

**Kilmessan Mixed NS**

**Code of Behaviour**

**Introduction**

This policy is designed to create and maintain a school community where everybody feels respected, valued, safe and secure. It was updated in 2020-21 to include elements of Restorative Practice, which have been incorporated very successfully into school practice in recent years.

**Rationale**

In order that the aims of primary education may be achieved, it is necessary that school should be a well ordered and disciplined place. It should provide an environment where the child is physically safe and happy and where good relationships are fostered between pupils, teachers, Special Needs Assistants (SNAs) parents/guardians and others involved in the school community. It should provide a curriculum and a working atmosphere which enable each child to develop his/her potential. It should help the child, as he/she grows older, to move away from an externally imposed discipline to become self-disciplined.

The purpose of a Code of Behaviour, as we see it, is the creation of a positive learning environment in which a child may fully participate in the life of the school. Every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, will emphasise ***positive*** behaviours and will be applied in a fair and consistent manner (with due regard to the age & emotional development of the pupils). Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage. These rules require the close co-operation of pupils, parents/guardians, teachers and the Board of Management.

**Restorative Practice**

Our school adopts, wherever possible, a restorative rather than a punitive approach where conflict between children is involved. The aim of this approach is to repair and restore relationships which have been damaged or broken. This is in accordance with our aim to develop each child’s full potential in a caring & supportive environment.

*Restorative Practice is a process to involve, to the extent possible, those who have a stake in a specific offence and to collectively identify and address harms, needs and obligations, in order to heal and put things as right as possible.*

Resource : [www.transformingconflict.org](http://www.transformingconflict.org/)

Our Code of Behaviour is focused on the positive aspects of behaviour rather than on punishments or sanctions (although these *are* included in the appropriate section of the Code).

We promote the notion of a school community where everything we do is based on mutual respect. *‘Kind words, kind hands, kind feet”* and *“Show respect. Expect respect”* are phrases that a visitor to our school is likely to hear.

Pupils are expected firstly to respect themselves and then to treat each other and staff members with respect. Teachers, staff members and visitors are expected to treat each other and the children with respect at all times. We take the view that pupils *choose* their behaviour to a great degree – they *always* have an alternative choice. Therefore, pupils must take responsibility for their behaviour. If they treat others poorly, they may be acting out their own anger or frustration, but they can also *learn to choose differently and more positively*. We ask children to treat others as they would like to be treated themselves.

**Mending Relationships**

If I become angry and hurt someone with my words or actions*, I must* try to make things right. I will do this by talking with the person I hurt*. I* *must* be prepared to offer an apology and *I must* be prepared to guarantee that I will not hurt that person again*. I* *must* try to realise myself what it feels like to be hurt with words or with actions and *I* *must* try to recognise the damage that my poor behaviour can do to others. In this way, I help myself to mend, and I help my victim to mend.

**The Rules of Anger**

Anger is a perfectly natural emotion. We all experience it sometimes. It’s ok to feel angry. However, when I become angry:-

* I don’t hurt others
* I don’t hurt myself
* I don’t hurt (damage) property
* I talk about how I feel.

**Key Skills of Restorative Discipline are:-**

* Active listening
* Facilitating dialogue and problem-solving
* Listening to and expressing emotion
* Supporting others in taking ownership of problems.

An important element in Restorative Practice is **Fair Process:-**

*Expectations*- everyone knows what is expected of them

*Engagement* **-** involves individuals in decisions/listens to views

*Explanation* **-** clarify how decisions are reached

*‘Individuals are most likely to trust and co-operate freely with systems (whether they themselves win or lose by those systems) when fair process is observed’.*

Kim & Mauborgne, Harvard Business Review, July - August 1997

**People who have been harmed need:-**

* Someone to listen to their story
* Time to calm down
* A chance to ask – ‘Why me? What did I do to deserve that?’
* The perpetrator to understand and acknowledge the impact their behaviour has had on others
* A sincere and spontaneous apology
* Things put right, if possible
* Reassurance it won’t happen again.

**Offenders are asked the following questions:-**

* What happened?
* What were you thinking at the time?
* What have you thought about since?
* Who has been affected by what you have done? In what way?
* What do you need to do to make things right?

