour chart for the whole class or individual pupils depending on the situation and the needs of the class/pupil
- A mention to parents – either written or verbal communication

8 Strategies for Responding to Inappropriate Behaviour

Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the Code of Behaviour can be disruptive, particularly if they are persistent. Where a pupil's behaviour disrupts the teaching and learning of other pupils, school authorities have to weigh the needs of that pupil with the needs of other pupils and staff. Serious misbehaviour can be damaging and lead to long-lasting effects including disruption of the pupil's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of pupils and teachers. Our policy is to intervene early and positively when pupil behaviour does not meet the standards expected in the school. In Gorey Educate Together NS, a whole school approach is used in response to inappropriate behaviour.

A problem-solving approach is taken by the teacher and/or the Assistant Principal/Deputy Principal/Principal to respond to the unwanted behaviour using some or all of the following steps, not necessarily in the order outlined below.

- Gather information - try to understand the context and the factors that may be affecting behaviour. Communicating with the pupil and their parent(s).
- Generate ideas about possible solutions that take account of the reasons why it may be happening.
- Decide and agree on specific strategies.
- Implement the agreed strategy consistently.
- Review progress: evaluate the impact and effectiveness of the intervention.
- Throughout, keep the relationship with the pupil as positive as possible; involving the pupil and parent.

The nature of the behaviour and the age of the child will determine the nature of the response. Sanctions will be applied in order to bring about a change in behaviour by:

- helping pupils to learn that their behaviour is not acceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping pupils (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

The following measures may be taken if a pupil fails to observe the standards of behaviour that the school has outlined.

Lower-Level strategies/sanctions

- Non-verbal signs, such as a look or a frown
- Reasoning with the child (and referring them to the Class Charter that they have agreed to)
- Verbal reprimand (including telling them how to improve)

- Playground Timeout. (Age appropriate, including advising the pupil to reflect on their behaviour). During playground time-out, pupils in 1st–6th Class will remain at a designated area for a set period (5–10 minutes), while pupils in Junior and Senior Infants will be supported by walking with a supervising teacher.
- Temporary removal from group (within the class - work at another table/area in the classroom for 5 - 15 minutes)
- Written reprimand (Blue Card: see appendix 1)
- Communication with parents
- Prescribing 'sorry cards' or behaviour related worksheets
- Loss of Friday Golden Time

Higher Level Strategies/Sanctions

- Written reprimand (blue card)
- Referral to the Reflection Room (See Appendix 5)
- Temporary removal from class (child to work in another classroom for 60 - 90 minutes)
- Communication with parents (including face-to-face meetings: staff, parents/guardians and child)
- Pupil on Behaviour Report for one week (signed daily by parent/guardian: (See Appendix 4)
- Loss of playground privileges (child plays on an alternative playground for 1 - 5 days)
- Loss of privileges in relation to particular class activities or outings e.g. trip to Science Fair, trip to local park, baking activity, visit to Outdoor Classroom, etc.
- Referral to the Assistant Principal/Deputy Principal/Principal
- In-school suspension (in liaison with the Principal): child works in another classroom for 1 - 3 days (and child plays on an alternative playground)

Severe Strategies Sanctions (implemented by Principal and/or Board of Management)

- Communication with parents (including face-to-face meetings: Principal, parents/guardians and pupil)
- Suspension (see point 6)
- Loss of privileges in relation to key school events: annual school tour, sports day, end-of-year event for 6th class, etc.
- Expulsion

When implementing the strategies and sanctions above the principal and teachers will, be sensitive to the age and personality of the child. They will listen, at an appropriate time, to the child's explanations for behaviour. They will make clear that it is the behaviour that is being criticised and not the person. Where possible, teachers will encourage children to discuss, reflect on and contribute to the solving of behaviour problems. In such cases, the child and the teacher may agree on an appropriate way forward or sanction. (In older classes, some strategies and sanctions may be discussed and agreed on when the children and their teacher formulate the Class Charter at the beginning of the school year.)

Initially, instances of misbehaviour will be dealt with by the class teacher. This will include children being advised about their behaviour and about how to improve. Discussion about behaviour and its consequences will form part of wellbeing specification lessons and of the Learn Together curriculum. Teachers will actively promote good behaviour and aim to “catch” incidences of positive behaviour where they can give positive feedback, thus promoting better behaviour.

