

Scoil an Spioraid Naoimh

(S.S.N.)

Laytown, Co. Meath -

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Scoil an Spioraid Naoimh Senior Primary School

Code of Behaviour

This policy was formulated by the Staff of Scoil an Spioraid Naoimh and is guided by the relevant legislation in the Developing a Code of Behaviour - Guidelines for Schools (2008) issued by the National Education Welfare Board (NEWB), and, more recently, the Bí Cineálta Procedures issued by the Department of Education (2024)

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1.Mission Statement

It is our mission to promote the physical, social, personal, spiritual, and moral development of our pupils. We hope to achieve this by providing quality education so that each pupil may develop to their full potential. We also strive to create an environment where all individuals are treated with respect and dignity, fairness and justice. We endeavour to ensure that all pupils are shown empathy and compassion by all adults in the school community in a real meaningful manner.

Our mission is to ensure that we are, at all times:

Attending to the welfare of every pupil: The code of behaviour is based on a commitment to the welfare of pupils, including the right to participate in, and benefit from an education and

Attending to the welfare of every member of staff: The code assists with the promotion of a positive and safe working environment for staff, including a positive and safe classroom environment for all teachers.

2.Rationale

All partners in Scoil an Spioraid Naoimh (S.S.N.) recognise the importance of a Code of Behaviour in fostering a good learning environment, a pleasant atmosphere and a reasonable approach to discipline. This will result in a happier pupil, higher standards and a framework where pupils can derive maximum benefit from their years in our school.

Our Code of Behaviour facilitates a happy and positive atmosphere, representing the values and aims of all partners in the school community and ensuring the school operates smoothly for the benefit of all.

Discipline for Learning (D.F.L.) is a system of **POSITIVE** discipline where the emphasis is on recognising and affirming the pupils who behave well. It is a matter of “catching the pupils being good” rather than seeking out “bad behaviour”. Positive rules for behaviour in class, and out of class, are learned by pupils at the beginning of the school year and are reinforced throughout the year.

Our code will be positive in orientation and good behaviour will be commended. In Scoil an Spioraid Naoimh, we value achievement in its broadest sense, both academic and non-academic. Good behaviour will be recognised and rewarded, equally if they don't respond positively, they will be sanctioned. Consistent positive influences are the key to success and in S.S.N. we have many ways of recognising good behaviour including dojo points, stamps, smiles, positive comments and affirmation by the staff.

In order to be effective, our Code of Behaviour must be based on mutual respect and consideration for pupils, parents/guardians, teachers and the wider school community.

We strive to create a positive atmosphere within the school. We set high expectations for all our pupils and equally we appreciate the uniqueness of each individual pupil. We appreciate the importance of an attractive physical environment in terms of classrooms, the school building and grounds in implementing a successful Code of Behaviour.

Rules will be few and fair, easily enforced and positively stated. The Principal/Deputy Principal will visit classrooms to affirm good behaviour, and they along with the Leadership and Management team will support the staff as they implement the Code of Behaviour Policy.

While the staff recognise that the policy is only effective if enforced fairly and consistently, they may on occasions have to give consideration to various circumstances which may impact on pupil's behaviour. The cooperation of parents /guardians is necessary in dealing with pupils who continuously disregard the Code of Behaviour Policy.

3. Aims

In devising the Code of Behaviour, consideration has been given to the school context. The aims of the policy are as follows;

1. To assist each pupil, develop to his/her full potential.
2. To approach our Code of Behaviour with a positive frame of mind, by providing our pupils with a clear and consistent set of rules that will foster respect and civility in our school (using the Discipline for Learning D.F.L. system)
3. To promote positive behaviour and self-discipline recognising the differences amongst pupils and the need to accommodate differences.
4. To create an atmosphere of respect, tolerance and consideration for others.
5. To enhance the learning environment and allow the school to function in an orderly way where children progress in all aspects of their development.
6. To ensure that the system of DFL rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.
7. To guide the parents/guardians and pupils in understanding the systems and procedures in the Code of Behaviour Policy and to seek their cooperation in the application of these procedures.

4. Implementing our Code of Behaviour

In S.S.N., we implement our Code of Behaviour Policy using Discipline for Learning (D.F.L.). **Our Code of Discipline D.F.L. System (Appendix 1) has 3 components: RULES, REWARDS, SANCTIONS**

Promoting positive behavior is the main objective of the code. The staff will highlight positive aspects of behaviour and work at every opportunity either individually or on a class basis.

Pupils have an inherent desire for a safe and secure environment. Teachers and Staff model positive behaviour, by treating pupils and adults with respect and building up positive relationships with all pupils.

In general, pupils respond well to routines, structures and boundaries. Establishing and maintaining rules and routines in the classroom has been shown to promote positive behaviour.

