

St. Anthony's Boys' National School

Ballinlough, Cork



Code of Behaviour
2026/2027

St. Anthony's Boys' National School

Code of Behaviour

The following Code of Behaviour has been devised for St. Anthony's B.N.S. Ballinlough, following a review of the existing Code during the summer term of the 2025/26 academic school year. Representatives of the school staff, the Board of Management and Parents' Association took part in the review.

A. Introductory Statements.

St. Anthony's Boys' National School aims to provide a happy, secure, friendly learning environment, where children, parents, teachers, Special Needs Assistants, ancillary staff and Board of Management work in partnership. Each individual is valued, encouraged and respected for his uniqueness and facilitated to reach his full potential in a positive atmosphere.

The school community of parents, school staff and Board of Management have a central role to play in the children's social and moral development just as it does in their academic development. As a community we recognise that in seeking to define 'acceptable standards of behaviour' we acknowledge that these are *goals to be worked towards* rather than expectations that are either fulfilled or not. The children bring to school a wide variety of behaviour and it is our goal to guide and encourage each child towards standards of behaviour which are acceptable and in keeping with a school setting. As a school community, we aim to work towards standards of behaviour based on the basic principles of respect, honesty, consideration and responsibility for ourselves and for one another.

B. Rationale.

The review of the Code of Behaviour was conducted to ensure that it is in compliance with legal requirements and good practice as set out in 'Developing a Code of Behaviour: Guidelines for Schools.' National Education Welfare Board (2008).

It is also a requirement under the Education Welfare Act (2000), Section 23 (1) which refers to the obligation on schools to prepare a Code of Behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:

1. The standards of behaviour that shall be observed by each student attending the school.
2. The measures that shall be taken when a student fails or refuses to observe those standards.

3. The procedures to be followed before a student may be suspended or expelled from the school.
4. The grounds for removing a suspension imposed in relation to a student.
5. The procedures to be followed in relation to a child's absence from school.

The policy is also required to put in place procedures which will ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in an ordered, secure and disruption-free environment.

Involving and encouraging all members of the school community in developing, formulating and reviewing this policy on behaviour will promote partnership, ownership and implementation of a 'living policy,' one which is actively implemented/promoted in the whole school community.

C. Links to School's Mission Statement.

"St. Anthony's B.N.S. is a Catholic primary school, which strives to provide a well-ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed.

While St. Anthony's B.N.S. is a school with a Catholic ethos, it also has due recognition for all other religions.

We encourage the involvement of parents through parent-teacher meetings (both formal and informal) and through their involvement in the St. Anthony's B.N.S. Parents' Association.

We endeavour to enhance the self-esteem of everyone in the school community, to imbue in the pupils respect for people and property and to encourage in them the idea of being responsible.

We promote gender equity amongst the teachers and pupils."

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

D. Where does the Policy Apply?

The standards and expectations contained in the Code of Behaviour policy apply in the school and in any situation where the student, although outside the school, is still the responsibility of the school. Examples include school tours, games and extracurricular activities and attendance at events organised by the school.

Where a student is alleged to have engaged in serious misbehaviour outside school, when not

under the care or responsibility of the school, a judgement will be made as to whether there is a clear connection with the school and a demonstrable impact on its work, before the code of behaviour applies. (The school Board of Management may seek legal advice where the situation is complex.)

E. Our Vision

It is our vision to provide a happy and secure environment which is conducive to the learning and personal development of each child. To help us achieve this vision, the support and cooperation of pupils, parents and staff is essential. Our guiding vision is to inculcate in each pupil a sense of belonging and a pride in St. Anthony's B.N.S. Pupils, parents, teachers and other staff are expected to uphold the ethos of the school in a spirit of cooperation and partnership.

The school places great emphasis on encouraging positive behaviour in pupils, and programmes will be implemented in the classrooms which will encourage this (SPHE programme /Grow in Love religion programme etc.) Good behaviour is based on good relations among parents, children and the school staff. We are of the view that a high standard of behaviour requires a strong sense of community within the school and a high level of cooperation among staff, parents and pupils.

Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, fair and consistent manner where the limits of behaviour are clearly defined and where children become familiar with the consequences of behaviour beyond these limits.