However, where these strategies have failed and where misbehaviour is more serious or persistent it will be necessary to involve others including the Assistant Principal/Deputy Principal/Principal, parents/guardians and/or the Board of Management. The Principal and staff may also seek assistance from NEPS, NCSE, HSE or other agencies.

Applying sanctions will also reinforce the boundaries set out in the rules and signal to other pupils and to staff that their wellbeing is being protected. In instances of more serious breaches of school standards, sanctions may be needed to prevent serious disruption of teaching and learning, and to keep the pupil, or other pupils or adults, safe. Sanctions should be used in a respectful way that helps pupils to understand the consequences of their behaviour and to take responsibility for changing that behaviour.

In all cases, the principal and teachers will make fair and reasonable judgements on the strategies or sanctions to be employed. They will avoid any early escalation to severe sanctions.

***Restorative Practice – ‘The Reflection Room’**

Through use of our ‘Reflection Room’, we engage in the process of Restorative Practice, which emphasises ‘restoring relationships’ rather than ‘punishing wrongdoers.’ This process also gives opportunities for pupils to take responsibility for their behaviour and learning.

Restorative Questions in Response to Behaviour of Concern:

- 1. What happened?*
- 2. What were you thinking/feeling at the time?*
- 3. Who has been affected by what you did?*
- 4. What are you thinking/feeling now?*
- 5. What do you think needs to happen to make things right?*

The children are taught the following general sanctions:

2 blue cards in a 5-day period = a 12.30-12.50 playtime/breaktime in the Reflection Room. 4 blue cards in a Term = letter home from Assistant Principal.

Informing Parents

When a child's behaviour does not meet expectations his/her parents will be involved at an early stage, rather than as a last resort. The normal channels of communication between school and parents will be utilised.

If a child receives four Blue Cards in one term, a letter from the Assistant Principal will be posted home to parents/guardians detailing the behaviour (and informing them of any sanctions or further actions.)

If a child is referred to the Reflection Room four times or more in one term, a standard letter from the Principal will be posted home to parents/guardians detailing the behaviour (and informing them of any sanctions or further actions.)

Referral to the Principal/Deputy Principal/Assistant Principal

A child will be referred to the Principal/Deputy Principal/Assistant Principal for a serious breach of discipline and for repeated incidents of minor misbehaviour.

Managing aggressive or violent misbehaviour

The following strategies are used for dealing with significant emotional and/or behavioural need:

- Where a pupil presents with significant emotional or behavioural needs, the school will work collaboratively with parents/guardians and, where appropriate, seek the involvement of relevant external supports, including referral for psychological assessment
- Through the Special Educational Needs Organiser, appropriate support is sought from services available e.g. Health Service Executive, NEPS - This will include S.E.N personnel who may facilitate a teacher in sharing practice and support in the management of a challenging behaviour.
- Specified teachers may act as mentors for pupils who exhibit aggressive or violent behaviour or may assist other teachers in the creation of individual behaviour plans for such pupils.
- Professional development is available to staff e.g. NCSE supported courses, Oide, Colleges of Education and the Education Centres

In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil themselves or the safety of other pupils or staff:

- The child is sent home for the rest of the day (or for a number of days depending on the severity of the behaviour of concern)
- A reduced school day may be implemented, in consultation with parents/guardians and relevant professionals, where behaviours of concern are occurring frequently and/or with significant intensity or duration, as part of a planned, supportive intervention to promote the pupil's wellbeing and successful participation in school.
- Temporary exclusion while consultation with SENO and/or EWO takes place about appropriate resourcing, alternative placement.

Bullying

Bullying is a serious matter and the term, “bullying”, should only ever be used in the correct context. The definition of bullying is quite clear:

“Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. ” (Department of Education, 2024)

In summary, bullying is sustained, prolonged and targeted behaviour towards an individual or group. Bullying has a pattern, and isolated incidents over a long period of time do not constitute the term “bullying.” Bullying is a very strong term to use and should not be confused with inappropriate behaviour.

When a child feels they are being bullied, the school will investigate this. If the school defines the behaviour as bullying, the Bí Cineálta policy will be implemented. In other cases, this policy will be implemented.

9. Suspension and Expulsion

The school is committed to a fair, consistent and proportionate approach to behaviour management, underpinned by respect for the rights and dignity of all members of the school community. Suspension and expulsion are serious sanctions and will only be used in line with national legislation and Department of Education guidelines.

