



# STAR OF THE SEA B.N.S.

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## CODE OF BEHAVIOUR

### Introductory Statement

This Code of Behaviour has been devised by the school principal in consultation with all staff members, the Parents Association and the Board of Management. It was revised during the school year 2019-2020.

### Rationale

The Board of Management of Star of the Sea, Sandymount decided to review the Behaviour Policy 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 Educational Welfare Board, 2008*.

It is 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:

- A. The standards of behaviour that shall be observed by each student attending the school;
- B. The measures that shall be taken when a student fails or refuses to observe those standards;
- C. The procedures to be followed before a student may be suspended or expelled from the school concerned;
- D. The grounds for removing a suspension imposed in relation to a student; and
- E. The procedures to be followed in relation to a child's absence from school.

### Relationship to Characteristic Ethos

Star of the Sea BNS seeks to enable the child to develop according to his potential in a caring environment, where each boy's individual talents are nurtured and valued. The prevailing atmosphere is created by the actions and behaviours of everyone in the school. The behaviour of adults in a child's life, including parents and teachers, is typically a significant influence on how the child acts.

It is written in our school Mission Statement that the school 'strives to provide a structured, caring, happy and secure environment where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed.' Our Code of Behaviour, if observed and respected, will help to maintain such an environment.

## **Aims**

In devising this code, consideration has been given to the particular needs and circumstances of this school. Our aims are as follows:

1. To ensure an educational environment that is guided by our mission statement;
2. To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences;
3. To create an atmosphere of respect, tolerance and consideration of others;
4. To enhance the learning environment and allow the school to function whereby children can make progress in all aspects of their development;
5. To ensure the safety and well being of all members of the school community;
6. To assist the parents and children in understanding the systems and procedures that form part of the Code and to seek their co-operation in the application of these procedures;
7. To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.

## **Guidelines for Behaviour in the School**

The school recognises the variety of differences that exist between children and the need to accommodate these differences. A strong sense of community surrounding the school and a high level of co-operation among staff and between staff, parents and pupils is necessary to foster and maintain the excellent standards of behaviour that we seek at all times.

Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, fair and consistent manner. The limits of behaviour are clearly defined and pupils will become familiar with the consequences of behaviour beyond these limits. The major principle governing this code is respect - respect for ourselves and others and for their property.

The school expects the highest standard of behaviour from its pupils including the following:

- Each pupil is expected to be well behaved and show consideration for other children, teachers and other adults involved in the school community.
- Each pupil is expected to attend school on a regular basis and to be punctual.
- Each pupil is expected to do his best both in school and in the approach to tasks that are assigned for completion in the home.
- Each pupil is expected to show respect for the property of the school, other children's property and their own belongings.

A positive behaviour approach has been adopted throughout the whole school, based on the Mosley Quality Circle Time model. This approach promotes positive behaviour through a consistent and effective whole school model. It is a "joined- up" approach to behaviour management, running throughout the school, that children can understand from an early age. Circle time sessions are a democratic system of speaking, listening and enjoyable activities held in a supportive and inclusive environment.

The school is introducing the Paula Barrett 'Friends' resilience programmes ('My Fun Friends' and 'Friends for Life') during the 2019/2020 academic year. It is envisaged that by 2022, each child in the school will have been taught a 'Friends' programme at least once. As well as promoting resilience and wellbeing, these programmes will reinforce strategies for encouraging fair behaviour among peers and discouraging negative behaviours.

## **School Expectations**

It is expected of our pupils that they will adhere to the following standards at school:

- 1. We are kind**
- 2. We are honest and fair**
- 3. We listen to others**
- 4. We show respect for ourselves and others**
- 5. We take care of property**
- 6. We work hard**
- 7. We are always silent in the line.**

Each class is required to draft their own class standards or charter. Through consultation and discussion within the class, the charter will reflect the age and maturity levels of the pupils. These rules will be kept to a minimum, they will be recorded in simple language and they will be stated positively, reminding pupils of what to do rather than what not to do. The standards will be referred to regularly and will form part of SPHE lessons. The charter will be displayed on the wall in the classroom.

## **Whole School Approach to Promoting Positive Behaviour**

The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of this policy. However, all staff members have responsibility for their own classes and for the general school population when on yard duty or on any organised out-of-class activity. Pupils have a role to play through the school council. Parents or other members of the school community may make comments or suggestions through their representatives on the Board of Management or directly to the Principal. The school values the support and co-operation of parents in the promotion of this strategy.

