Bray School Project N.S.

Code of Behaviour

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Introduction

At Bray School Project NS, our Code of Behaviour reflects our commitment to creating a caring, inclusive, and respectful learning environment. Aligned with our Bí Cineálta (Be Kind) Policy and the school's ethos of democratic values, this Code provides a clear, positive framework for behaviour while also addressing challenges in a fair, restorative, and supportive way. This policy is also informed by the NEPS Relate Framework, which promotes relationship-based, restorative, and inclusive approaches to supporting behaviour and wellbeing in schools.

This policy is informed by Section 23 of the Education (Welfare) Act 2000 and the NEWB guidelines. It applies to all school-related activities including tours, events, extracurricular activities, and digital interactions. In section 23 (2) of the Education Welfare Act, it details that a Code of Behaviour shall specify:

• The standards of behaviour expected of each student

• The measures that shall be taken when a student fails or refuses to observe these standards

• The procedures to be followed in relation to suspension and expulsion

• Procedures to be followed in relation to a child's absence from school.

Aims

- Promote a whole-school culture of kindness, respect, and responsibility.
- Ensure a safe and positive learning environment for all.
- Support the social, emotional, and behavioural development of pupils.
- Encourage positive relationships and mutual understanding.
- Foster self-discipline, empathy, and restorative problem-solving.
- Engage pupils, parents, and staff in building a respectful school community.
- Provide a consistent, fair system of rewards and interventions.

Core Principles

- Kindness is a lived value that shapes all relationships.
- Prevention is prioritized through proactive teaching and role-modelling.
- Restorative approaches are used to address harm and rebuild relationships.
- Student voice is central in shaping and reviewing behavioural expectations.
- Behaviour is seen as a form of communication and an opportunity for learning.

A Whole School Approach

Student behaviour is influenced by school climate, values, policies, practices and relationships and all of these should support the Code of Behaviour. All members of the school community have a role in promoting positive behaviour and upholding the Code of Behaviour.

Parents and guardians have a responsibility to support the Code of Behaviour through informing themselves, discussing the Code with their children and by modelling respectful and positive relationships.

Some of the elements of a whole-school approach to behaviour include:

- Ethos, policies and practices that are supportive of each other
- A teamwork approach to behaviour
- A whole-school approach to curriculum and classroom management
- An inclusive and involved school community
- A systematic process for planning and reviewing behaviour policy.

Setting Standards of Behaviour

Behaviour expectations are developed and explored with pupils in an age-appropriate and positive way. Classes may create or revisit shared agreements, charters, or expectations during the school year to support a respectful, safe, and inclusive learning environment.

These discussions are guided by the core principle of respect, which underpins relationships and interactions across the school community.

Behaviour expectations and elements of the Code of Behaviour may also be discussed with pupils and families at appropriate points during the school year.

Classroom

In order to maintain the classroom as a safe, positive learning environment children are expected to:

- Be on time and be prepared
- Respect each child's right to learn, listen and play
- Listen and respond attentively and courteously to staff and to each other
- Do one's best and allow others do the same
- Have respect for each other's property and school property.

Staff will ensure that children understand the Code of Behaviour and remind them regularly of how they are expected to behave. This will be supported through SPHE, BSSE, circle time and assemblies.

Playground

All children have a right to a safe and happy break time. Students are expected to observe the following rules:

- Play safely and kindly
- Use respectful language
- Unsafe or overly physical games are not permitted
- Stay within designated boundaries.
- No reentry to the school building during breaks
- Respect sports and play equipment and use it appropriately
- Respect for plant and animal life in our yard
- Keep our school clean – no littering
- Respond at line-up time by walking gently to the line.

Teachers and Special Needs Assistants (SNAs) on playground duty support pupils in engaging safely, respectfully, and positively during break times. Where concerns arise, staff will respond in a supportive and proportionate manner and, where appropriate, communicate with parents/guardians.

Mobile Phones and Personal Electronic Devices.