Ideas for promoting positive behaviour:

- Involve children in drawing up classroom rules and a behaviour contract.
- Careful planning of lessons.
- Establish good class routines.
- Support pupils to recognise and affirm good behaviour.
- Explore with pupils how they should treat each other.
- Affirmation of pupil's work and their behaviour in class.
- Help pupils identify appropriate behaviour and praise/affirm it.
- Target rules and set pupils up to succeed.
- Non-Verbal Praise – eye contact with affirmation/ nod / wink / smile / facial expression / handshake / high five / thumbs up
- A favorable comment or positive note to a parent.
- Class dojo Reward system/points for good behaviour.
- Assemblies.
- These systems are more likely to motivate pupils when they are meaningful, purposeful and the pupil understands the rationale for the rule.

Care is necessary to ensure that rewards do not become the objective of learning, that they do not result in unhelpful competition, are not repeatedly awarded to the same pupils and do not seem unattainable to some pupils, resulting in pupils demotivation.

5 School Rules

The Code of Behaviour covers the following areas:

- Essential school rules as per D.F.L.
- Behaviour during break time and wet play
- Additional Policies

Essential school rules as per D.F.L.

Our 6 key rules which permeate throughout all aspects of school life are displayed in a prominent place in each classroom (part of our DFL)

Pathways to Success

1. Silence, whispering, quiet talking: Know when, know where, know why.
2. Orderly walking is the rule, into and within the school.
3. Arrive on time, heed the bell. Line up fast, use class time well.
4. Show respect; earn respect.
5. Check your bag, have everything in. In the yard, is everyone in?
6. Dress for success, our uniform is key, Present yourself in blue and nav-y!

Classroom rules

Teachers will implement a variety of classroom management strategies designed to promote good behaviour. Every effort is made to develop a clear and simple set of rules which are positively stated and easily enforced in the classroom. All classroom rules are kept simple, they are easily understood by the pupils and are in line with the 6 school rules listed above. Strategies such as the implementation of Drama Contracts and Classroom Rules Contracts are often used.

Additional Policies

We adopt a whole school approach towards the implementation of all school policies and other important rules within Scoil an Spioraid Naoimh. They are as follows:

Chromebook/Ipad rules:

- ★ Carry it to your seat closed
- ★ Keep food and drink off your desk
- ★ When returning, plug in computer properly so it charges
- ★ Chromebooks are for educational purposes ONLY
- ★ Always be careful and responsible
- ★ Stay on task (as per teacher's instructions)

If you cannot follow the rules, you will lose the privilege of using the Chromebook.

Attendance Policy

Regular school attendance is crucial to the development and education of children.

Under the Education Welfare Act 2000, absences or lateness must be explained by a brief note written in the school journal and signed by the parent/guardian.

Absences unauthorised by parents will be sanctioned.

Homework Policy

It is the policy of the school to assign homework on a regular basis. The time taken for this will vary from pupil to pupil, but should in most cases take between 30 minutes and one hour. Homework is recorded in the pupil's journal. Parents/Guardians are encouraged to take an active interest in their child's homework and should sign the homework journal regularly to confirm that the work has been fully attempted.

If for some reason homework (or part of it) cannot be completed, parents are asked to note this in the homework journal or class dojo.

Generally, homework is not given on weekends. Written work must be done neatly and carefully. Graffiti on textbooks and copy books is not permitted. Please refer to the school Homework policy.

Homework Journal

The school journal is an important communication tool between parents and the staff. Please ensure the personal information page in the school journal is completed and updated. Relevant notes/information to the class teacher can be communicated through the homework journal.

After School clubs and extracurricular activities

The behavioural expectations apply to all extracurricular activities held on the school premises.

Phone policy:

A blanket ban on phones for all pupils except for medical reasons. (Phone Policy 2023) Should a pupil have a phone in their possession a Step 4 will be given and should they be using the phone at any stage throughout the day, it will automatically be a Step 5 Sanction.

Board of Management Directive on all electronic devices.

Anti-Bullying and Bí Cineálta Policy:

We have adopted a whole school approach towards the implementation of an Anti-Bullying Programme throughout the school (Anti Bullying Policy 2023).

Any form of bullying behaviours in the school amongst pupils or staff is unacceptable and will not be tolerated.

School Uniform Policy:

All pupils must wear the school uniform and ensure that their bottoms are navy. This is step 6 in our Steps to Success. Should a pupil be in the wrong uniform a step 2 will be given unless a note of explanation has been given. In rare circumstances a parent may have sent a communication to the teacher explaining the need to wear something other than the school uniform. Repeated offences of non compliance with the school uniform will result in more steps. Discretion may be needed in specific cases. Children must wear runners that are safe and appropriate for PE and yard time.

Make-up, cosmetics, jewellery, tan

It is inappropriate for any child in the school to wear make-up, tan, false nails or dye their hair unless in exceptional circumstances. A pupil may be asked to remove it.

Pupils are **not** permitted to wear **jewellery** with the exception of a watch (with no access to the internet, smart watches are not permitted) and one pair of plain, flat

stud earrings in order to minimise the risk of accident, injury or infection during school activities. The successful implementation of this is an important step in promoting a safe school environment for all children.