The standards and rules as set out in the Code of Behaviour apply in any situation where the pupil, although outside the school grounds, is still the responsibility of the school. Examples include school tours, games and extracurricular activities and attendance at events organised by the school.

Promotion of positive behaviour is done very effectively at weekly assembly when the school rules are restated and good behaviour is highlighted and acknowledged. Disciplinary issues may also be discussed and addressed at the whole school level.

It is the policy of this school to actively promote good behaviour. Children learn best by being rewarded. It is more positive to praise a child doing the proper thing than to constantly scold the child who misbehaves. As part of our on-going efforts to promote positive behaviour, time will be allocated as necessary for discussion regarding the implementation of the code.

## **Teachers will use various strategies to promote good behaviour, including:**

- Acknowledgement of rewards, for example – merit stamps, merit stars, homework pass, treats, class video, extra computer time, quiz, class outing.
- Class privileges (special tasks to do in the class: e.g.( classroom organization jobs)
- Boy of the week
- A treat for all children who have no entry in class/yard book on a monthly basis
- Golden Time (30 mins on a weekly basis)

- Praise for specific acts of good behaviour
- Feedback to parents of good behaviour – verbal or written in pupil’s homework journal.

**Praise may be given by means of any one of the following:**

- A quiet word or gesture to show approval;
- A comment in a child’s exercise book;
- A visit to another class, to another member of staff or to the Principal for commendation;
- A word of praise in front of a group or the class;
- A reward system – student of the week/occasional treats;
- Special mention at assembly (Boy of the week in junior school and subject pass for senior boys);
- Delegating some special responsibility or privilege;
- A mention to parents - either written or verbal communication;
- End of year prize giving

To facilitate new members of staff in becoming familiar with practices at the school, discussion regarding the implementation of the code will always form part of the first staff meeting held each September. A copy of the code will be included in the teachers’ folder on the common server. The code will also be given to parents whenever they enrol a child in the school and is also available on the school website, [www.starofthesea.ie](http://www.starofthesea.ie)

**Sanctions**

In certain situations it is necessary for school staff to issue sanctions to pupils. In doing so, the staff are informed by the National Educational Welfare Board document ‘Developing a Code of Behaviour: Guidelines for Schools’ (p. 53), where it is stated that *a sanction should:*

- *Defuse and not escalate a situation*
- *Preserve the dignity of all the parties*
- *Be applied in a fair and consistent way*
- *Be timely*

**The school advocates the use of the following strategies to manage and minimise unacceptable Behaviour:**

- Reasoning with pupils including advising them about the consequences of their actions.
- Verbal reprimand (including advice on how to improve behaviour).
- Temporary separation from group or temporary placing in another class.
- Prescribing extra work.
- Reflection sheet (signed by parent/guardian and kept on file by teacher). This sheet is available in the teacher’s year book.
- Entry into the discipline book.
- Communication with parents – initially this may be a verbal or a written communication.
- Should inappropriate behaviour continue, the child’s parents/guardians will be invited to meet the class teacher in order to discuss, in specific terms, ways in which the

home/school link will be reinforced in order for the child to benefit from consistency of approach.

- Withdrawal of privileges.
- Removal of Golden Time
- Referral of child to the Principal. In the case of a serious/gross misbehaviour, the parents/guardians may be invited to meet the Principal first, rather than the class teacher.
- Compulsory attendance at Friday afternoon work session under supervision of the Principal or Deputy Principal.
- Detention during breaks- remain on yard 'time out', walk with supervising teacher/SNA, or spend break times in a separate yard to that of class peers.
- The Principal will use his professional judgement with regard to making a Formal Report to the Board of Management.
- Formal written communication with parents/guardians.
- Exclusion (Suspension or Expulsion) from school in accordance with the procedures in the NEWB *Developing a Code of Behaviour Guidelines, 2008 10.3 and 10.4* and Section 23 of the Education Welfare Act.

**Note:**

The nature of the behaviour and the age of the child will determine the precise sequence of the sanctions employed. The Principal and class teacher will use their expertise, first-hand knowledge and professional experience to determine the sequence in which these sanctions will be implemented.