The overriding principle governing this code is respect - respect for ourselves and others, our own and others' property and for the environment.

While the Board of Management of the school has ultimate responsibility for behaviour in the school, within the school, the overall day-to-day responsibility for behaviour rests with the Principal, staff and students. Each teacher has responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

Parents/guardians can support the school by encouraging their children to understand the need for school rules and by communicating any relevant concerns to the school.

F. Aims of the Code of Behaviour.

- To create a positive learning environment that encourages and reinforces good behaviour.
- To create a positive and safe environment for teaching and learning.
- To facilitate the education and development of every child.
- To encourage students to take personal responsibility for their learning and for their behaviour.
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights and needs of others.

- To help young people to mature into responsible participating citizens.
- To promote self-esteem and positive relationships of mutual support among students, staff and parents.
- To ensure consistency of response to both positive and negative behaviour.
- To ensure that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

G. Restorative Practice.

Restorative Practice is at the core of our school's policy. This is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent recurrence. It gives the children an opportunity to take responsibility for their own behaviour.

H. Code of Behaviour

The Code of Behaviour covers the following areas:

- Pupil behaviour in class
- Pupil behaviour in the playground
- Pupil behaviour in the school environment and behaviour on school outings
- School Attendance.
- Promoting positive behaviour in the school.
- Dealing with unacceptable behaviour.
- Suspension / Expulsion.

I. Pupil Behaviour in Class

Children will be supported in being courteous and respectful in class. We acknowledge that some children will need additional support in this regard. Children will also be encouraged to make their needs known to the teacher as this can help the teacher to support them.

Pupils, however, should respect the right of other pupils to learn. Disrespectful behaviour towards another pupil or towards a teacher or another member of staff is not acceptable.

J. Whole school Rules and Expectations

A table of expected behaviours is shown in Appendix 1 of this document. Teachers will display this chart in their classroom.

At the beginning of each year, the class teacher will teach the children about the expected behaviours. Restorative practices will be used in all classrooms. The St. Anthony's community will follow a whole school behaviour system. This is outlined below in 'M'

The Whole school behaviour system will be followed in the playground, within and outside of the classroom, in the school environment and on school outings.

K. School Attendance.

Under the Education Welfare Act (2000), absences must be explained by a brief note written in the school journal and signed by a parent/guardian. Absences of 20 days or more must be referred by the school to the Education Welfare Board. Ref: School Attendance Policy.

L. Promoting Positive/Acceptable Behaviour.

Promoting positive behaviour is the main goal of the Code of Behaviour. Students are more likely to benefit from their education and to be happy in a structured, caring environment, where high standards of behaviour are expected and adhered to. In St. Anthony's B. N.S. we recognise that the quality of the relationship between students and teachers is one of the most powerful influences on student behaviour. Children will be encouraged, praised and listened to by adults in the school. Praise will be given generously. Praise will be directed towards the appropriate behaviour as opposed to the child e.g. *'Well done, you waited quietly while I was organising the science equipment.'* instead of *'You are a great boy.'* When behaviour is praised, there is a greater chance of that behaviour being repeated in the future. When behaviour is praised, children will also be clear about the reason for the praise and other children will strive to copy that behaviour.

The following are some examples of how positive behaviour may be acknowledged.

- A verbal acknowledgement of the effort and of good behaviour.
- A positive comment in a pupil's copy or homework journal.
- A mention to parents (written or verbal.)
- A word of praise in front of a group or class.
- A visit to another member of Staff or to the Principal's office to acknowledge the positive behaviour/effort.
- Giving a star or other merit sticker.
- Delegating some special responsibility or privilege to the pupil.
- Additional 'Golden Time' given to preferred activity chosen by the child or class.

M. St. Anthony's Whole School Behaviour System:

St. Anthony's BNS is a Restorative School which uses restorative practices. St. Anthony's BNS promotes, encourages and models Positive Behaviour Management Strategies for the Classroom, yard and school environment. The class teacher will implement and display these positive behaviour systems in their classroom.

N. The following steps will be taken when a pupil behaves inappropriately

1. Verbal reminder of appropriate behaviour, including advice on how to improve.
2. 2a. Reasoning with the pupil, stating the inappropriate behaviour and advice on how to change the behaviour through the use of restorative questions (see Appendix 2). This will be documented by the teacher.