Chewing gum is not permitted under any circumstances and a Step 2 will be given should a child be chewing gum.

hOnly school related items are brought to school: no gadgets, games, dangerous instruments etc.

Pupils in S.S.N. should behave in accordance with the school rules at sports activities, on school tours and any field trips, mindful we are representing the school.

Healthy Lunch Policy:

RECOMMENDED DRINKS...milk, **water**, soup

HIGHLY RECOMMENDED.....we recommend at least one or two **fruits**/raw vegetables be included daily

AVOID FOODS HIGH IN SUGAR AND SALT CONTENT!

NO.....sweets, chocolate, buns, bars, cereal bars, cake, biscuits, popcorn, crisps etc., gum, winders, chocolate spread, chocolate/sprinkle yoghurt, nuts

NO.....minerals, cans, glass bottles

NO nuts/nut products and be mindful of this when sending in homemade products



6. Sanctions:

The purpose of sanctions, and other strategies, is to promote positive behaviour and to discourage inappropriate behaviour.

While the stages of DFL are seen as being followed in a particular order, it may be necessary to move quickly to later stages when dealing with more serious cases (based on the type of inappropriate behaviour or multiple incidents). Also, if a pupil is

deemed to be at risk of harm at any stage the staff should consult and be guided by the school's Child Protection Policy and guidelines as outlined in Children First Act 2015 (<https://www.tusla.ie/children-first/children-first-guidance-and-legislation/>).

Please see sanctions in **Appendix 1**

7. Responsibilities & Additional Interventions

Board of Management responsibilities

- Ratify the Code of Behaviour Policy/D.F.L.
- Provide a comfortable and safe environment within the school.
- Support Principal and Staff.
- Ensure that the code meets any legislative requirements.
- Conduct regular reviews of the code.
- Examine the circumstances surrounding the possible suspension/expulsion of a pupil.

Principal's responsibilities

- Promote a positive climate in the school.
- Arrange for regular review of the code with the staff and other school partners.
- Promote the implementation of the code throughout the school in a fair and consistent manner.
- Liaise with parents/guardians and teachers.

Teachers' responsibilities

- To promote and affirm positive behaviour.
- To model positive behavior and follow their own behaviour expectations
- To present a set of rules appropriate to each class consistent with the school code of behaviour.
- To implement the code of behavior with consistency.
- To recognise and provide for individual differences.
- To provide a safe comfortable learning environment.
- To keep a record of serious, or repeated cases of inappropriate behaviour.
- To investigate all cases of inappropriate behaviour and to encourage the management and resolution of disputes /differences.
- To have positive expectations for pupils.

Pupils' responsibilities

- Cooperate with the school staff in implementing the Code of Behaviour/D.F.L.
- Ensure a happy work environment in school.
- Work conscientiously and follow teacher instructions.
- Treat all members of the school community with respect.
- Play fairly at break times, include others and avoid rough games.

Parent/Guardian responsibilities

It is the responsibility of parents to keep the school informed of any changes in family circumstances, in order that our database has the correct and updated information.

- Supporting school policies and giving consent to the Code of Behaviour Policy.
- Ensuring that their children are equipped with school textbooks/copies/stationery and that homework is completed.
- Ensuring regular and punctual attendance.
- Contacting and communicating with the teacher in a positive, respectful manner when issues arise that may affect the child at school.
- When dealing with sensitive issues parents/guardians must approach teachers/staff in a calm and respectful manner.
- Providing a note of explanation for pupil absences via homework journal/ class dojo/email or call to the secretary.
- Providing a note for incomplete homework via Databiz/ homework journal/ class dojo.
- Becoming involved in their child's learning.

Additional interventions:

- A pupil who is struggling to comply with DFL will have interventions put in place to help with their behaviour, for example, movement breaks within the classroom, check and connect with another teacher/ SNA/ principal, visual schedule with rewards/breaks, goals to earn, increased responsibility. These interventions will be monitored with regard to their success or failings over a specific period of time, and those involved would be noted prior to the next stage or intervention, an Individual Behavioural Plan (IBP).
- In exceptional circumstances, an Individual Behavioural Plan (IBP) is devised in consultation with the parents, pupil, teacher, SET Teacher and SNA where applicable. The Principal will be informed and maybe involved in the process. This Individual Behaviour Plan will be implemented for a specific period of time before review. A standard functional behaviour assessment observation form for pupils with Behavioural, Emotional and Social difficulties (BESD) may be completed. This will help identify triggers. It is important to note that this is a template and may need to be altered for individual pupils who display complex and/or enduring needs. Outside agencies may also be involved in the process. Suspension may be part of this agreed behaviour plan. (Appendix 2: S.S.N. Sample Individual Behaviour Plan Template)
- In exceptional circumstances a Behavioural Support Team may be elected consisting of a representative of the BOM, Principal and a Teacher representative. Formal meetings would be held with the parents/guardians and child with an agreed plan of action.

