Castleiney National School – Code of Positive Behaviour

2nd December 2025

1. Introduction & Rationale

The Board of Management of Castleiney National School has adopted this Code of Behaviour in accordance with Section 23 of the Education (Welfare) Act 2000.

This Code:

- Specifies the standards of behaviour expected of all pupils.
- Sets out the supports, rewards and sanctions the school will use.
- Includes procedures for suspension and expulsion (should they become necessary), as required by law.
- Provides clarity regarding behaviour expectations, rights and responsibilities for pupils, parents/guardians and school staff.
- Includes our school's anti-bullying policy, and ensures that bullying in any form is unacceptable in our school community (aligned with the revised Bí Cineálta Procedures to Prevent and Address Bullying Behaviour 2024).
- A copy of this Code will be provided to parents/guardians on enrolment, and will be available on request to any parent/guardian or pupil.

2. School Ethos & Principles

As a Catholic primary school, our positive behaviour approach is rooted in our Catholic ethos, promoting kindness, respect, inclusivity, and the dignity of every child as created in the image of God.

Inclusive Respect: We believe every child is unique and is entitled to respect, dignity and support, recognising individual differences, needs and potential.

Positive Behaviour, Restorative Practice & Fair Consequences:

Castleiney National School promotes a restorative culture where pupils are supported to repair harm, rebuild relationships and learn from their actions.

Restorative Practice (RP) and clearly defined consequences work together.

A restorative approach does not replace consequences; it complements them.

Unconditional Positive Regard: Staff respond to all pupils with respect, empathy and fairness, regardless of behaviour concerns.

Fairness, Consistency & Transparency: Rules, rewards, and consequences are applied consistently and fairly, taking account of age, developmental stage, Additional Educational Needs (AEN), and context.

Inclusive Respect: We believe every child is unique and is entitled to respect, dignity and support, recognising individual differences, needs, and potential.

Positive Behaviour and Restorative Practice: We emphasise positive behaviour — praising, encouraging, and supporting children — and use restorative approaches (RP) to repair harm, rebuild relationships, and foster a respectful, caring school community. We have 'Unconditional Positive Regard' for all children at all times.

Partnership with Parents/Guardians: We view parents/guardians as partners. Cooperation and communication between home and school are essential for sustaining good behaviour and supporting pupils.

Safety and Well-being: The safety, well-being, and emotional, social, academic development of all pupils are paramount. Our practices aim to support a safe, nurturing environment for learning and growth.

3. Expected Standards of Behaviour (What We Expect from Pupils)

All pupils are expected to:

- Treat staff, other pupils, visitors and the wider school community with respect, courtesy, and kindness.
- Follow instructions from staff and cooperate with others.
- Behave safely and sensibly: in classrooms, corridors, yard, on school grounds, during school activities and outings.
- Show care for property — school property, others' belongings, and personal items.
- Work to the best of their ability academically, socially, and behaviourally.

- Attend school regularly and punctually; inform the school (via their parent/guardian) in writing of any absence, or reason for early/late arrival.
- Uphold the values and ethos of the school — honesty, fairness, inclusion, and respect for diversity.
- Follow our behaviour-management system: Yellow/ Red/Green card system, RP approach.
- Engage positively with supports provided, especially if they have additional needs (AEN) or require extra support.

4. Promoting Positive Behaviour & Supports

Green Card — Positive Behaviour Examples

Green Cards may be awarded for positive behaviour, including but not limited to:

- Acts of kindness or inclusion
- Exceptional effort
- Leadership or maturity
- Resolving conflict respectfully
- Helping maintain school environment
- Consistent respect and cooperation

To encourage and maintain good behaviour, the school will:

- Use the card-system (green/yellow/red) to recognise and reinforce positive behaviour, and to manage low-level misbehaviour in a clear and transparent way.
- Use Restorative Practice (RP): when conflict or hurt occurs, staff will facilitate restorative conversations — giving pupils the opportunity to reflect on their behaviour, understand its impact, repair harm, and restore relationships.
- Use our 'Kindness Board' to commend and promote positive behaviour and acts of kindness.
- Provide reasonable adjustments and supports for pupils with additional needs (e.g. dyslexia, dyscalculia, social–emotional difficulties) — including differentiated

expectations, behaviour-plans, extra support, or referral to specialist support if needed.

- Engage parents/guardians proactively when concerns arise; encourage partnership and shared responsibility.
- Ensure supervision in classrooms, corridors, yard, and during any school-related activity/trip.
- Provide regular opportunities to revisit and reaffirm school rules, values, and expectations (class meetings, assemblies, restorative circles).

5. Sanctions & Interventions — When Behaviour Falls Below Expectations

5.1 Definition:

Behaviour falls below expectations when it contradicts Section 3 standards or causes disruption, risk, damage, or persistent non-cooperation.