2b. All yard incidences will be addressed by the teacher on duty. The class teacher will be informed of any misbehaviour on yard by the teacher on duty. A 'Behaviour Check In' template (see Appendix 3) will be used for junior and senior infants for frequent recurring behaviour or gross misbehaviour.
3. Record keeping of frequency of Behaviour - See section 'O'
4. Contact parents for any incidences of gross misbehaviour or recurrent frequent misbehaviours. An agreed Behaviour Plan is put in place (change of specific behaviour rewarded) with a Behaviour Tracker Reward System. Parents are notified of a tracker in place which is a motivator to modify and correct the behaviour.

Sanctions:

The following sanctions will be used when warranted and will be age appropriate;

- Temporary separation within class or on yard.
- Prescribing of additional suitable work in school or at home to be signed by parent/guardian
- Loss of privileges (e.g. Golden Time)
- Temporary removal of a pupil from the classroom/yard to another classroom or suitable location for a short period of time. Parents/ Guardians will be informed by the class teacher and support sought.

O. Implementation of a Behaviour Plan

When negative behaviours persist, it is necessary to develop a pupil behaviour plan in conjunction with the SET to address the behaviour (see Behaviour Support Plan Template on Aladdin)

Step 1. Identify the behaviour. All behaviours fall into one of the four **SEAT** categories (**Sensory, Escape, Attention, Tangible**). This is the function of the behaviour.

Step 2. Once the behaviour is identified, quantitative evidence of the behaviour should be gathered i.e. collect the data of how many times the behaviour occurs throughout the day see appendix 3. This should be done for a period of 3 to 5 days. This will give evidence of when and how often the behaviour occurs. Complete 'My Thoughts About School' document. (See Appendix 4)

- How is the Pupil when he comes into school?
- Identify Pupil's strengths – what can he do?
- Identify what might trigger behaviours?
- How are his social skills? Can he work in a group- can he play a game, can he turn take, win and lose a game?
- Can he regulate his emotions?

Step 3 complete ABC analysis see appendix 5–

- **Antecedent** - what happened before the behaviour or what happened to cause the behaviour (trigger)? Was this a SET EVENT? (something that happened at home that we can't control).
- **Behaviour** – what is it?
- **Consequence** – what happened after the behaviour? Did we reinforce the behaviour by rewarding it with attention, sensory etc?

Step 3. Implement a **FERB - Functional Equivalent Replacement Behaviour** (See Table A below) e.g.; If the consequence of the behaviour is to get attention, give talk cards, put up your hand cards, blurt sticks. If it is sensory use theraputty, have a sensory box, fidgets at the desk. These are just some examples.

Give 3 weeks to see if the intervention works or not – count behaviours in this time to monitor improvement. (See Appendix 3)

Table A

Implementing FERB

- Who will participate in implementing it?
- When will it be facilitated?
- How will it be accessed?
- Is there a specific duration?
- How many times can the FERB be accessed?

The behaviour we put in place has to serve the need Pupil is seeking.

Antecedent strategy - strategy put in place to avoid challenging behaviour

- Increased access to positive attention
- Enabling predictability – visual timetables, breaks etc
- Environmental organisation
- Increase choice
- Regular movement breaks NB; a movement break must get the student to a place where they are ready to learn
- Redirection – shift the focus
- Self managing/regulating anxiety

Consequence strategy – strategy put in place to move Pupil away from challenging behaviour – redirect Pupil to the FERB

- Positive reinforcement
- Token economy – stars etc
- First, next, then schedule

Important:

Everyone should to be doing the same thing – Class teacher, support teachers and SNA's

Identify the trigger

Recognise the signs of anxiety

Have targeted interventions – explore feelings, zones of regulation, incredible 5 point scale

Things to remember:

For positive behaviour to increase, the behaviour needs to be reinforced

Restorative Practice

Pupil will need extra reinforcement for engaging in the new behaviour – initially a lot of reinforcement, gradually decreasing the reinforcement.

Levels of least intrusion – create an environment where Pupil operates independently.