**School Group Conferences can be held to deal with issues:-**

* Offenders tell what they did
* Everyone talks about what impact this has had on them
* The group reaches a shared understanding of the harm that has been done
* The group negotiates an agreement about how to repair the damage and minimise further harm.

**Benefits of Restorative Practice**

* Empowering people to grow and change
* Encouraging people to take responsibility for their actions
* Creates an ethos of respect, inclusion, accountability and taking responsibility
* Creates a commitment to relationships, impartiality, being non-judgemental
* Encourages collaboration, empowerment and emotional articulacy.

**Affirming Positive Behaviour**

In Kilmessan Mixed NS, we take every opportunity to affirm positive behaviour.

* All class teachers operate individual, group and whole-class reward systems for effort and for positive behaviour
* *Friendship Club* is organised by senior pupils to promote positive behaviour and develop social skills among infant classes
* Class and individual awards presented at monthly assemblies include: Star Pupil, Gaeilgeoir na Míosa, Accomplished Writer, Golden Bike, Line-up Champions, Greenest Class, Best attendance etc.
* A general approach of ‘*Catch pupils being Good*’ is used by all staff members
* Good citizenship is expected and is acknowledged at every available opportunity.

**Expected Behaviours & their Purpose**

Below are listed 10 core behaviours (& their purpose) expected of pupils in Kilmessan Mixed NS.:

|  |  |
| --- | --- |
| **Behaviour** | **Purpose** |
| 1. Be kind and helpful towards others, don’t hurt anyone’s feelings. ***Kind Words***
 | We *all* have a right to be happy and safe in school. |
| 1. Be gentle, don’t hurt anybody. ***Kind hands. Kind feet***
 | We *all* have a right to be happy and safe in school. |
| 1. Walk quietly inside the school building and use your indoor voice when indoors.
 | We respect the right of others to learn, free from distraction. |
| 1. Speak respectfully with the adults in our school.
 | We respect those who are helping us to learn. |
| 1. Respect yourself. Don’t use bad language.
 | We respect ourselves and others by not using offensive language. |
| 1. Wear your school uniform.
 | We show pride in ourselves and in our school by doing so. |
| 1. Be honest. Always tell the truth.
 | We learn from our mistakes. We sometimes need correction. We are responsible for our own actions. |
| 1. Show good manners. Use good listening skills. Avoid interrupting, shouting or speaking out of turn in class.
 | We respect the right of others to learn, free from distraction. |
| 1. Respect school property and the property of others.
 | We show respect for others. We show pride in ourselves and in our school by doing so. |
| 1. Work hard, try your best and use your time wisely in school.
 | We are responsible for our own learning. |

**Key Messages**

* Relationships are central to building a shared community. Teachers, SNAs, ancillary staff, pupils, parents & BoM all have a role to play
* A restorative approach provides processes that address misbehaviour & harm
* A restorative approach focuses on the harm done rather than on rule breaking
* A restorative approach gives a voice to the person who has been harmed.

**Stakeholders’ Responsibilities**

A community grounded in a restorative philosophy requires the commitment of all members of the community. This policy therefore outlines the responsibilities of school leadership, parents/guardians, school staff (including teachers and all other adults working in the school community) and pupils.

*The adults in the school have a responsibility to model the school’s standards of behaviour, in their dealings with students and with each other, since their example is a powerful source of learning for students.* Developing a Code of Behaviour Guidelines for Schools (p.38)

**Board of Management**

* Members of the BoM are involved in the drafting and subsequent reviewing of the Code of Behaviour
* Members of the BoM commit to conducting Board and school business in a manner which reflects & supports the school’s ethos and Mission Statement
* The BoM supports the Principal and the staff in implementing the Code of Behaviour on an ongoing basis. This *may* involve supporting professional development, in-service training etc. in the area of behaviour management
* The BoM gives authorisation for particular sanctions in cases of serious breaches of the Code of Behaviour.