**Classification of Misbehaviours**

Misbehaviour falls into one of three categories – minor, serious or gross. Teachers and/or the Principal will make judgements based on a common sense approach having regard to the age or vulnerability of the child and the gravity and frequency of any misbehaviour. Pupil's conduct will be taken into account when they are present in the school, on school grounds and/or in school uniform.

**Note:** all incidents of bullying will be dealt with as outlined in the school's Anti-bullying policy (See separate policy).

Misbehaviours are categorised and described as follows:

**Minor Misbehaviour**

*The following are examples of minor misbehaviour:*

- Interrupting the work of the group or class.
- Running in the school building.
- Littering around the school.
- Being discourteous or unmannerly.
- Not completing homework without good reason (to include a note from a parent/guardian)
- Inappropriate behaviour or gestures
- Roughness and lack of consideration for safety in the school yard and premises.
- Talking out of turn.

### **Serious Misbehaviour**

*The following are examples of serious misbehaviour:*

- Persistent disruption of teaching and learning.
- Telling lies
- Stealing
- Behaviour that is hurtful, including harassment, discrimination and victimisation. Incidents of alleged bullying will be dealt with in accordance with our school's Anti-Bullying Policy.
- Persistently not working to full potential
- Damaging property
- Addressing a staff member with disrespectful words or tone.
- Endangering self or fellow pupils in the class or the yard
- Persistently exhibiting roughness and lack of consideration for safety in the school yard and premises.
- Using profane words.
- Activating and using a mobile phone during school hours, while on the school premises or on a school-related outing.
- Deliberate, persistent disobedience of teaching staff.
- Any conduct which can be reasonably interpreted as having damaged the reputation of Star of the Sea B.N.S. among the local community and/or wider community.

### **Gross Misbehaviour**

Physical assault on another pupil, a teacher or any individual which is part of the school community:

- Persistent Serious Misbehaviour
- Punching
- Kicking
- Spitting
- Biting
- Placing a person in a neck lock
- Tripping a person intentionally
- Pushing to cause harm
- Stomping or stepping on another person
- Other physical actions undertaken deliberately, leading to discomfort, pain or injury on the part of another member of the school community

Verbal assault on another pupil, a teacher or any individual which is part of the school community:

- Use of threatening language and/or gestures
- Racial slurs
- Sexist remarks
- Name calling and/or use of demeaning language

Use of anything that constitutes a weapon (for example scissors) towards another pupil, a teacher or any individual which is part of the school community.

### **The School Discipline Committee**

The school's Discipline Committee is a four person group comprised of the Principal, Deputy Principal and two members of the teaching staff. The Committee will periodically review

standards of behaviour in the school. The Committee will maintain vigilance with regard to aspects of the school experience where standards of behaviour could be improved. The Committee will consider entries in the school discipline books, yard books and incident forms. The Committee will be consulted in relation to certain disciplinary matters where the impact of concerning behaviour is affecting more than one class group. The recommendations and conclusions of the committee may be considered by the Board of Management in the Board's decision making process.

### **Recording Incidents of Misbehaviour**

Each teacher will use her/his professional judgement in deciding if a record should be made of a particular misbehavior. Teachers will record information relating to misbehaviour in their record book for the academic year.

Teachers will also record instances of misbehaviour in Yard Books, should the behaviour take place during a break time.

Following an incident of gross misbehaviour or an incident of serious misbehaviour that forms part of a pattern, teacher will complete a 'Pupil Incident Record Form'.

In the event of an assault of a member of staff, an 'Assault on Staff Incident Form' will be completed.

Incident Record Forms and Yard Books (when not in use) will be stored securely in the Principal's office.

### **Dealing with Gross Misbehaviour and repeated acts of Serious Misbehaviour**

For gross misbehaviour and/or repeated incidences of serious misbehaviour, suspension will be considered. Suspensions issued will be in accordance with the N.E.W.B. document, *Developing a Code of Behaviour Guidelines, 2008* as set out in sections 10.3 and 10.4 as well as Section 23 of the Education Welfare Act.

Concerning acts of gross misbehaviour or repeated acts of serious misbehaviour, members of the school's discipline committee may meet with the child and discuss his actions with him.

Where there are repeated incidents of serious and/or gross misbehaviour, the Chairperson of the Board of Management will be informed and the child's parents/guardians will be requested in writing to attend at the school to meet the Principal and/or the Chairperson.