Mobile phones and smart devices must be switched off during the school day. Any breach will result in confiscation. Only a parent or guardian can collect their child's phone from the principal's office. Personal electronic devices or games are not permitted on yard or in the classroom. For further information, please see the Acceptable Usage Policy

Promoting Positive Behaviour

A. In the Classroom:

- ✓ Classroom Charters co-created with students, revisited regularly.
- ✓ Daily routines that encourage inclusion, participation, and responsibility.
- ✓ Kindness themes integrated into SPHE, Learn Together, and Circle Time.
- ✓ Class celebrations and acknowledgment of positive contributions.

B. On the Yard:

- ✓ Clear yard rules displayed and understood by all.
- ✓ Inclusive play promoted through buddy systems and designated zones.
- ✓ Senior pupils (Student Council members) to support active and kind play.

- ✓ Staff model respectful conflict resolution and use restorative chats.

C. School-Wide:

- ✓ Positive behaviour and kindness are acknowledged and encouraged through everyday interactions, class reflection, and school initiatives.
- ✓ Student Council involvement in reviewing behaviour policies and initiatives.
- ✓ Staff CPD in restorative practices, trauma-informed care, and empathy-building.

Additional Support Needs

The school recognises that some pupils may require additional support in understanding, regulating, or communicating their behaviour. Behaviour will always be considered in the context of a child's age, stage of development, individual needs, and circumstances.

Where appropriate, individualised supports, accommodations, and behaviour support plans may be developed in partnership with parents/guardians and relevant professionals to support the pupil's successful participation in school life.

The school is committed to responding to behaviour in a fair, inclusive, supportive, and proportionate manner, while maintaining a safe learning environment for all members of the school community.

Responding to Unkind or Disruptive Behaviour

All responses will aim to:

- Restore relationships, not punish.
- Support understanding of impact and encourage responsibility.
- Engage families and staff in constructive support strategies.

Examples of restorative responses include mediation, reflection activities, supported apologies, and check-ins with a trusted adult. Sanctions may still be used if necessary, with a focus on being educative, proportionate, and fair.

Communication and Review

- Behaviour expectations will be shared annually at curriculum meetings.
- Regular updates to the Board, staff, and parents on behaviour culture.
- Annual review with input from the Student Council, staff, and parent reps.

Related Policies

- Bí Cineálta (Be Kind) Policy
- Anti-Bullying Policy

- SPHE and Learn Together Plans
- Inclusion and Diversity Policy
- Child Protection and Wellbeing Framework

Behaviour Levels and Likely Responses

The table below outlines examples of behaviours by level and suggested restorative and supportive responses. Staff will apply professional judgement and consider context, needs, and frequency when interpreting and responding to behaviours. Supports and interventions are chosen with care and may vary from class to class depending on age, developmental level, and individual needs. See Appendix 1 Hierarchy of Seriousness for examples.

Level	Likely Responses
Level 1	• Verbal reminder • Redirection • Restorative conversation • Positive reinforcement for improvement
Level 2	• Restorative circle or 1:1 discussion • Reflection activity • Communication with parents • Temporary loss of privilege
Level 3	• Behaviour support plan • Teacher-parent meeting • Structured reflection with support staff • Principal involvement
Level 4	• Suspension in line with procedures • Formal restorative meeting with family • External agency referral if needed • Behaviour safety plan • Board of Management referral – possible suspension or expulsion

Responding to Behaviour of Concern

In examining and reviewing behaviours that are incompatible with the Code of Behaviour staff and students ranked a number of behaviours according to levels of seriousness (see Appendix 1 for list and levels).

The school recognises that behaviour difficulties may arise for a range of reasons and that some pupils may require additional support in developing positive patterns of behaviour. Early intervention, partnership with families, and appropriate supports are prioritised. Where difficulties arise, responses will aim to be restorative, educative, proportionate, and supportive of the child's wellbeing and the wellbeing of others.

Suspension

Suspension is defined as: requiring the student to absent himself/herself from the school for a specified, limited period of school days.

Suspension may be considered where:

- a pupil's behaviour poses a risk to the safety or wellbeing of others,
- there is a serious incident of misconduct,
- or where a pattern of behaviour is having a significant negative impact on the learning or wellbeing of others.

The school recognises that suspension is a serious intervention and will only be used where other supportive and restorative approaches have not been successful, or where the seriousness of an incident requires it.

The Board of Management has the authority to suspend a pupil. This authority may be delegated in writing to the Principal.

Suspension procedures will be implemented in accordance with the Education Welfare Act (2000) and Rule 130 of the Rules for National Schools.

Suspension Procedures

The school will ensure that fair procedures and the principles of natural justice are followed in all cases.

Where suspension is being considered:

- parents/guardians will be informed of the concerns,
- the pupil and parents/guardians will have an opportunity to respond,
- and alternatives to suspension will be considered where appropriate.

In cases of serious misconduct or where there is an immediate risk to safety, an immediate suspension may be necessary.

- Parents/guardians will be informed in writing of:

- the reasons for the suspension,
- the duration of the suspension,
- and any arrangements for the pupil's return to school.

Suspensions will generally not exceed three school days, except in exceptional circumstances and in accordance with Department of Education procedures.

Procedures for Immediate Suspension

- The child will be removed from class.
- They will remain under supervision in another part of school.
- Parents will be contacted to take child home.
- The Chairperson of the Board of Management will be informed. If the Chairperson is unavailable another officer of the Board will be informed.
- Following the initial period of suspension the student may be reinstated or a further period of suspension may be invoked to allow for a full review .
- Parents will be advised in writing of the terms and dates of commencement and termination of suspension.

Procedures in All Other Cases

In cases where immediate suspension is not under consideration the Chairperson of the Board of Management will be informed and parents/guardians will be requested in writing to attend a meeting with the Chairperson and the Principal. The purpose of such a meeting is to discuss the misbehaviour and where appropriate examine alternatives to suspension. The right to reply is vital to fair decision making. The parents and student will be given an opportunity to present their views in relation to the alleged misbehaviour. Parents may be requested to give an undertaking that they will work with their child to ensure compliance with the Code of Behaviour

After the meeting the pupil may be suspended for an initial term of up to three days. In cases where parents/guardians fail to attend such a meeting without good reason a suspension may be applied. The Board of Management may take the decision to extend this initial period of exclusion. Parents/Guardians will be advised of decisions in writing.

Removal of Suspension

Parents/guardians may apply to have their child reinstated following the completion of the period of suspension. They will be requested to provide a signed undertaking that the pupil will behave in accordance with the Code of Behaviour.

The Principal must be satisfied that in reinstating the pupil that the safety of the child, other students and staff are not compromised. Nor should the reinstatement cause any disruption to the education of other pupils. A behaviour plan may be drawn up in consultation with staff and/or other relevant professionals.

Expulsion

Expulsion is a serious sanction used only in exceptional circumstances. In making the decision to permanently exclude a student the Board of Management will ensure compliance with Section 24 of the Education Welfare Act 2000 under which they are required to inform Tusla (Child and Family Agency) in writing of the opinion of the Board. Expulsion does not take place until 20 days after Tusla has received the written notification.

Appeal

Parents may appeal suspensions of more than 20 days in any one school year and expulsions to the Secretary General of the Department of Education and Science under Section 29 of the Education Act of 1998 (as amended).

Punctuality and Supervision

School hours are 8:50am – 2:30pm for 1st–6th classes and 8:50am – 1:30pm for infant classes. Supervision is provided during these times only. Pupils are expected to arrive on time and to enter and leave the school grounds in a safe and respectful manner.

Before school, children should remain in their designated line-up area on the main yard under the supervision of their parent/guardian. Pupils may not leave the school grounds during the school day without permission from a parent/guardian and the school. The back of the school including millenium cone and pond area are strictly out of bounds *before and after* school (as they are not supervised by school staff at these times).

Safety on Grounds

Cycling, skate boarding, roller blading and similar activities are not permitted within the school grounds.

Responsibilities of Adults

All adults should help to promote the Code of Behaviour by:

- Modelling relationships based on kindness, respect for others.
- Treating everyone fairly regardless of age, gender, race, religion, disability, sexual orientation, membership of the Traveller Community, marital/civil status, family status.

- Working towards effective communication between adults and children within the school community.
- Supporting children's learning, wellbeing, and engagement with school life.

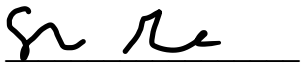
Reporting Concerns

Any parent or guardian who has a concern regarding issues related to the Code of Behaviour should contact the class teacher to discuss same. In cases where it is felt that this is not the appropriate route due to the nature of the concern or where the matter has not been resolved the parents should seek a meeting with principal. If, following these steps, there are still unresolved issues the parent may contact the Chairperson of the Board.

Review and Ratification

This policy was updated in 2026 by the Board of Management to address emerging technologies including artificial intelligence tools and updated expectations regarding staff and pupil device use.

Ratified by the Board of Management:



Shane Faherty, Chairperson Date 11/05/2026

Date for Review: May 2029

Appendix 1 – Hierarchy of Seriousness

The Board of Management in consultation with the Principal and staff may add further behaviours to this list as deemed appropriate in its opinion. Judgement will be made within the context of the behaviour and allowances will be made for extenuating circumstances or special needs. The following are examples of agreed behaviours and their corresponding level of seriousness:

Level 1

Teasing – one off	Pushing in the line	Interrupting teacher	Minor dishonesty "Telling tales"
Minor lying – "telling fibs"	Overly noisy	Running indoors	Horseplay

Level 2

Continuous interruption of teacher	Spoiling other pupils' games or work	Time-wasting and avoiding work	Unkind behaviour towards others
Constant arguing	Bad Language	Rudeness to others	Physical Aggression (including hitting back)
Name calling	Spitting	Graffiti or purposely damaging materials/ environment	Uncooperative attitude

Level 3

Serious fighting/ assault	Lying about serious matters	Stealing	Physical/ verbal abuse
Racial or identity-based abuse	Extortion	Carrying weapons	Running out of school
Bullying (See Bí Cineálta Policy for definition)	Exclusion of other pupils	Continuous argumentative behaviour	Any behaviour that persistently interrupts teaching

Level 4

Escalation of Level 2 or 3 Behaviours	Aggressive or violently disruptive behaviour	Threat to safety or Threat of serious physical abuse	Failure to respond to appropriate behaviour interventions
May be a single incident or repeated behaviour			

Appendix 2: Resources and Supports

This appendix contains links and contacts for agencies and resources that support behaviour, wellbeing, and child protection.

• NEPS Guidelines: https://www.gov.ie/en/service/5ef60a-neps/

• NEPS Information Booklet for Parents of Children and Young People with Special Educational Needs:

https://ncse.ie/wp-content/uploads/2021/11/Information_Booklet_for_Parents.pdf

• NCSE – National Council for Special Education: https://ncse.ie/

• Tusla – Child and Family Agency: https://www.tusla.ie/

• National Parents Council (Primary): https://www.npc.ie/

• NEWB – Education Welfare Services: https://www.tusla.ie/services/educational-welfare-services/

• NEPS– NEPS **Relate** Framework — Guidance from the National Educational Psychological Service (NEPS) supporting relationship-based, restorative, and inclusive approaches to behaviour and wellbeing in schools: https://www.gov.ie/en/publication/8f8fd-relate-supporting-behaviour-in-schools/?utm_source=chatgpt.com

Appendix 3

BSP Contact details

• Bray School Project NS Office: office@brayschoolproject.ie | Tel: 01 286 4242

• Principal: principal@brayschoolproject.ie

• Chairperson BOM: chairbom@brayschoolproject.ie