**Parents/Guardians**

*Parents should be expected to model the standards that students are asked to respect. In order to do this, they need to be familiar with the standards and to understand the importance of expecting students to behave according to these standards. The ways in which parents and teachers interact will provide students with a model of good working relationships.*

Developing a Code of Behaviour Guidelines for Schools (p.38)

* Positive relationships are built from the start with parents/guardians, and they are encouraged to take an active role in the development of their child. Teachers work in collaboration with parents to develop any specific behaviour plans needed for their child
* On enrolment, parents/guardians are provided with a copy of the school’s Code of Behaviour and the expectations for pupils are discussed, along with the role of parents in helping pupils to meet these expectations. Parents are encouraged to share information about anything that might affect a pupil’s behaviour in school
* Parents are encouraged to communicate any concerns they may have about a pupil with their child’s *class teacher in the first instance*. If concerns persist, and a resolution is not found, it may be necessary to review the situation with the class teacher and/or the school principal.
* Parents are expected to:-
* Promote a sense of respect in their children, for themselves and for others
* Be courteous towards all pupils and staff of the school at all times
* Ensure that children attend regularly and punctually
* Ensure that children come to school clean and neat, wearing the school uniform (tracksuit on P.E. days) and with a healthy lunch
* Collect children promptly and to contact the school if there is a change in collection arrangements (authorised persons, times etc.)
* Show interest in, support and encourage their children’s schoolwork and to check and sign homework regularly
* Be familiar with the Code of Behaviour and support its implementation
* Co-operate with staff in instances where their child’s behaviour is causing difficulties for themselves and/or others
* Communicate with the school in relation to any problems or circumstances which may affect child’s behaviour and/or performance in school.

**School Staff**

* All members of staff commit to conducting school business in a manner which reflects and supports the school’s ethos and Mission Statement
* Teachers are expected to adhere to the *Code of Professional Behaviour and Practice for Teachers* as developed by the Teaching Council of Ireland
* Members of staff are involved in the drafting and subsequent reviewing of the Code of Behaviour. They are expected to implement the Code in a fair and consistent manner
* All staff work together to devise reward/sanction programmes and undergo any professional development necessary to ensure that there is a consistent whole-school approach to dealing with behavioural matters, conflict resolution etc.
* The SPHE curriculum supports our Code of Behaviour. This curriculum helps children to develop communication and problem-solving skills while fostering self-esteem, empathy & a sense of justice
* While all children are required to comply with the Code of Behaviour, the school recognises that some children with special educational needs (or vulnerable pupils) may require assistance in understanding following certain rules. Individualised behaviour plans may be put in place in consultation with parents, class teachers, support teachers, and/or principal. Professional reports and advice from outside specialist agencies may be required in these instances e.g. National Educational Psychological Service (NEPS), Health Service Executive (HSE)
* SNAs support the positive learning environment of the school. They may remind children of expected behaviours and intervene where necessary. This is particularly relevant if behaviour compromises the safety of the pupil or pupils around him/her. SNAs liaise closely with class teachers in all matters pertaining to pupil behaviour.

**Pupils**

Pupils are expected to:-

* Treat all adults and fellow pupils with respect and courtesy at all times
* Respect the right of all pupils to learn in a safe and well-ordered environment. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable
* Show respect for school property and the property of others
* Keep the school environment clean, tidy and litter free
* Take pride in their appearance by wearing the full school uniform or tracksuit
* Have all books, copies and required materials and to be in the right place at the right time
* Follow teachers’ instructions, to work to the best of their ability and to present assignments neatly and on time
* Attend school every day unless there is a genuine reason, in which case the school must be informed in writing, on the official KNS Absence Form or via Databiz, stating the reason for absence
* Observe the Code of Behaviour in all school-related activities, whether on the school premises, on school trips/tours, swimming lessons, sporting activities or during any other activity where they are representing the school.

**Promoting Positive Behaviour**

Positive reinforcement of good behaviour leads to better self-discipline, and in our school, we place a greater emphasis on rewards and incentives than on sanctions. Adults model the behaviour that is expected from students.

At the beginning of each academic year, the class teacher will draft a list of agreed Class Rules (or a Class Behaviour Contract) in consultation with the children. These Class Rules will be few, simple and positively worded. They will be displayed prominently in the classroom and revisited regularly throughout the year.

Individual teachers may develop incentive/reward systems to be used on an individual, group or whole-class basis, to encourage or reward pupils’ efforts with regard to behavior classwork etc. In any such systems, rewards are given for genuine effort, as well as achievement.

Good behaviour is constantly acknowledged and encouraged by all teachers, the Principal, SNAs & other school staff throughout the day. Listed below are *some* examples of how positive behaviour is acknowledged and rewarded.