When intervening – intervention of Support teacher/SNA should be discreet.

Provide extra input with the least amount of intrusion to maintain or increase a desired behaviour.

P. Suspension / Expulsion from school.

(Reference Chapter 11 and 12 of Developing a Code of Behaviour for Schools, National Educational Welfare Board, (2008))

Exclusion (Suspension or Expulsion) from school in accordance with Rule 130 of the Rules for National Schools/Education Welfare Act 2000.

Suspension will be in accordance with the terms of Rule 130(5) of the Department of Education's Rules for National Schools.

Rule 130(5): *Where the Board of Management deems it necessary to make provision in the Code of Discipline to deal with continuously disruptive pupils or with a serious breach of discipline, by authorising the Chairperson or Principal to exclude a pupil or pupils from school, the maximum initial period of such exclusion shall be three school-days. A special decision of the Board of Management is necessary to authorise a further period of exclusion up to a maximum of 10 school-days to allow for consultation with the pupil or pupil's parents or guardians. In exceptional circumstances, the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed.*

Expulsion may be considered in an extreme case, in accordance with Rule 130 (6) of the Rules for National Schools.

Rule 130 (6): *No pupil shall be struck off the rolls for breach of discipline without the prior consent of the Patron and unless alternative arrangements are made for the enrolment of the pupil at another suitable school.*

Q. Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent(s) must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

R. Children with Special Needs.

All children are required to comply with the Code of Behaviour. However, the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/ resource teacher, and/or Principal as appropriate. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be taken into account. The children in the class or school may be taught strategies to assist a pupil with special needs to adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

S. Roles and Responsibilities.

The Board of Management is responsible for ensuring that the policy is in place and is being implemented in the school. The whole school community of staff, pupils, parents and others is responsible for supporting and implementing the policy on an ongoing basis in the school.

T. Adult Behaviour: Responsibility of Adults/Expectations of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

Board of Management.

The Board of Management is expected to:

- Provide a comfortable, safe environment.
- Uphold the characteristic spirit of the school and be accountable to the patron in this respect.
- Consult and keep the patron informed of decisions and proposals.
- Support the Principal and staff in implementing the code.
- Ratify the Code.
- Ensure the Code is communicated to the whole school community. (Ref: Section V)

The Principal

The Principal is expected to:

- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for a review of the code every two years. (Board of Management term).

School Staff

Teachers/SNAs are expected to:

- support and implement the school's Code of Behaviour.
- be cognisant of their duty of care.
- create a safe, welcoming atmosphere for their pupils.

- praise desirable behaviour.
- facilitate pupils to reach their full academic potential.
- be courteous, consistent and fair with pupils and parents.
- keep opportunities for disruption to a minimum.
- keep record of serious/gross misbehaviour or repeated instances of minor misbehaviour.
- provide support for colleagues.

Parents/Guardians

Parents are expected to:

- ensure their children attend school regularly and on time and that they are collected from school on time.
- encourage their children to follow the school's Code of Behaviour.
- make an appointment beforehand if they need to see a teacher.
- treat all members of the school community with respect.
- provide a note for all absenteeism.
- inform the class teacher of any change to collection procedure for their children.
- co-operate with teachers in instances where their child's behaviour is causing difficulty to others.
- communicate to the school problems which may affect their child's behaviour.

Expectations

Teachers can expect to:

- be treated with respect.
- teach in a well-maintained physical environment relatively free from disruption.
- get support and co-operation from colleagues and parents in order to achieve the school's aims and objectives.
- be listened to and participate in decision-making which affects their own work and that of the school in general.
- work in an atmosphere that encourages professional development.
- get support and professional advice from the Board of Management, Department of Education and Skills, the National Education Welfare Board, the National Council for Special Education and the National Educational Psychological Services to help to cater for the psychological, emotional and physical needs of their pupils.
- have grievances dealt with in a systematic manner – referral to Principal/Chairperson/Board of Management. Ref: Catholic Primary School Management Association (CPSMA Grievance Procedure) www.stanthonys.ie School Policies – Ref: Appendix 6

Parents

Parents can expect to:

- be treated with respect.
- have a safe and welcoming environment for their child.
- obtain recognition for individual differences among pupils having due regard for the resources that are available.
- have fair and consistent procedures applied to the school's dealings with pupils.
- receive progress reports in accordance with agreed school policy (P.T. meetings and end of year reports)
- receive information on the school's policies and procedures.
- have grievances dealt with according to agreed procedures i.e. Catholic Primary School Management Association (CPSMA Grievance Procedure.) www.stanthonys.ie School Policies Ref. Appendix 6

U. Communication of the Code of Behaviour (including Anti Bullying Policy) to the School Community.

- Incoming students: A copy of the school's Code of Behaviour and Bí Cineálta/Anti-Bullying Policy will be given to the parents of the incoming Junior Infant class at the Open Day each year.
- Parents/guardians will be required to sign an undertaking supporting the policy.
- Current Students: A copy of the school's Code of Behaviour and Bí Cineálta/Anti-Bullying Policy will be distributed to the parents/guardians of current students following this review and ratification of the policy. This will be done during the school year 2026/27. Parents/guardians will be required to sign an undertaking supporting these policies.
- All staff have been involved in this review. A copy of the Code of Behaviour and Bí Cineálta/Anti-Bullying Policy will be distributed by email to all staff members and to members of the Board of Management following ratification of the policy.
- A copy of the school's Code of Behaviour and Bí Cineálta/Anti Bullying Policy is available online at: www.stanthonys.ie
- A copy will be available to parents and others on request from the school office.

V. Success Criteria.

The success of this policy will be measured against its level of success in promoting positive behaviour in the school and in preventing and dealing with inappropriate behaviour when it occurs. Its success will be measured against the practices and procedures listed in this policy

being consistently implemented by teachers and being supported by the parent body of the school. Feedback from pupils, parents and staff will also inform this decision.

W. Review and Evaluation.

The effectiveness of the policy will be reviewed on a 2 year basis by the Board of Management.

X. Approval by the Board of Management.

This document was ratified by the Board of Management on 15th June 2015, reviewed in February 2016, March 2017, February 2018, February 2019, May 2021, May 2022, May 2023 May 2024, May 2025 & July 2026.

Signed: Kieran Hastings

Chairperson

Seán Lyons

Principal

Date: July 1st 2026.

Appendix 1 Expected behaviour of the boys

Location	Be Respectful	Be Responsible	Be Ready
In the classroom	• Enter the classroom in an orderly manner • Listen to your teacher and each other • One voice at a time • Put your hand up and wait when you want to speak • Indoor voice • Hand and feet to self • Sit in your chair with 6 feet on the floor • Always do your best • Greet all adult visitors with 'Dia duit, Fáilte romhat isteach'	• Kind hands • Kind feet • Kind words • Be positive • Use your indoor voice • Sharing • Following teacher/ leaders instructions • Ask for help when you need it • Review your work • Try your best • Respect teacher's belongings • Respect other people's belongings • Keep your classroom tidy	• Be on time • Hang up your coat • Put away your belongings • Sit in your chair • Eyes on teacher • Listen carefully • Use property in the correct way • Always return borrowed items
Outside the classroom	• Keep to the left on the corridors • Treat others as you would like to be treated • Indoor voice • Walking quietly and carefully indoors • Always respect visitors, other pupils and staff	• Follow teacher's and SNA's instructions • Watch your space and keep hands and feet to yourself • Keep the environment tidy • Follow bathroom rules • Be aware of personal space • Line up appropriately • Following instructions • Looking forwards when walking	• Line up appropriately • In groups sit quietly with hands and feet to yourself e.g.(give me 5) • Follow give me 5 in the Gym and assembly • When bell rings on yard follow freeze on bell and walk to line on the whistle • Respect all school property including technology and gym equipment
On the yard and In the general school community	• Attend every day when possible • Be kind and mannerly to every person in the school-say hello to the staff • Use your staff names e.g. Ms Murphy • Respect property and equipment of your school • Be proud of your school • Keep yourself safe • Stay within the boundaries	• Be a positive representative of the school • Tell a grown up if something is wrong • Keep the bathroom clean and tidy • Be aware of personal space • Ask the teacher if you need to leave the yard	• Be a good friend • If someone is alone on the yard, ask them to play • If they don't want to play, that's ok • Invite all children to get involved in the games

Appendix 2.

Restorative Questions:

What happened?

What were you thinking about at the time?

What have your thoughts been since?

Who has been affected by what you did and in what way?

How could things have been done differently?

What do you think needs to happen next to make things right?

Appendix 3.

RECORDING DISRUPTIVE BEHAVIOUR - FREQUENCY CHART

Task: Input x each time the disruptive behaviour occurs in each time slot. Tick if it does not occur.

Pupil's Name: _____ Class: _____ Week of: _____
Recording Adult: _____

Behaviour to be Observed:

Alternative Behaviour Sought:

TIME / LESSON (Use details below or edit)	Monday	Tuesday	Wednesday	Thursday	Friday
e.g. 9.10 – 9.30 Entry to school / assembly					
9.30 – 10.20 Lesson 1					
10.20 – 11.10 Lesson 2					
11.10 – 11.25 Break					
11.25 – 12.15 Lesson 3					
12.15 – 1.00 Lesson 4					
1.00 – 1.30 Lunch					
1.30 – 2.15 Lesson 5					

Appendix 4.

A

What school is like for me modified from NEPS BESD guidelines

(To be completed by the student of junior primary)

Name: _____

Age: _____

Class: _____

Date: _____

My morning before school looks like this

The things I like about school are

Things I don't like in school are

Things I am good at

Things I find hard

I am happy in class when

I am happy on yard when
I feel unhappy in school when
I like playing with

Things I find hard are

The adults I get on best with in school are

I get into trouble when

The adults in school could help me by

Or B

What school is like for me (To be completed by the student) (advanced/upper primary)

Name: _____

Age: _____

Class: _____

Date: _____

Circle the answer that best describes you (“always”, “most of the time”, “sometimes”, “hardly ever”, or “never”). If you do not understand what a word means, please ask your teacher

1.	I find coming to school easy	always	most of the time	sometimes	hardly ever	never
2.	I try my best at my homework	always	most of the time	sometimes	hardly ever	never
3.	I work well on my own in class	always	most of the time	sometimes	hardly ever	never
4.	I work well in a group in class	always	most of the time	sometimes	hardly ever	never
5.	I find it easy to sit still in class	always	most of the time	sometimes	hardly ever	never
6.	I am able to listen to my teachers without getting distracted	always	most of the time	sometimes	hardly ever	never

7.	I follow instructions in class	always	most of the time	sometimes	hardly ever	never
8.	I try to do my best at school	always	most of the time	sometimes	hardly ever	never
9.	I like to learn new things	always	most of the time	sometimes	hardly ever	never
10.	I ask questions if I don't understand something	always	most of the time	sometimes	hardly ever	never
11.	I follow the school rules on the corridors	always	most of the time	sometimes	hardly ever	never
12.	I get on well with my teachers	always	most of the time	sometimes	hardly ever	never
13.	I get on well with the other students	always	most of the time	sometimes	hardly ever	never
14.	I can read and understand classwork	always	most of the time	sometimes	hardly ever	never
15.	I am able to organise my books, copies and materials for school	always	most of the time	sometimes	hardly ever	never
16.	I like school	always	most of the time	sometimes	hardly ever	never

**17. I get involved in
school activities
outside class**

always

most of the time

sometimes

hardly ever

never

**18. I am proud of my
work at school**

always

most of the time

sometimes

hardly ever

never

**19. I feel happy at
school**

always

most of the time

sometimes

hardly ever

never

Things I like/am interested in (inside and outside school):

Things I am good at (inside and outside school):

My teachers help me to learn and behave in school by:

I would like my teacher to know that:

My Thoughts about School Checklist



My Thoughts About School...

NAME

CLASS

DATE

The things I like best at school are:
The things I don't like about school are:
The things that I am good at are:
The things I find hard are:
I am happy in class when:
I am happy during break and lunch times when:
My friends are:
I need help with:
Teachers in school can help me by:
My teacher would describe me as:
My parents would describe me as:
My parents would describe me as:

The following questions can be asked if children have an emotional and behavioural difficulty in school.