8. Pupils with Additional Educational Needs

While all pupils in the school are subject to the school's Code of Behaviour, some children have additional educational needs. Staff in S.S.N. have an appreciation and awareness of these complex and individual needs. These needs are taken into account during the implementation of the school's Code of Behaviour through the D.F.L System.

Positive interventions will take place regularly in helping pupils adhere to the Code of Behaviour Policy/D.F.L. and occasionally this may include supports such as a reduced school day with Board of Management approval, removal from base class to another class for an interim period to be decided upon case by case. All of these interventions are time bound and contingent upon Health and Safety being assured for all pupils and staff. This is to ensure the pupil experiences success and positivity instead of repeated failure and negativity. All of this will be completed in consultation with the parent/guardian who will assist the school in devising these effective strategies. Each individual case will be dealt with on its own merit. The devising of such strategies will also entail contacting and meeting with relevant out of school agencies including clinical teams/NCSE and TUSLA.

Where a pupil with additional educational needs is in breach of the schools D.F.L., the teachers will use their professional judgment in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other pupils who may have exhibited the same type of inappropriate behaviour, the complex needs of the individual pupil will be taken into account, and assessed on its own merit.

D.F.L in the A.S.D. Classes - See Autism Class Code of Behaviour

9.Suspension

Reasons for suspension

- For serious incidents, in the case of gross or repeated misbehaviour such as vandalism, verbal/physical abuse, offensive language, supply or use of illegal substances, aggressive, threatening or violent behaviour towards pupils or teachers, persistent disruptive behaviour, stealing, it may be necessary to suspend or expel a pupil.
- The pupil's behaviour has had a detrimental effect on the education of other pupils or themselves (See D.F.L guidelines)
- The pupil's continued presence in the school constitutes a threat to the safety of the school community.
- The pupil is responsible for serious damage to property.

- A single incident of serious misconduct may be grounds for suspension.
- The pupil failed to comply with previous interventions.

The Board of Management of S.S.N. delegate the authority to suspend a pupil to the Principal where a serious misbehavior has occurred. The Chairperson will be kept fully informed of the circumstances surrounding the incident and the Board of Management (B.O.M). will be also notified in due course.

The period of suspension will not exceed three days initially and the length of suspension is looked at each individual case on its own merit, depending on the severity of the incident in question.

In certain circumstances the Principal with the approval of the Chairperson of the B.O.M. may suspend a pupil for 5 school days. A meeting of the B.O.M. may authorize further suspension up to a maximum of 10 days. Suspension will be in accordance with Section 23 of the Education Welfare Act 2000.

Procedures for Suspension

Where a preliminary assessment (restorative questioning) of the facts confirms serious misbehaviour or repeated minor incidents that could warrant suspension, the school will observe the following procedures:

- The pupil and their parents/guardians will be informed about the incident, that it will be investigated further if necessary and that it will result in suspension.
- The parents/guardians and pupil will be given an opportunity to meet with the Principal/Deputy Principal to discuss the incident. If a pupil and their parents/guardians fail to attend a meeting, the Principal/Deputy Principal will contact them again via telephone or inform them in writing advising them of the gravity of the matter, the importance of attending a rescheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour.
- Any decision to suspend will be given in writing to the parents/guardians following the suspension.
- It is the responsibility of parents to keep the school informed of any changes in family circumstances, in order that our Databiz has the correct and updated information. When contacting parents/guardians the first point of contact as per databiz will be contacted.

The letter should confirm: (Appendix 3)

- The period of the suspension and the dates on which the suspension will begin and end.
- The reasons for the suspension.
- The arrangements for returning to school, to include any commitments to be entered into by the pupil will be discussed upon return with Parents/Guardians/ Pupil and Principal.
- The parent/guardian and child(ren) involved will be asked to reaffirm their commitment to the Code of Behaviour.

- A period of suspension will end on the date given in the letter of notification to the parent/guardian about the suspension.

Immediate Suspension

Where an immediate suspension is considered by the Principal to be warranted, a preliminary investigation/restorative practices questioning will be conducted to establish the case for the imposition of the suspension. Further investigation will follow the imposition of the suspension if deemed necessary. All of the conditions for suspension apply to immediate suspension. Any suspension, including an immediate suspension, will be for a maximum of three days initially. In the case of an immediate suspension, parent/guardian will be notified by telephone, arrangements will be made with them for the pupil to be collected and a brief meeting to be held with the Principal/Deputy Principal. Details of the incident will be discussed.

When a sanction, including suspension is completed, pupils should be given an opportunity to make a fresh start. A promise sheet ([Appendix 3B](#)) following suspension will be signed by the pupil and parent/guardian on return to school.

The suspension will be officially recorded on Databiz and the Principal/Deputy Principal is required to report suspensions to TUSLA Child and Family Agency, in accordance with the Education Welfare Act 2000.

Appealing a Suspension

Parents/Guardians of a pupil who has been suspended for 20 school days or more in the current school year are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.

At the time when parents/guardians are being formally notified of a suspension, they will be told about their right to appeal.

10. Expulsion

A pupil is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 23 of the Education (Welfare) Act 2000. Expulsion of a pupil is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour.

A proposal to expel a pupil requires serious grounds such as

- The pupil's behaviour is a persistent cause of significant disruption to himself/herself and to the learning of others or to the teaching process.
- The pupil's continued presence in the school constitutes a real and significant threat to the health & safety of the school community.
- The pupil is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, the Board of Management will have tried a series of alternative interventions, and believe they have exhausted all possibilities for supporting the pupil's behaviour. There may be exceptional circumstances where the Board of Management forms the opinion that a pupil should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include but are not limited to;

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

Procedures for expulsion

Where a preliminary assessment of the facts confirms serious inappropriate behaviour that could warrant expulsion, the procedural steps will include:

- A detailed investigation carried out under the direction of the Principal/Deputy Principal.
- A recommendation to the Board of Management by the Principal/Deputy Principal.
- Consideration by the Board of Management of the Principal's/Deputy Principal's recommendation, and the holding of a hearing.
- Board of Management deliberations and actions following the hearing.
- Consultations arranged by the Educational Welfare Officer.
- Confirmation of the decision to expel.
- Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

11. Implementation and Review of the Code of Behaviour.

Parents/Guardians will be informed of the Code of Behaviour Policy at the incoming 3rd class Parents Information Meeting held in June each year and Parents/Guardians are required to consent to our Code of Behaviour policy prior to enrolment.

The policy will be reviewed on a yearly basis by Principal/ Deputy Principal/ Assistant Principal 1 along with all the staff.

Policy reviewed April to June 2025.

12. Communication

It should be noted that when we wish to communicate with parents/guardians the first point of contact (as per school database will be contacted. In exceptional circumstances and only on a reasonable request will contact be made with the other parent/guardian.

It is the responsibility of parents to keep the school informed of any changes in family circumstances, in order that our database has the correct and updated information.

This policy will be available on the school website.

13. Ratification

The Code of Behaviour policy was ratified by the Board of Management in June 2025

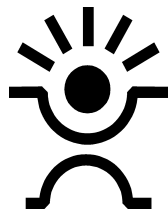
Related policies are available on the website or from the secretary:

- 1) Anti-Bullying & Bi Cineálta Policy
- 2) Health & Safety Statement
- 3) Admission and Participation (Enrolment) Policy
- 4) Child Protection Policy
- 5) Homework Policy
- 6) Attendance Policy

- 7) Mobile Phone Policy

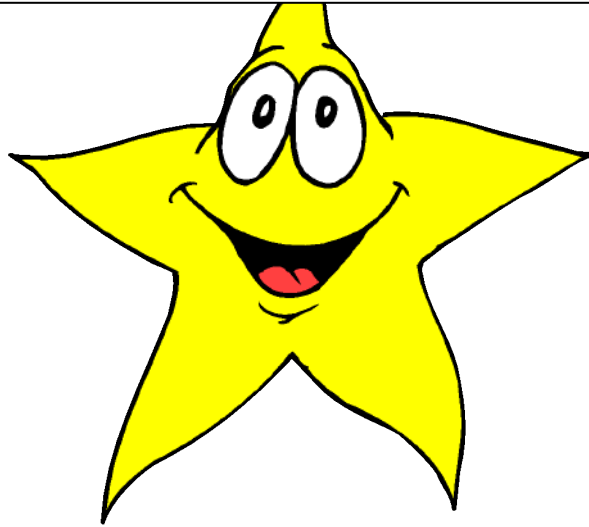
Chairperson of B.O.M (Noel Quinn)	
Date	
Principal (Bláithín Maguire)	
Date	
Assistant Principal 1 (Orla Garry)	
Date	

Appendix 1 D.F.L Booklet



Scoil an Spioraid Discipline

Handbook



What is D.F.L. ?

Discipline for Learning (D.F.L.) is a system of *POSITIVE* discipline where the emphasis is on recognising and affirming the children in your class who behave well. It is a matter of "catching the children being good" rather than spotting "bad behaviour". The children know the

rules and know that if they keep them they will be recognised and rewarded and equally that if they don't they will be sanctioned.

The D.F.L. System has 3 components:

- **RULES**
- **REWARDS**
- **SANCTIONS**

RULES _ "Pathway to Success":

- 1) **Silence, whispering, quiet talking:**

Know when, know where, know why.

Silence: -when teacher is speaking - when another pupil is speaking - when testing is in progress - when teacher requests silence - when lining up to leave classroom - in the corridor - after bell rings in the yard...

Whispering: -when seeking or giving help in class - when teacher is speaking to another adult...

Quiet Talking: -during any form of group work - during art lessons - while having lunch...

2. Orderly walking is the rule,

Into and within the school.