5.2 Examples of Behaviours Leading to Cards:

Yellow Card behaviours include:

- Disrupting learning consistently
- Not following instructions consistently
- Unkind remarks
- Unsafe play
- Minor property damage
- Persistent talking
- Disrespect for property

Red Card behaviours include:

- Physical aggression
- Threatening behaviour

- Bullying (In-line with Bí Cineálta Policy)
- Deliberate damage
- Significant or repeated defiance
- Dangerous behaviour
- Serious verbal abuse

5.3 Step-by-Step Procedure:

Step 1 — Reminder & Restorative Prompt

Step 2 — Yellow Card Issued

Step 3 — Restorative Conversation

Step 4 — Red Card (if behaviour escalates)

Step 5 — Parental Contact triggered by:

- Two red cards in a week OR
- Three red cards in a term OR
- One serious incident

Step 6 — Meeting with Parents/Guardians

Step 7 — Behaviour/Support Plan

Step 8 — Suspension

Step 9 — Expulsion

When a pupil's behaviour breaches the Positive Behaviour Code, the school will respond with a proportionate, fair and consistent approach. Possible responses include (but are not limited to):

- Verbal warning / discussion with pupil.
- Card-system response (yellow card / red card) depending on seriousness or frequency.

- Restorative conversation / reflection / apology / restorative task (RP).
- Temporary removal from class or yard / supervised "time-out".
- Behaviour contract or behaviour-plan (especially for pupils with additional needs).
- Meeting with parents/guardians.
- Referral to supports (in-school supports, learning-support, special education, external agencies if required e.g. NEPS).
- Short-term suspension (see Section 6).
- As a last resort (in very serious or repeated misconduct), recommendation for expulsion (see Section 7).

*The choice of intervention or sanction will always consider: the age and needs of the pupil; the seriousness, frequency, and context of the behaviour; any special educational or social/emotional needs; and the school's commitment to inclusion and support rather than exclusion wherever possible.

6. Suspension Procedures

6.1 Authority to Suspend

The Board of Management has formally delegated to the principal the authority to impose a temporary suspension.

6.2 Grounds for Suspension

Examples include (but are not limited to): serious disruption of learning; threat to safety of pupils or staff; serious damage to property; repeated misconduct despite previous interventions; gross misbehaviour; illegal activity.

6.3 Procedures for Suspension

The Principal will investigate the circumstances impartially and document the incident(s).

Parents/guardians will be informed in writing of: reason for suspension; length or period; date when the pupil may return; any conditions attached.

A record of the suspension, rationale, communications, and agreements will be kept securely.

On return, the pupil (and parents/guardians where appropriate) will meet with the Principal and/or relevant staff to agree on supports, expectations, and a plan moving forward (reintegration plan).

7. Expulsion Procedures

Expulsion will only be considered in the most serious cases — where there is serious threat to safety, serious or repeated misconduct, and where all other supports/interventions have not been successful, despite all efforts.

7.1 Procedure for Expulsion

- Principal conducts a full investigation and documents findings.
- Principal makes a recommendation to the Board of Management.
- The Board holds a hearing, inviting the pupil and parents/guardians to present their case.
- After deliberation, the Board may decide to expel, in line with fair procedures and statutory obligations.
- Parents/guardians will receive written notification of the decision, including information about the right of appeal (Section 29, Education Act 1998).
- Expulsion will only be imposed after all other supports and interventions have been exhausted.

8. Behaviour in Special & Additional Needs Context

The school recognises that some pupils may have additional educational, emotional, social, or behavioural needs (e.g. ADD, ASD, dyslexia, dyscalculia, anxiety, additional challenges).

For such pupils, expectations and consequences will be applied with flexibility and sensitivity. Behaviour-plans may be developed, in consultation with parents/guardians, class teachers, and any relevant support staff (AEN teacher, learning-support, NEPS psychologist, etc.).

Restorative Practice is our preferred approach to support behaviour change and emotional understanding — giving pupils the opportunity to learn from mistakes, repair harm, and grow in responsibility. However as previously mentioned – this approach does not replace consequences, it compliments them)

The school aims to provide a supportive environment that enables all pupils to succeed, ensuring fairness alongside high expectations.

9. Communication, Implementation & Review

This Code will be distributed to all parents/guardians on enrolment; all new pupils will receive a copy, and parents/guardians will be asked to confirm acceptance in writing OR through Google Forms.

The Code will be explained to pupils at the start of each school year (class presentation, assemblies), and referred to regularly in class meetings & assemblies. We will also have a pupil friendly version of this policy displayed throughout the school.

The parents will receive a reminder of our code of behaviour at the start of every school year (through email)

Staff will apply the Code consistently, fairly, and with respect for the dignity and individual circumstances of pupils.

The Board of Management will review this Code **at least every three years** (or sooner if required), to ensure it remains appropriate, compliant with current legislation and guidance, and meets the needs of our school community.

Parents/guardians will be informed in writing of any substantive changes.

The school will keep secure records of serious incidents, suspensions, expulsions, restorative meetings, and behaviour-plans, in line with data-protection obligations.

10. Appendices / Supporting Documents

Where relevant, this Code should be read in conjunction with:

- The school's Anti-Bullying Policy (aligned with Bí Cineálta). (In school office or on website)
- The school's Special Educational Needs / Inclusion Policy.
- The school's Data Protection / Acceptable Use of ICT Policy.
- The school's Health & Safety Statement.
- Any Individual Behaviour Plan or Support Plan developed for a pupil with additional needs.

- Record-Keeping templates (incident reports, restorative-meeting notes, suspension/expulsion records, parental communications, return-to-school agreements).

Annual Parental/Guardian Agreement

All parents/guardians will review and sign the Code of Behaviour at the beginning of each school year.

This policy will be reviewed every 3 years, or sooner, should the need arise.

Signed: _____ (Principal) Date: 2.12.25

Signed: _____ (Chairperson) Date: 2-12-25