* A quiet word or gesture to show approval
* A positive comment on a child’s exercise book
* Praise in front of class group or school assembly
* A visit to another class or to the Principal for commendation
* Individual, group & class merit awards
* Delegating some special responsibility or privilege
* Written or verbal communication with parent/guardian.

**Responding to Inappropriate Behaviour**

Inappropriate behaviour happens from time to time, and it can be disruptive. Three levels of misbehaviour are recognised: Minor, Serious and Gross.

**Minor Misbehaviours**

Everyday instances of a minor nature are dealt with by the class teacher or supervising teacher (during break-times) through the restorative process. Examples of minor misbehaviours are behaviours that interfere with the teaching and learning of all such as talking out, ignoring direction, not completing work etc.

**Serious misbehaviour**

Examples of serious misbehaviour include:- (This list is not exhaustive. Other actions may be categorised at the discretion of the Principal)

● Any form of Bullying

● Racism

● Verbal /physical abuse of adults or children

● Theft

● Continuous misbehaviour that interferes with teaching and learning for all

● Damage to property

● Any behaviour which poses risk of injury to the pupil or others

● Any sexualised or inappropriate language or behaviour

● Any behaviour which poses a risk to the health and safety of the pupil or others

● *Due to concerns around transmission of COVID-19, deliberate spitting/coughing/sneezing on another pupil/staff member or taunts/teasing in relation to COVID-19 will be treated as serious misbehaviour and could lead to sanction.*

**Gross Misbehaviour**

Examples of gross misbehaviour include:- (This list is not exhaustive. Other actions may be categorised at the discretion of the Principal)

● Assault on a teacher or pupil or any staff member or visitor to the school

● Serious theft

● Serious damage to property

● Behaviour which poses a *serious* risk to the health and safety of the pupil or others.

**Repeated serious and gross misbehaviour**

Where there is a need for a child to be assessed in relation to specific behavioural problems, the school will endeavour to raise concerns with parents/guardians and to give families as much support as possible. Parents/guardians will be supported by the Principal if referrals need to be made to outside agencies and/or other professionals.

**Persistent serious or gross misbehaviour**

The following steps will be taken when serious or gross misbehaviour is persistent, and the restorative process outlined above has been exhausted. These steps are in accordance with the Department of Education guidelines and Rule 130 of the Rules for National Schools:-

* Communication by Principal with parents/guardians – verbal or in writing (dependent on circumstances if immediate sanction is applied) regarding the misbehaviour and the sanctions applied
* Meeting between Principal and parents/guardians to follow
* Parents/guardians will be requested in writing/email to attend school to meet the Chairperson and/or the Principal. *During the period of COVID-19, this meeting may take the form of a video conference*
* If parents/guardians do not give an undertaking that the pupil will behave in an acceptable

manner in the future, the pupil may be suspended for a temporary period

* In the case of gross misbehaviour, the Board authorises the Chairperson or Principal to sanction an immediate suspension
* The Board of Management can authorise a further period of exclusion up to a maximum of 10 school days to allow for consultation with the pupils or pupils parents/guardians
* In exceptional circumstances, the Board of Management will authorise a further period of exclusion to enable the matter to be reviewed.

**When Promoting Positive Behaviour has been exhausted**

The school and classroom practices that support good learning behaviour are valid for *all* students, including those with identified additional needs. For the safety of all children and staff and considering that our school is a mainstream school, the school’s Code of Behaviour will be followed.

There may be occasions throughout the school year when teachers and/or school management deem it necessary to apply sanctions to mark the seriousness of certain behaviours. **P**

*The purpose of a sanction is to bring about a change in behaviour by:*

* *helping students to learn that their behaviour is unacceptable*
* *helping them to recognise the effect of their actions and behaviour on others*
* *helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences*
* *helping them to learn to take responsibility for their behaviour.*

*A sanction may also:*

* *reinforce the boundaries set out in the Code of Behaviour*
* *signal to other students and to staff that their wellbeing is being protected.*

*In instances of more serious breaches of school standards, sanctions may be needed to:*

* *prevent serious disruption of teaching and learning*
* *keep the student, other students or adults safe.*

Developing a Code of Behaviour Guidelines for Schools (p.52)

**Sanctions available to School Management & Teachers**

Withdrawal of Privileges

Pupils are given certain privileges/responsibilities such as being messengers, green school monitors, setting up *Friendship Club*, collecting photocopying, participation in extra-curricular events etc. A high level of trust is needed for a pupil to partake in these activities.