All procedures will be implemented in accordance with *Developing a Code of Behaviour: Guidelines for Schools* (2008), the Education (Welfare) Act 2000, and current requirements of the Tusla Education Support Service (TESS).

Suspension

Definition and Principles

Suspension is defined as requiring a pupil to absent themselves from school for a specified period of time. It is a serious sanction and will only be used where other interventions have been exhausted or where immediate action is required to ensure the safety and wellbeing of pupils and staff.

The school will always seek to use suspension in a fair, proportionate and transparent manner, with a focus on supporting positive behaviour and successful reintegration.

Authority to Suspend

- The Principal has authority to suspend a pupil for up to three school days, (keeping the Board of Management informed.)

- Suspension beyond this period requires approval from the Chairperson of the Board of Management, (acting on behalf of the Board where appropriate.)
- In all cases, the Board of Management retains overall responsibility for suspension procedures.

Procedural Fairness

Before a suspension decision is made (where possible and appropriate), the following will be ensured:

- All appropriate interventions and supports have been considered
- Parents/guardians have been informed of concerns regarding behaviour and the possibility of suspension
- A fair investigation has taken place, taking into account the perspectives of the pupil and parents/guardians
- The decision-making process is unbiased and based on clear evidence
- Consideration is given to whether early return or review is appropriate

In cases of serious or gross misbehaviour, immediate suspension may be necessary where there is a risk to safety or the orderly running of the school. (NB: as is already the case at this school, any physical fighting amongst older pupils would lead to children being sent home, and serious physical aggression involving younger pupils would usually lead to pupils being sent home)

Communication

Where a suspension is imposed:

- Parents/guardians will be informed in writing by the Principal and/or Chairperson of the Board of Management
- The written communication will include:
 - the reason for suspension
 - the duration of the suspension
 - any expectations or conditions for return
 - arrangements for reintegration

A record of the suspension will be maintained in the pupil's file.

TESS Notification

In accordance with Section 21(4) of the Education (Welfare) Act 2000, the Principal will notify the Tusla Education Support Service (TESS) in writing where a pupil is suspended for six or more school days in total.

Reintegration

Following suspension, the school will support the pupil's return through a restorative and supportive reintegration process. This may include a meeting with parents/guardians and the pupil to support a positive fresh start and re-establish expectations for behaviour.

Appeals

Parents/guardians may appeal a suspension decision to the Board of Management. Where a suspension results in a total of 20 school days or more in one school year, a formal appeal may be made under Section 29 of the Education Act 1998 to the Department of Education.

Expulsion (Permanent Exclusion)

Definition and Principles

Expulsion is the most serious sanction available to the school and involves permanently removing a pupil from the school roll. It will only be considered in exceptional circumstances and as a last resort.

The school recognises that expulsion is a major decision and will only be taken where there are serious grounds and where all other interventions have been exhausted.

Grounds for Expulsion

A proposal to expel a pupil may arise where:

- The pupil's behaviour is a persistent and serious disruption to teaching and learning
- The pupil's behaviour presents a serious and ongoing risk to the safety of others
- The pupil is responsible for serious damage to property
- All reasonable interventions and supports have been tried without success

Required Prior Interventions

Before expulsion is considered, the school will ensure that:

- Parents/guardians and the pupil have been fully engaged with regarding behaviour concerns
- The pupil has been clearly informed of the consequences of continued behaviour
- All available supports and interventions have been implemented
- External support agencies have been involved where appropriate (e.g. NEPS, CAMHS, HSE, NCSE)

Fair Procedures

Where expulsion is being considered:

- A thorough investigation will be carried out
- Parents/guardians and the pupil will be given an opportunity to respond
- The Board of Management will ensure the process is fair, impartial and evidence-based
- The Board will consider all relevant information before making a decision

Decision-Making Process

Expulsion is a matter for the Board of Management. If the Board is considering expulsion:

- Tusla Education Support Service (TESS) will be notified
- Parents/guardians will be informed in writing
- A minimum consultation period (normally 20 school days) will be allowed where appropriate

Notification of Decision

Where the Board of Management decides to expel a pupil:

- Parents/guardians will be notified in writing
- The reasons for the decision will be clearly outlined
- Information regarding the right to appeal will be included

Appeals

Parents/guardians (or pupils aged 18 and over) have the right to appeal an expulsion decision under Section 29 of the Education Act 1998 to the Section 29 Appeals Administration Unit, Department of Education.