If the parents/guardians and pupil do not give a satisfactory undertaking that the pupil will behave in an acceptable manner in the future, the pupil may be suspended for a temporary period.

The Board of Management holds that parents must have responded to formal written correspondence *within five working days of initial written communication from the school*. If following reasonable attempts at communication (through various means available), the school is unable to make contact with parents/guardians then a final registered letter will be sent to the home address on file. This letter will specify the exact nature of the school's concerns in relation to behaviour and will contain a final request for a meeting. If no return contact is received after five working days, the Principal will proceed with the expedition of sanctions up to and including suspension and expulsion.

In the case of gross misbehaviour, where it is necessary to ensure that order is maintained, and to secure the safety of pupils, the Board shall authorise the Chairperson or Principal to

sanction an immediate suspension, in advance of a subsequent hearing of the matter with the child's parents/guardians.

### **Suspension**

Suspension is defined as *“requiring the student to absent himself/herself from the school for a specific, limited period of school days”* (NEWB, *Developing a Code of Behaviour: Guidelines for Schools, 2008, p. 70*)

### **Removal of Suspension (Reinstatement)**

Following or during a period of suspension, the parents/guardians 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, in consultation with the parents/guardians, the class teacher and (if appropriate) the pupil will facilitate the preparation of a behaviour plan for the pupil. Following agreement as to the plan among the Principal, teacher and parents/guardians, the school will re-admit the pupil formally to the class.

Where a satisfactory resolution of a matter is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the Chairperson of the Board and the Principal.

### **Expulsion**

The Board of Management has the authority to expel a pupil (see p.81, *Developing a Code of Behaviour: Guidelines for Schools*) where repeated incidents of gross misbehaviour interfere with the educational opportunities of fellow students or where there is a threat to the health and safety of either students or staff. This sanction would be imposed under the terms of the Education Welfare Act (2000). Suspension/expulsion procedures are to be implemented in accordance with the Education Act (1998).

### **Appeals**

Under Section 29 of the Education Act (1998), parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Dept. of Education and Skills against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

### **Involving Parents/Guardians in Managing Concerning Behaviour**

Parents/Guardians are valued as partners in the school community and as such will be invited to participate in promoting positive behaviour both in school and in the wider community. Class teachers will refer to repeated episodes of minor misbehaviour in the pupil's Homework Journal which parents/guardians are requested to sign each evening. In cases where pupils are required to complete some extra work as a sanction, parents/guardians will be requested to sign the relevant work. Class teachers may occasionally request parents/guardians to visit them in school to discuss some aspect of a pupil's behaviour. The Principal will be informed of these meetings and may be invited to attend. Parents/Guardians are encouraged to make appointments to meet with class teachers and/or the Principal at the earliest opportunity in an effort to prevent any escalation of inappropriate behaviour. The school will remind parents/guardians of the procedures for contacting the school at every opportunity.

Where pupils are found to be involved in more serious misbehaviour the Principal may phone or write to parents/guardians to request them to attend an informal or formal meeting at the



school. Class teachers, teachers who have witnessed misbehaviour while supervising on yard duty, and the Chairperson of the Board of Management may also attend such a meeting. The pupil concerned may also attend all or part of these meetings if deemed appropriate.

### **Children with Special Needs**

The Code of Behaviour applies to all children in Star of the Sea B.N.S. However, the school recognises that children with special needs may require support in recognising inappropriate behaviours. Individual behaviour plans will be devised in consultation with the parents, class teacher, SEN team, the Principal and NEPS to ensure that the child receives optimal support.

### **Procedures for notification of pupil absences from school**

Parents must notify the school in writing of a student's absence and the reason for this absence. Parents who are registered users of the school App may use this medium to write such a notice for the attention of the Principal and class teacher.

### **Emotional and Behavioural Difficulty**

The school recognises that the term EBD (Emotional and Behavioural Disorders) covers a wide range of Special Educational Needs. Teachers have a set list of strategies for teaching children with EBD. For a comprehensive list of these strategies, please refer to Appendix A.

## **Expectations and Responsibilities of Members of our School Community**

### **Students can expect to:**

- Be treated fairly and with respect
- Have their individual differences recognised and respected
- Feel safe
- Have positive behaviour affirmed
- Have misbehaviour dealt with appropriately

### **Students are expected to:**

- Attend school regularly and punctually
- Wear the correct uniform
- Do their best in class
- Take responsibility for their work
- Keep the rules of the school
- Help to create a safe positive environment
- Respect all members of our school community
- Respect other students and their learning
- Respect school property, the property of others and their own belongings
- Keep the school environment neat and tidy
- Play fairly, respectfully and safely
- Participate in school activities
- Do their homework to the best of their ability

### **Staff members can expect to:**

- Be treated with respect.
- Receive support from colleagues and the Board of Management.
- Have grievances dealt with according to the agreed procedures as set out in the CPSMA handbook.

### **Staff members are expected to:**

- Support and implement the school's Code of Behaviour.
- Create a safe working environment for all members of the school community.
- Recognise and affirm good work.
- Prepare school work and correct pupils' work.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of concern.

### **Parents/Guardians can expect to:**

- Be treated with respect.
- Have a safe and welcoming environment for their child.
- Receive progress reports in accordance with whole school procedures (P.T. meetings and end of year reports).

**Parents/Guardians 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.
- Ensure their children wear the school uniform.
- Have their children's belongings clearly labelled.
- Help their children with their homework and ensure it is completed.
- Read communications from the school and respond appropriately.
- Report to the office if calling to the school during the school day for any reason.
- Make an appointment beforehand if they wish to see a teacher.
- Provide notes to explain absences, lateness, early collection, incomplete homework and lack of uniform.
- Inform the class teacher of any change to collection procedure for their children.
- Encourage a positive attitude in their children to school and all members of the school community.
- Cooperate with teachers in instances where their child's behaviour is causing difficulty to others.
- Communicate to the school changes in practice or problems which may affect their child's behaviour.
- Attend meetings at the school if requested.

**Reference to other Policies**

List and check other school policies that have a bearing on the code of behaviour e.g.

- o SPHE plan
- o Child Safeguarding Statement
- o Anti-bullying Policy
- o Enrolment Policy
- o Health & Safety Statement
- o Special Educational Needs Policy
- o Supervision Policy

**Success Criteria**

This policy will be deemed to be successful when the following are observed:

- Positive behaviour in class rooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils.

**This policy will be reviewed annually or as deemed necessary**

**Approved by the Board of Management: May 2020**

## Appendix A

### 20 Key Strategies for Teaching Children with EBD

1. *Routine*: Provide a structured routine with visual time clock. Ensure consistency across the school with morning/start of class routine. Auditory sound cues may be helpful in addition to visual cues to help students manage their time efficiently. Colour coding for subjects? Post schedule (e.g. on whiteboard) and refer to schedule on regular basis. Routines may take 6-8 weeks to establish or even more for this population of students. Have a class seating plan at all times.
2. *Changes in Routine*: Convey any changes of routine to students as soon as available. The sooner students are aware of changes the more time students have to adjust to the new routine.
3. *Rules need to be explicitly taught*. Telling pupils ‘this is the rule’ is not sufficient for pupils with EBD or any form of behavioural difficulty. Visuals e.g. photos of ‘sitting properly’, ‘lining up correctly’, ‘listening attentively’ should be used. Teaching rules and good behaviours can be integrated into drama lessons. Situations can be role-played where pupils can take on the role of teacher/pupil. This is an excellent method for reinforcing expected behaviours.
4. *Build self-esteem*. Offer encouragement, look for the positives, small though they may be at first. Be enthusiastic in what you say and do – it is contagious and raises the morale of those around you. Remember the crucial first step is consciously taking a positive, and willing, interest in the child. This involves taking time to listen to the child in order to *build trust*.
5. *Classroom Jobs Chart/Classroom Order Chart*: Classroom jobs offer an opportunity for student to show responsibility. In order to ensure success, make sure students have an opportunity to experience every job. One suggestion is having a chart with each students name and according job. Every week rotate the jobs. The list can double as the order in which students line up or choose preferred activities. Students with EBD classification tend to be competitive and need specific procedures informing the order students line up and choose activities.
6. *Logical Consequences*: Students must fix what they break. If a student pushes over a desk, he or she must pick it up. If a student runs in the hall, she must practice walking the correct way. If the student talks during the lesson, student must make up the work on his time. Be **consistent** with consequences so students know what is expected of them. **Consistency** across the school in addressing behaviour is also crucial.
7. *Collect data on Behaviour*. It is crucial to keep detailed notes on incidents of misbehaviour, including what happened just before the behaviour and how the situation may have escalated. This can help to identify the trigger for a particular behaviour. Keeping a log of instances of good behaviour also works well to identify over time which occurrences/situations/environments lead to particularly positive behaviour from the child. When collecting behaviour data, note
  - Frequency of particular behaviours
  - Duration of behaviours (more than just a ‘bad day’)
  - How general are the behaviours?
  - How intense are the behaviours?

Develop an Individual Behaviour Plan if a pattern of behaviours is noted (*see attached sheet*). This is completed in consultation with the class teacher, Principal, parents and Learning Support Teacher or Psychologist if applicable.

8. *Target Behaviors*: After taking data on students' observable behavior, determine which behavior or behaviors to direct attention. Work with student to develop a plan to replace undesirable behavior with a more suitable behavior. If student throws desks and pencils when angry, have student work on communicating anger to an adult or trusted peer and how to be assertive without being aggressive.
9. *Small Flexible Grouping*: Students with EBD may have difficulty establishing relationships with peers. Abusive language and other behaviors may interfere with learning. Smaller groups decrease distractions and student-to-teacher ratio. Differentiation of instruction is more manageable with smaller groups.
10. *Audience*: During a serious behavior episode, the most effective strategy may be to remove the audience. The audience typically is other peers but may be other adults. The audience can be removed by moving the student if he or she is willing. However, moving the audience may be necessary in some cases. Develop a procedure with your class which will function as an "everybody out" drill. Behaviors amplified with an audience may be reduced or completely stopped when an audience is removed. Alternatively, the spot may be used after a behavior occurs to give the student a chance to refocus.
11. *Choices*: Students may frustrate easily when doing work. Giving students an option of when to complete the work is a powerful tool. For example, a teacher may say, "You need to get this done today. Would you rather do it now or during your free time?"
12. *Do not excuse a child's behaviour because he has EBD.*
13. *Time Out/ Cooling Off Time*. 5 minutes is enough. 10 minutes is the absolute maximum amount of time which should be allowed for 'cooling off'. This generally has a shelf life of 2-3 occasions before losing effectiveness as a disciplinary technique. This time can be used for reflection. (*See attached sheet*)
14. *Effective Questioning*. If you use a question, never use 'why' e.g. Why are you talking? Why are you shouting out? Or 'Are you talking down there?' The child either cannot reasonably answer this or else it's a pointless question. Use direct questions only...what/where/when. Use approaches and terminology such as 'John, you're talking. Do you remember our rule about chatting during quiet time?' or 'I'm not using a nasty tone with you and I don't expect you to use a nasty tone with me'.
15. *Communicate calmness at all times*. Remember: the first person to calm in an emotionally fraught situation is yourself.
16. *Avoid an over-stimulated classroom environment*. Children with EBD should not be seated next to windows or doors or near lights or areas with a lot of footfall. Minimise charts on walls, too many bright colours and clutter in the room. In a classroom where an SNA is present, be conscious of two people moving around at the same time, speaking to each other etc.
17. *Tactical ignoring*. Tactically ignore the secondary behaviour but not the primary behaviour e.g. The pupil has hit another child on yard. This behaviour must be dealt with. However, as this behaviour is being dealt with, we tactically ignore secondary behaviours such as sulkiness, attitude or tone of voice. Addressing all these behaviours leads to an escalation of the situation and confusion in the child's mind over which behaviour is being addressed.

18. *'Separate the behaviour from the person'*. This is difficult when a child's behaviour is rude, arrogant, lazy, hostile or aggressive. As teachers, we need to advocate appropriate discipline and consequences for disruptive or wrong behaviour. However, we should not hold grudges, but rather repair, rebuild and move on with the child, work with the child within.
19. *Allow feedback from the pupils themselves*. As well as reflection by the pupil on his behaviour, this also includes giving opportunities for the greater student body, perhaps through the school council, to discuss and make recommendations about behaviour, including bullying, and the effectiveness of rewards and sanctions.
20. *Do not think you can always handle the situation on your own*. The support of colleagues is a crucial factor in all that we do to enable, and work with, challenging children and their families.