When children enter and leave the building, walk until outside the gate. When leaving/entering the classroom, children line up and leave/arrive in an orderly walking line

3. Arrive on time, heed the bell.

Line up fast, use class time well.

At the sound of the bell, play ceases immediately.

Children walk to their designated line and line up in an orderly fashion.

In the classroom, changeover between subjects should be quick and quiet. Avoid time-wasting.

4. Show respect; earn respect.

Speak politely - Stand respectfully - Address adults by their title and children by their first names - stand back and hold door open for adults - say please and thank you at appropriate times - "only do to others as you would like them to do unto you"

5. Check your bag, have everything in.

In the yard, is everyone in?

Have everything you need for each day. Play fairly in the yard or on a wet day in the classroom. Treat others as you would like them to treat you.

**6. Dress for success, our uniform is key,
Present yourself in blue and nav-y!**

Check allowable uniform items on the school website and make sure to adhere to this.

REWARDS:

The whole school approach is to "catch children being good". The reward system works for those who abide by the "pathway to success", behave positively, work conscientiously, wear the school uniform daily and adhere to the general school rules.

Class Dojo ClassDojo

In SSN, we use **Class dojo** as a whole school online behaviour management system, intended to promote positive student behaviour and classroom culture. It is an integral part of our D.F.L. It rewards children for good behaviour, highlighting their positive contribution to the classroom and is a positive communication system for our parents and school community.

- 10 Class dojo points = 1 stamp
- Dojo points are awarded daily but may not be recorded daily
- To focus on certain behaviour, the teacher at the start of the day may indicate what dojo points may be awarded on that day.
- Extra dojo points are given to pupils daily/weekly who have cooperated completely with the D.F.L throughout the day/week and have not reached any steps
- It is expected that all pupils roughly receive 20/30 points weekly when behaviour is exemplary.

Stamp book

- For every 10 dojo points a child will receive 1 stamp in their stamp book.
- Each filled page of stamps earns the pupil the reward due for completing said page
- Each stamp book has 9 pages of 10 squares

Filling the whole stamp book within the school year, results in recognition.

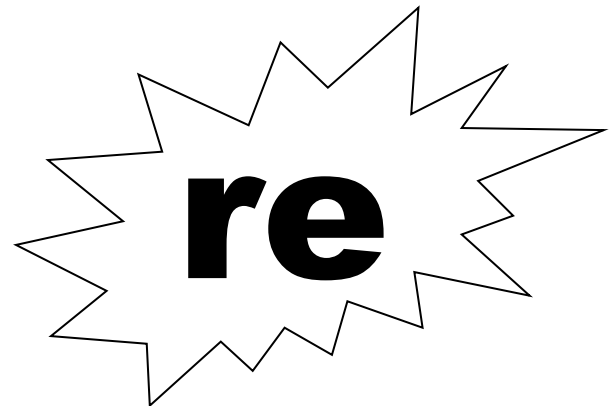
Timeframe for certificates

Pupils with consistent, excellent behaviour will receive certificates at approximately these times
Bronze by December, Silver by March, Gold by June

3rd, 4th, 5th, 6th Class

9 Pages of 10 Stamps per Page

Page 1 : Homework Pass
Page 2 : Homework Pass
Page 3 : Bronze Certificate
Page 4 : Homework Pass
Page 5 : Homework Pass
Page 6 : Silver Certificate



Page 7 : Homework Pass

Page 8 : Homework Pass

Page 9 : Golden Certificate + Gold Medal +
S.S.N. Golden notebook & pencil

Sanctions:

Failure to comply with D.F.L. results in the following sanctions:

1) Oral warning

2) Initials on whiteboard or teacher diary.

3) **Reflect and refocus time (30 Minutes at most)** a pupil writes out the rule that they have broken in their class D.F.L. copy. They continue with their class work *Pupil will be discreetly invited to re-join the class.*

4) **Reflect and refocus time in another classroom with the Pupil Behaviour Reflection sheet assigned. See loss of privileges below also.** Behaviour sheet is to be sent home for signature - phone call/ class dojo message to be sent home. (Should a child receive 2 Step 4 behaviour reflection sheets, their next reflection sheet will be at Step 5 and will warrant reflection time at home)



5) **Pupil Behaviour Reflection sheet assigned and completed in another classroom, principal will be informed and will sign behaviour reflection sheet in addition to the teacher. The principal organises a meeting with the parent and a period of home reflection is arranged. Principal, SET Teacher & Class Teacher will monitor behaviour. Loss of privileges will be enacted also. (Should a child receive 3 Step 5 behaviour reflection sheets, the next step will be suspension)**

Privileges to be lost at Step 4	
1 Step 4 reflection sheet	10 minutes yard time missed
2 Step 4 reflection sheets	20 minutes yard time missed
Misuse of technology considered to be Step 4	Withdrawal of chromebooks for 2 weeks
Privileges to be lost at Step 5 as decided by teacher	Representing school or class, extracurricular activities, outings, golden time. (Library, student council, Active committee, Green committee, choir, band, football, basketball court etc).
1 step 5	Withdrawal from the yard for a lunch break and a loss of 1 of the above items and reflection time at home/out of the classroom.