In all cases, the principles of natural justice will be upheld, ensuring that decisions are proportionate, fair and evidence-based, that the pupil's voice is heard where appropriate, that a restorative and supportive approach to reintegration is prioritised, and that accurate records of all decisions and interventions are maintained.

10. Written Records

Staff will maintain written records of incidents of serious misbehaviour, together with records of supports provided and progress made by pupils in developing positive behaviour. Teachers may also use behaviour charts in, for example, the child's homework copy to record misbehaviour and improvements. Parents are asked to read and discuss such charts with the child.

Teachers may also use behaviour charts in, for example, a message home on Class Dojo to record misbehaviour and improvements. Parents/guardians are asked to read and discuss such messages with their child.

11. Reference to Other Policies and Documents

Other school policies / draft policies that have a bearing on the Code of Behaviour are:

- Child Safeguarding Policy
- Learn Together Programme
- Social, Personal and Health Education Programme
- Bí Cineálta Policy

- Admissions Policy
- Health & Safety Statement
- Additional Educational Needs Policy
- Sensory and Regulation Breaks Policy

This list is not exhaustive, and other future policies may also have a bearing on our Code of Behaviour.

12.Success Criteria

Practical indicators of the success of this policy are:

- Observation of positive behaviour in classrooms, playground and school environment.
- Consistent implementation of the policy by all staff in the school. This is at the heart of successful implementation.
- Willingness among staff to discuss and modify the policy when needed.
- Positive feedback from teachers, parents/guardians and pupils.
- Support of parents/guardians

13.Review and Ratification

Next review date

This Code of Behaviour will be reviewed in the school year 2031-2032 or sooner if deemed necessary.

Code submitted to Patron

The Code of Behaviour was submitted to and approved by the Patron in autumn 2026.

Ratification by the Principal / Board of Management

This Code of Behaviour was formally ratified by the Principal/ Board of Management in September 2026.

Appendix 1 The Orange and Blue Card System

The Orange & Blue Behaviour Card System

A folder is kept beside the entrance to each playground. These folders contain a supply of blue and orange Behaviour Cards. Class teachers and SNAs also have their own supplies of blue and orange cards for use around the school.

Orange Cards

Orange cards are issued to individual pupils, groups, or classes by teachers and SNAs in recognition of positive behaviour on the playgrounds or around the school. Cards may be given directly to pupils or passed to the class teacher.

Examples of positive behaviours include:

1. Kind and supportive language
2. Careful and safe treatment of school property
3. General safe play
4. Prompt and effective following of directions
5. Lining up immediately and safely upon the blowing of the whistle (single file, facing forward – silence is not required)
6. Inclusive play and language
7. Kind and supportive behaviour towards other pupils
8. Use of SALT methodology in pupil interaction/conflict

Please note: This list is not exhaustive. Staff will use their professional discretion when identifying positive behaviour.

- Each staff member issues a quota of at least 5 orange cards per week.
- Class teachers display orange cards on classroom doors.
- Each Friday, orange cards are tallied to determine “Classes of the Week.”
- One junior class and one senior class are selected.
- The Principal announces the winners over the intercom on Friday.
- Winning classes receive a reward, as agreed by the School Council or the class.

Blue Cards

Blue cards are issued for instances of negative behaviour on the playground or around the school. These are passed to the child’s class teacher by a teacher or SNA.

- The child is informed, at an appropriate time, that they have been issued with a blue card.

Reasons for issuing a blue card include:

1. Offensive or threatening language
2. Leaving the playground without permission
3. Causing damage to school property or the property of others (e.g. damaging equipment, throwing items over the fence)
4. Unsafe behaviour or inappropriate use of equipment (e.g. climbing walls, misuse of skipping ropes or hockey sticks, using balls to target others)
5. Refusal to follow instructions on the playground
6. Failure to line up in a timely and safe manner
7. Rough or overly physical play
8. Repeated failure to follow classroom instructions
9. Repeated failure to follow the Class Charter
10. Continuous disruption in class
11. Unsafe behaviour in the classroom
12. Intentionally hurting others

Please note: This list is not exhaustive. Staff will use their professional discretion when identifying negative behaviour.

Recording and Follow-Up

- Blue cards are recorded by the class teacher in a Behaviour Tracking Book.
- The class teacher determines appropriate responses, taking account of individual pupil needs.

General sanctions (as taught to pupils):

- 2 blue cards within 5 school days = Reflection Room (12:30–12:50)
- 4 blue cards within a term = Letter home from Assistant Principal

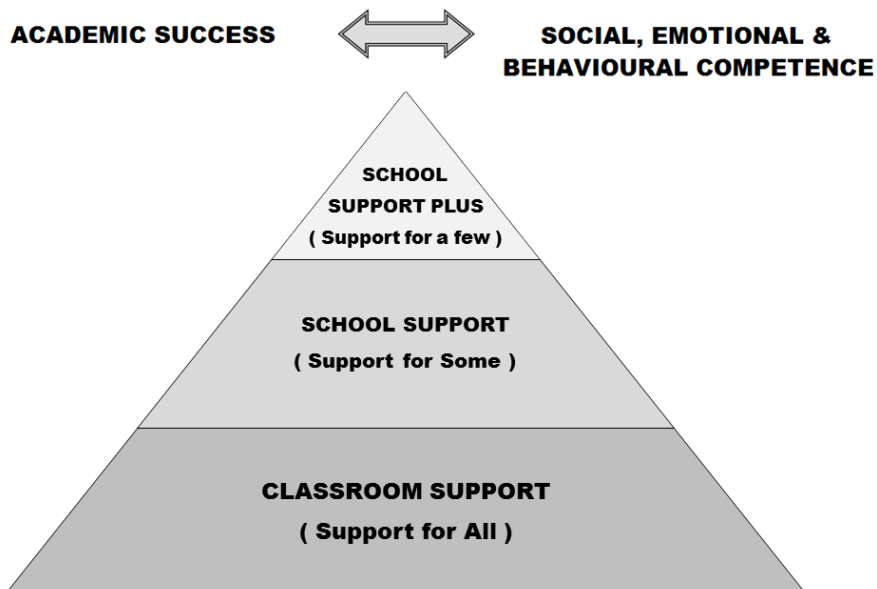
Important Clarification

- Yard duty teachers and SNAs do not decide on placement in the Reflection Room.
- Only the class teacher may apply this sanction.
- Staff on yard use only the language of orange and blue cards when speaking with pupils and do not refer to the Reflection Room.

Appendix 2 Student Support File Template

STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

A Continuum of Support



Student Support File, Log of Actions

Date

Actions

Support Checklist		
<i>Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7;</i>		
Name:	Age:	Class:
General Information	Date Checked	Comments
Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered (if applicable)		
3. Relevant background information e.g. family issues/English as additional language etc.		
4. Hearing		
5. Vision		
6. Medical Needs		
7. Basic Needs Checklist completed		
8. SNA access	Yes/No	SNA name:
9. Reports from outside agencies (if applicable) - provide brief details in 'comments' section		
10. Informal or formal consultation/advice with outside professionals? (if applicable)		
11. Assessment of learning- screening		
12. Assessment of learning – diagnostic		
13. Observation of learning style/approach to learning		
14. Observation of behaviour		
15. Interview with pupil		

16.	Classroom work differentiated?		
17.	Learning environment adapted?		
18.	Yard/school environments adapted?		
19.	Advice given by previous Special Education Teacher or other school staff?		
20.	Other interventions put in place in school?		
21.			

School Support Plan <i>Private and Confidential</i>		<u>Highlight as applicable:</u> <i>Classroom Support</i> <i>School Support</i> <i>School Support Plus</i>
<u>Student's Name:</u> <u>Class Level:</u>	<u>Class Teacher(s):</u> <u>SNA (if applicable):</u> <u>Special Education Teacher(s):</u>	
<u>Start Date of Plan:</u>	<u>Review dates of Plan:</u>	
<u>Support provision:</u> <u>Type (highlight):</u> Classroom/Group withdrawal/Individual withdrawal <u>Days and times:</u>	<u>Priority Learning Needs</u>	
<u>Students strengths and interests</u>		

<u>Specific Targets for the Student</u>	Strategies to Help the Student Achieve the Targets.	Staff involved/ Resources	Support Review (Details of progress/successes, incl. any assessment outcomes)

SUPPORT REVIEW RECORD*

***To be completed by the teacher(s) as a review of the plan and as a guide for future actions.**

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers*; *A Continuum of Support for Post-Primary Schools, Resource pack for Teachers*;

Student Support Teams in Post-Primary Schools.

Student's name	Class/ Year	
Names of those present at review	Date of Review	
Provision: Classroom Support / School Support / School Support Plus (highlight as relevant)		
What areas of the plan have been most successful and why?		
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?		
Have the student's needs changed since the start of the plan, and if so how?		
Recommended future actions – <i>what, how, who, when?</i>		
Any comments from the student?		
Any comments from the parent(s)/guardian(s) comment?		
Signature of parent(s)/ guardian(s)		
Signature of teacher(s)		

Outcome of review (tick as appropriate)	
Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus

Continue at Current Level of Support	Request consultation with other professionals
--------------------------------------	---

Additional Care Support Targets - Only for pupils with formal SNA support

SUPPORT PLAN CONTINUED: ADDITIONAL CARE SUPPORT TARGETS

Gorey Educate Together N.S.

To be completed by the teacher(s) in consultation with parents/guardians and staff supporting the additional care needs of the student. The voice of the student should also be captured as part of this process, as appropriate.

A consultation with a NEPS psychologist/other professionals may contribute to this plan.

Pupil's Name:	Class:	Start Date:	Review Date:
----------------------	---------------	--------------------	---------------------

Category of Care Needs:

Primary Care Needs: *(Circular 0030/2014)*

Long-Term Care Goals:

Care Targets (incorporating the voice of the student)	Strategies to help the student achieve the care targets	Frequency of support	Timeline for achievement of targets:

Staff, including support staff, involved:			
Parent/Guardian input:			
Signature of parent(s)/guardian(s):			
Signature of teacher(s):			

Appendix 3 Behaviour Support Plan

Gorey Educate Together N.S.

Behaviour Plan (Private and Confidential)
Relate-Informed Behaviour Support Plan

Pupil Information

Pupil Name	
Class	
Date Plan Commenced	
Review Date	
Class Teacher	
Additional Staff Involved	

1. Pupil Strengths & Interests

(What the pupil enjoys, does well, responds positively to, important relationships, motivators etc.)	
--	--

2. Pupil Voice

(What helps me in school? What do adults need to know? What helps when I feel upset, worried, overwhelmed or dysregulated?)	
---	--

3. Areas of Concern / Behaviours Presenting Difficulty

(Describe the behaviour factually and neutrally.)	
---	--

--	--

4. Possible Stressors / Triggers

☐ Busy/noisy environments	☐ Unstructured times
☐ Transitions	☐ Academic demands
☐ Social difficulties	☐ Sensory sensitivities
☐ Changes to routine	☐ Fatigue/hunger
☐ Other	
Additional notes	

5. Early Signs That the Pupil May Need Support

(Changes in behaviour, body language, emotional regulation etc.)	
--	--

6. Supports & Preventative Strategies

Environmental Supports	
☐ Visual timetable	☐ Predictable routine
☐ Reduced distractions	☐ Movement breaks
☐ Sensory supports	☐ Quiet/regulation space
☐ Soft start to the day	☐ Preparation for transitions
☐ Other	
Relationship-Based Supports	
☐ Check-in/check-out	☐ Positive reinforcement
☐ Calm, consistent language	☐ Restorative conversations
☐ Co-regulation support	☐ Choice-making opportunities
☐ Other	
Teaching & Learning Supports	
☐ Chunking of tasks	☐ Additional processing time
☐ Visual supports	☐ Reduced workload where appropriate
☐ Support with organisation	☐ Other
Additional notes	

7. Agreed Responses During Times of Distress or Dysregulation

(Supportive responses adults will use.)	
---	--

8. Strategies That Are Not Helpful

(Responses or approaches to avoid where possible.)	
--	--

9. Home–School Partnership

(Agreed communication and shared supports.)	
---	--

10. Targets / Desired Outcomes

..... will be able to

11. Schedule / Routine

--

12. Action Plan

Class Teacher will:	
SET Teacher will:	
SNA will:	

Principal / Deputy Principal will:	
Parent(s) will:	

13. Managing Transitions

--

14. Rewards

--

15. Sanctions / Consequences

--

16. External Agencies

--

17. Signatures

	Signature	Date
Class Teacher		
Parent(s)/Guardian(s)		
Principal/SEN Team (if applicable)		

18. Review of Plan

Progress / What is Working Well	
Adjustments Needed	
Communication with parents/guardians	

Guiding Principles

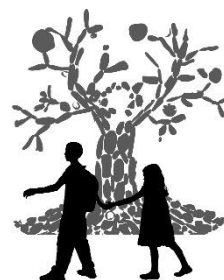
This Behaviour Support Plan is informed by a relationship-based, supportive and trauma-aware approach. The purpose of the plan is to understand and support the pupil's needs, strengthen regulation and wellbeing, and promote positive participation in school life through collaborative and proactive supports.