Adults I get on best with in school are:
I get into trouble in school when:
The things I do that make my teacher feel unhappy are:
The things my teacher does that make me feel unhappy are:
I make my teacher happy when:
The things my teacher does that make me feel happy are:
The class rules are:
If someone breaks the rules:
Rewards I like best are:
The things that I need to change are:

Appendix 5

ABC OBSERVATION FORM

Student Name		Observation Date:	
Observer:		Time:	
Activity:		Class Period	
ANTECEDENT	BEHAVIOUR		CONSEQUENCE

Appendix 6

INTO/CPMSA COMPLAINTS PROCEDURE GUIDELINES FOR PRIMARY SCHOOLS.

INTO / CPSMA COMPLAINTS PROCEDURE

The Irish National Teachers' Organisation and the Catholic Primary School Managers' Association reached agreement in 1993 on a procedure for dealing with complaints by parents against teachers. The purpose of the procedure is to facilitate the resolution of difficulties where they may arise in an agreed and fair manner. The agreement lays out in five stages the process to be followed in progressing a complaint and the specific timescale to be followed at each stage.

Introduction

Only those complaints about teachers which are written and signed by parents/guardians of pupils may be investigated formally by the Board of Management, except where those complaints are deemed by the Board to be:

- (i) on matters of professional competence and which are to be referred to the Department of Education/Teaching Council.
- (ii) frivolous or vexatious complaints and complaints which do not impinge on the work of a teacher in a school or
- (iii) complaints in which either party has recourse to law or to another existing procedure.

Unwritten complaints not in the above categories may be processed informally as set out in Stage 1 of this procedure.

Stage 1

- 1.1** A parent/guardian who wishes to make a complaint should, unless there are local arrangements to the contrary, approach the class teacher with a view to resolving the complaint.
- 1.2** Where the parent/guardian is unable to resolve the complaint with the class teacher, she/he should approach the Principal with a view to resolving it.

- 1.3** If the complaint is still unresolved, the parent/guardian should raise the matter with the Chairperson of the Board of Management with a view to resolving it.

Stage 2

- 2.1** If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further, she/he should lodge the complaint in writing with the Chairperson of the Board of Management.
- 2.2** The Chairperson should bring the precise nature of the written complaint to the notice of the teacher and seek to resolve the matter between the parties within 5 days of receipt of the written complaint.

Stage 3

- 3.1** If the complaint is not resolved informally, the Chairperson should, subject to the general authorisation of the Board and except in those cases where the Chairperson deems the particular authorisation of the Board to be required:
- (a) supply the teacher with a copy of the written complaint *and*
 - (b) arrange a meeting with the teacher and, where applicable, the Principal Teacher with a view to
- resolving the complaint. Such a meeting should take place within 10 days of receipt of the written
- complaint.

Stage 4

- 4.1** If the complaint is still not resolved, the Chairperson should make a formal report to the Board within 10 days of the meeting referred to in 3.1(b).
- 4.2** If the Board considers that the complaint is not substantiated, the teacher and the complainant should be so informed within three days of the Board meeting.
- 4.3** If the Board considers that the complaint is substantiated or that it warrants further investigation, it proceeds as follows:
- (a) the teacher should be informed that the investigation is proceeding to the next stage.

- (b) the teacher should be supplied with a copy of any written evidence in support of the complaint.
- (c) the teacher should be requested to supply a written statement to the Board in response to the complaint.
- (d) the teacher should be afforded an opportunity to make a presentation of the case to the Board. The teacher would be entitled to be accompanied and assisted by a friend at any such meeting.
- (e) the Board may arrange a meeting with the complainant if it considers such to be required. The complainant would be entitled to be accompanied and assisted by a friend at any such meeting and
- (f) the meeting of the Board of Management referred to in (d) and (e) will take place within 10 days of the meeting referred to in 3.1(b).

Stage 5

5.1 When the Board has completed its investigation, the Chairperson should convey the decision of the Board in writing to the teacher and the complainant within five days of the meeting of the Board.

5.2 The decision of the Board shall be final.

5.3 This Complaints Procedure shall be reviewed after three years.

5.4 CPSMA or INTO may withdraw from this agreement having given the other party three months' notice of intention to do so.

(In this agreement 'days' means schools days.)