2 step 5s	Withdrawal from the yard for 2 lunch breaks and loss of 2 items from the list above and reflection time at home/out of the classroom.
3 step 5s	Loss of privileges for rest of year and Suspension
Inappropriate use of technology considered to be a Step 5	Withdrawal of chromebooks for 1 month

- 6) After 3 step 5 behaviour reflection sheets non-compliance with D.F.L. will warrant suspension and notification to the chairperson of B.O.M. Written confirmation of suspension will be given to parent
An incident of exceptional gravity may warrant immediate suspension. A Pupil Behaviour Promise Sheet will be completed and signed on return to school.
- 7) **Expulsion:** will follow procedures outlined in our Code of Behaviour Policy above.

Note: If child persistently reaches sanctions 2 / 3 on a daily basis, pupil will start the next day off at step 3.

- Pupil will record Step 2/3 in the D.F.L. copy
- Formal communication to parents would be at Step 4 as per DFL unless a teacher feels the need to inform prior to that.

Behaviour Reflection Sheet (updated 2025)


Scoil an Spioraid Naoimh Behaviour Reflection Sheet
 Date: _____ Step 4: _____ Step 5: _____

1a Describe what **you** did beginning with the word "I":

And why:

I was angry or annoyed _____

I was retaliating (fighting back/reacting) _____

I was joking _____

I was joining in with my friends _____

1b Is this reflection sheet due to repeated steps:

Yes _____ No _____

Circle/highlight the school rule you broke:

1. Silence, whispering, quiet talking. Know when, know where, know why.
2. Orderly walking is the rule, into and within the school.
3. Arrive on time, heed the bell. Line up fast, use class time well.
4. Show respect; earn respect.
5. Check your bag, have everything in, in the yard. Is everyone in?
6. Dress for success, our uniform is key. Present yourself in blue and navy!

Signed by:

Pupil: _____

Teacher: _____

Parent: _____

Principal: _____ (Step 5)

2 If this happened again I would

Walk away _____

take 5 deep breaths _____

ask an adult for help/time out _____

I could talk about how I feel _____

I would tell the person I'm not happy _____

I understand why I've had to complete this reflection sheet and have reflected on my behaviour:

Yes _____

No _____

Appendix 2: SSN Sample Individual Behaviour Support Plan Template

Scoil an Spioraid Naoimh

Individual Behaviour Plan

Start Date:	Review Date
Name:	Date of Birth:
Class Teacher:	SET Teacher:
	SNA (if applicable):
Strengths: Academic or behavioural strengths of the student	
Triggers of Behaviour (functional assessment may help with this)	
Target Behaviour: specific/focused, up to 3 maximum	Replacement Behaviours: List appropriate and attainable replacement behaviours
1.	1.
2.	2.
3.	3.

Strategies for implementing behaviour and personnel/resources necessary:	
Rewards	Sanctions
Progress / Comments	
Signed :	
Pupil:	Parent:
Teachers:	SNA:
Any other adults involved:	

Appendix 3 A: Sample Letter informing Parent of Suspension

Scoil an Spioraid Naoimh Senior Primary, Laytown, County Meath, A92E273

Principal: Bláithín Maguire

Deputy Principal: Ms Ciara Winters/ Acting Deputy: Ms Orla Garry

E-mail: principal@ssnlaytown.ie or secretary@ssnlaytown.ie

Website: www.ssnlaytown.ie

Telephone/Fax: 041-9828091

School Roll No: 20017F

Date



Dear Parent/Guardian,

Firstly, I would like to thank you for coming in to school today/taking my call in relation to the serious incident of misbehaviour/repeated misbehaviours that occurred involving Name. It was important that we discussed these matters before any sanctions were imposed.

This letter is required to formally notify you that Name is suspended from school on the Date. This decision is made based on the serious inappropriate behaviour/behaviours that occurred as set out in our School's Code of Behaviour. The suspension will be on the Date and be counted as one day of suspension.

The reason for suspension is insert reason.

Teacher has prepared a programme of work/will send relevant work to be completed by Pupil's name at home on the date. As discussed at the meeting/phone call, the school recommend that Name should have no access to any form of technology while at home. He/she is required to reflect on the inappropriateness of his behaviour/behaviours and complete the programme of work.

On return to school on date, pupil's name should report directly to the office to meet with myself, Ms Maguire or Deputy Principal and agree to fulfil the terms of their promise note and are in compliance with the D.F.L. In addition, you as his/her parent/guardian will be required to recommit to the S.S.N's Code of Behaviour.

You are entitled to appeal this decision by writing to the Chairperson of the Board of Management c/o S.S.N.

In accordance with our Code of Behaviour it is important to note that every pupil is given every opportunity to a fresh start when the period of suspension has been completed. However, should subsequent incidents of serious or repeated misbehaviour occur, further suspensions will be warranted.

I would like to thank you for your full cooperation in relation to the above matter.

Yours sincerely,

Bláithín Maguire & Noel Quinn (Principal & Chairperson on behalf of the Board of Management)

Appendix 3B: Sample Promise Sheet following suspension

Scoil an Spioraid Naoimh Senior Primary, Laytown, County Meath, A92E273

Principal: Bláithín Maguire

Deputy Principal: Ms Ciara Winters

Telephone/Fax: 041-9828091

E-mail: principal@ssnlaytown.ie

School Roll No: 20017F

Website: www.ssnlaytown.ie

Pupil Behaviour Promise

On my return to school following suspension on the Date _____.

I agree to the following:

1. I will use appropriate language (no curse words etc.) at all times towards any staff member in school.
2. I will remain inside the school boundary wall and only leave with the permission of a teacher.

I understand that these are part of the rules of the school.

I agree to the rules of the school.

Pupil's Signature:

By signing this agreement, we agree to recommit to the school's Code of Behaviour on behalf of our child.

Parent/Guardian Signature:

Parent/Guardian Signature:

Principal's Signature:

Date:

Steps and Sanctions

Pupils along with the Principal, Vice Principal, Class Teachers, SET team and SNA staff have discussed the steps and what behaviours warrant each step. This has brought clarity to all parties in the process. This will be applied to each class and will ensure we have a pleasant and positive learning experience in Scoil an Spioraid Naoimh. **Catch them being good and promote the rules within the classroom.** We are always mindful of individual circumstances & learning needs.

The following are examples and are not prescript.

Step 1 ● Shouting/talking out in class ● Distracting/being disruptive (not on task) ● More than one person in the toilet (Permission needed) ● Leaving seat without permission ● Leaving classroom in an un-orderly manner ● Messing on the corridor ● Talking/messing in the line at lunch time ● Speaking out of turn outside the classroom ● Disrespecting the speaker ● Not following instructions ● High noise volume ● Repeated pattern of incomplete homework ● Swinging on chair	Step 2 ● Any repeated step 1 ● Not respecting school property/others property ● Giving cheek/being disrespectful ● Intentionally unkind to or about others ● Pushing or invading personal space ● Non-compliance with uniform. ● Non compliance with Healthy eating ● Putting a hole in bottle ● Use of mirror, hairbrush or lipgloss	Step 3 ● Further repetition of Steps 1&2 ● Leaving classroom/ seat without permission especially at break times/wet play ● Refusing to cooperate (defiance) ● Being disrespectful to principal/teacher/adult/peer ● Being dishonest ● Intimidating others ● Chewing gum	Step 4 ● Repetition on steps 1,2 &3 ● Reactionary physical altercation or aggression ● Leaving school/adults care without permission ● Use of bad language directed at an individual ● Vandalism/destruction of property (less serious) ● Bringing a phone to school ● Severely hurtful comment ● Calling another pupil a rat/snitch when some has disclosed important information ● Misuse of technology (less serious)	Step 5 ● Continually repeating any prior steps ● Bullying behaviour (monitored closely by class teacher/principal) Follow Anti – Bullying policy. ● Stealing ● Deliberate physical aggression/instigating a fight ● Vandalism/destruction of property/school property/IT equipment (more serious) ● Misuse of technology (more serious) ● Using a phone/smart device at school
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Step 1: Oral Warning	Step 2: Initials on whiteboard	Step 3: Reflect/refocus at pupil's desk and write out the rule broken in D.F.L. copy and date it (30 minutes at most) Discreetly invite pupil to rejoin the class	Step 4: Reflect/Refocus with a reflection sheet in another classroom (Approx 30 minutes) Reflection sheet signed by class teacher and parents and loss of privilege enacted. Step 4: Reflection sheet placed in teacher's folder.	Step 5 See step 4 & Principal informed Reflection sheet signed by principal. Parents are required to attend a meeting with. The pupil will partake in reflection time at home with the parent and loss of privilege enacted.
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Review

October 7th 2022 : Discussed at ISM Meeting and then communicated to staff on 10/10/ 22. Teachers on yard only give Steps for serious incidents and will communicate this to the relevant class teacher (Step 3,4)

June 26th/27th- Review completed with the D.F.L Committee and Principal and Acting deputy Orla Garry reviewed suspension the week previous.

December 2023: Review

April 2025 Review by the staff especially looking at the Behaviour Reflection Sheet and our steps

May/June 2025 Review of the Policy and Sanctions with the pupils and teachers.

Parental Google form sent out in **June 2025** to all parents

Yvonne and Orla spent time reviewing the policy prior to BOM input.

Policy sent to the BOM 1st July 2025

July Phone call between Noel Quinn and Orla Garry

Staff Meeting **27th August 2025** - Presentation of Code of Behaviour by Yvonne and discussion about best practice and amendments made recently

Presented to the B.O.M **7th October 2025.**