Time Out

A child may be removed from the normal yard time to allow time for reflection on certain behaviours. Teachers are not permitted to send children to other classes during teaching and learning time unless they pose an immediate health & safety risk to themselves or others. In such instances, the child may be temporarily removed under the supervision of another member of staff. Teachers are also not permitted to exclude a child from any class lessons or educational activities.

In the event that a teacher deems it necessary to remove a child from their normal lunchtime/yard environment, the following will take place:-

1. The teacher will explain to the child what is going to happen, why and what they expect of the child during the break. The child may be asked to complete a reflection sheet or may be assigned additional work or other tasks.

2. The teacher will accompany the child to their designated bench or other location on the corridors, where they can be safely monitored by the staff member who is on supervision at the time.

3. The child will spend some or all of the break (outside yard time) at the designated time out location.

4. The child will return to his/her classroom at the end of their yard time.

5. If an incident occurs that is deemed serious enough to bypass the restorative process, parents will be notified by the class teacher. Serious or gross misbehaviour may warrant immediate removal from normal yard and/or class eating time. In the event of being removed from the entire class break, pupils will eat their lunch at the designated time out location.

Time Out While on Yard

In the event of serious or gross misbehaviour on yard, the supervising teacher(s) may decide to place the child on time out for a specified period of time. If this occurs, the child will be asked to sit on one of the benches around the yard. The supervising teacher(s) will notify the class teacher who will decide how to proceed next.

Suspension

Examples of grounds for suspension:-

* The student’s behaviour has had a seriously detrimental effect on the education of other

students

* The student’s continued presence in the school at this time constitutes a threat to safety
* The student is responsible for serious damage to property.

Authority to Suspend

Sanctions relating to serious misbehaviour are determined by the Principal initially and then by the Board of Management. As each case and child differs, it is at the discretion of the Principal to determine an appropriate sanction based on the misbehaviours.

Only in cases of repeated serious misbehaviour and failure to improve after meeting(s) between parents/guardians, teacher and principal will temporary suspension be considered. Suspension will be in accordance with the terms of Rule 130(5) of the Rules for National Schools.

“*Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or a serious breach of discipline, by authorising the Chairperson or Principal to exclude pupils from school, the maximum 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 schooldays, to allow for consultation with the pupils’ parents. In exceptional circumstances, the Board may authorise a further period of exclusion in order to enable the matter to be reviewed*.”

Procedures in Respect of Suspension

Kilmessan Mixed NS is required by law to follow fair procedures when proposing to suspend a pupil. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school should observe the following procedures:-

* Inform the student and their parents about the complaint
* Give parents and student an opportunity to respond.

Procedures in Relation to Immediate Suspension

Where an *immediate suspension* is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation should be conducted to establish the case for the imposition of the suspension. The formal investigation will immediately follow the imposition of the suspension. All the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, should be open-ended.

In the case of an immediate suspension, parents/guardians will be notified, and arrangements made with them for the student to be collected. The school must have regard to its duty of care for the student. In no circumstances should a student be sent home from school without first notifying parents.

Appeals

The Board of Management will offer an opportunity to appeal a Principal’s decision to suspend a pupil. In the case of decisions to suspend made by the Board of Management, an appeals process may be provided by the Patron.

Section 29 Appeals

Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the parents may appeal the suspension under section 29 of the *Education Act 1998*, as amended by the *Education (Miscellaneous Provisions) Act 2007*.

At the time when parents are being formally notified of such a suspension, they and the pupil should be told about their right to appeal to the Secretary General of the Department of Education under Section 29 of the *Education Act 1998* and should be given information about how to appeal.

Implementing the Suspension

The procedures listed below will be followed when implementing a suspension:-

Written notification

The Principal should notify the parents/guardians and the student in writing of the decision to suspend. The letter should confirm:-

* The period of the suspension and the dates on which the suspension will begin and end
* The reasons for the suspension
* Any study programme to be followed
* The arrangements for returning to school, including any commitments to be entered into by the student and the parents/guardians (for example, parents might be asked to reaffirm their commitment to the Code of Behaviour)
* The provision for an appeal to the Board of Management
* The right to appeal to the Secretary General of the Department of Education (*Education Act 1998, Section 29*).