Appendix 4 Pupil on Report Template

Gorey Educate Together National School

Kilnahue Lane
Carnew Road
Gorey
Co. Wexford

Tel: 053 9489662 Fax: 053 9489660 School Roll No: 20214H
E-mail: info@goreyeducatetogether.ie Web: goreyeducatetogether.ie
Principal: Raymond Swan Deputy Principal: Suzanne Keane
Assistant Principals: Aideen O'Donnell, Brendan Breen



BEHAVIOUR REPORT:

Due to (a number of minor but persistent misbehaviours) that have occurred over the past weeks, _____ is on report from _____ until _____. Each day _____ will write a report on _____'s behaviour. This then has to be signed by _____ and (his/her) parents.

The Assistant Principal will sign the report on _____. A copy will be kept in _____'s file and also posted home to his parents. If _____'s behaviour does not meet agreed expectations over this period, the following sanction will be put in place: _____

Day: _____ Child's Signature: _____ Parent's Signature: _____	
Day: _____ Child's Signature: _____ Parent's Signature: _____	
Day: _____ Child's Signature: _____ Parent's Signature: _____	
Day: _____ Child's Signature: _____ Parent's Signature: _____	
Day: _____ Child's	

Signature: _____
Parent's
Signature: _____

Signature of Assistant Principal/Principal:

Date: _____

Appendix 5 – Reflection Room Templates

Gorey Educate Together National School



Kilnahue Lane

Carnew Road

Gorey

Co. Wexford

Tel: 053 9489662 Fax: 053 9489660 School Roll No: 20214H

E-mail: info@goreyeducatetogether.ie Web: goreyeducatetogether.ie

Principal: Raymond Swan Deputy Principal: Suzanne Keane

Assistant Principals: Aideen O'Donnell, Brendan Breen

Re: Reflection Room

Date: _____

Dear parent/guardian,

Your child spent most of today's lunch break in the Reflection Room for the following reason:

During this time, your child completed a worksheet which allowed them to reflect on their behaviour and consider ways in which their behaviour can improve going forward.

Please speak to your child about his/her behaviour and actions at home and encourage them to make an effort to improve from now on.

Your child has been in the Reflection Room on _____ occasion(s) this year. Please note that should your child be sent to the Reflection Room four times or more over the course of the year, you will receive a letter by post from the Principal and a meeting may be requested, as per our Code of Behaviour.

Regards,

Assistant Principal

Senior Classes Behaviour Reflection Sheet

Name: _____ Date: _____

Number of times in Reflection Room to date (including today): _____

Teacher: This pupil is in the Reflection Room because:

1. What happened? Describe what happened and the choice(s) you made.

2. What were you thinking or feeling at the time?

3. What have you been thinking about or feeling since the incident?

4. Who has been affected by what happened, and how?

5. What can you do to make this right and make a better choice next time?

When you have completed this Reflection Sheet, present it to the supervising teacher in the Reflection Room to be signed. The teacher will pass it back to your class teacher who will send it home. *Parent letter on reverse to be filled out by supervising teacher.*

Signature of supervising teacher: _____

Junior Classes Behaviour Reflection Sheet

Name: _____ Date: _____

Number of times in Reflection Room to date (including today): _____

Teacher: This pupil is in the Reflection Room because:

Here is a picture of what happened. (Supervising teacher to write the child's words)	

Here is a picture of me trying to make better choices and behave well. Everyone is happy. (Supervising teacher to write the child's words)	

Appendix 6 'Relate' Stressors Tool

Pupil Name:	Pupil's Strengths and Interests:	Date:

Recognising Stressors	Biological	Reducing Stressors

Recognising Stressors	Cognitive	Reducing Stressors

Recognising Stressors	Emotional	Reducing Stressors

Recognising Stressors	Social	Reducing Stressors
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Recognising Stressors	Pro Social	Reducing Stressors
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Recognising Stressors	Language and Communication	Reducing Stressors
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