Engaging with Student and Parents

Where a decision to suspend has been made, the Principal or another staff member delegated by the Principal, will meet with the parents/guardians to emphasise their responsibility in helping the pupil to behave well when the student returns to school and to offer help and guidance in this regard. Where parents/guardians do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

After the Suspension Ends

A period of suspension will end on the date given in the letter of notification to the parents/guardians about the suspension.

Re-integrating the student

The school will have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure.

Clean Slate

When any sanction, including suspension, is completed, a pupil will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school will expect the same behaviour of this student as of all other students.

Expulsion

Examples of grounds for expulsion:-

* The student’s behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
* The student’s continued presence in the school constitutes a real and significant threat to

safety

* The student is responsible for serious damage to property.

Authority to Expel

The Board of Management has the authority to expel a pupil. That authority will be reserved to the Board of Management and will not be delegated.

Expulsion will only be considered when the Board of Management have tried a series of other interventions and believes all possibilities for changing the student’s behaviour have been exhausted.

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence (for instance, a serious threat of violence against another student or member of staff, actual violence or physical assault, supplying illegal drugs to other students).

Procedure in Respect to Expulsion

* A detailed investigation carried out under the direction of the Principal
* A recommendation to the Board of Management by the Principal
* Consideration by the Board of Management of the 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 (EWO)
* Confirmation of the decision to expel
* The decision to expel will take effect 20 days after the National Education Welfare Board (NEWB) has received notification in writing
* Where the school has expelled a pupil and all appeals processes both internal and external have been exhausted, the student’s expulsion will be reported on the student absence report form.

Appeals

A parent may appeal a decision to expel, to the Secretary General of the Department of Education (*Education Act 1998 Section 29*). An appeal may also be brought by the National Educational Welfare Board on behalf of a pupil.

**Reference to other policies/documents**

Other school policies that have a bearing on the Positive Behaviour Policy are:-

* SPHE plan
* Anti-bullying Policy
* Admissions Policy
* Health & Safety Statement
* Special Educational Needs Policy
* Homework Policy
* SNA Policy.

**Success Criteria**

Practical indicators of the success of this policy are:-

* Respect shown to and by all members of the school community
* Observation of positive behaviour in classrooms, playground and school environment
* Consistent implementation of the policy by all staff in the school
* Willingness among staff to discuss and modify the policy when needed
* Positive feedback from teachers, parents and pupils
* Parents positively supporting the Code of Behaviour, including sanctions.

**Timetable for Review**

This policy will be reviewed every 3 years (or in line with Department of Education requirements) and amended as necessary.

**Ratification & Communication**

The Board of Management of Kilmessan Mixed NS officially ratified the Code of Behaviour on

December 7th, 2021.

This policy is published on the school website ([www.kilmessanns.com](http://www.kilmessanns.com)) and a hard copy is available on request from the school office.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Chairperson Board of Management

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Principal & Secretary Board of Management

**Appendix A: Restorative Practice Questions/Suggested Script**

**To the harmed person:**

1. What happened?

2. What were you thinking at the time?

3. What have your thoughts been since?

4. How has this affected you and others?

5. What has been the hardest thing for you?

6. What do you think needs to happen next?

**To the person showing challenging behaviour:**

1. What happened?

2. What were you thinking at the time?

3. What have your thoughts been since?

4. Who has been affected by what you did?

5. In what way have they been affected?

6. What do you think needs to happen next?

**Appendix B: Reflective Activity Sheet:**

**NOTE: The purpose of this sheet is to assist children in reaching a resolution by using a Restorative Practice Approach to record the incident in their own words. This is a confidential document. It is retained on file for the duration of one school term only and is then shredded.**

**Name:**

**Class:**

**Date:**

**Please answer the following questions using illustrations, key words or sentences:**

What happened?

|  |
| --- |
|  |
| What were you thinking at the time? |
|  |
| What have your thoughts been since? |
|  |

Who has been affected by what you did?

|  |
| --- |
|  |
| In what way have they been affected? |
|  |
| What do you think needs to happen next? |
|  |
| Do you agree to the following behaviour plan including? |
|  |

Child’s Signature:

Teacher Signature:

Parent Signature:

Review date: