



Naul National School Code of Behaviour

This code of Behaviour was drawn up in March 2012. It was reviewed by staff, parents and B.O.M in April 2015, 2017, 2019. It was reviewed again at a Board Meeting and re launched in Oct 2022.

Development of Naul National School Code of Behaviour:

This code of behaviour is being reviewed and prepared in accordance with the guidelines “Developing a Code of Behaviour: Guidelines for schools” published by the National Education Welfare Board (NEWB 2008). The code of Behaviour also conforms with Section 23 of the Education Welfare Act (2000).

Our Vision

Aims:

The code aims at creating a caring, ordered environment based on respect and tolerance where each child can feel secure and confident. The code not only applies everywhere on the school premises but also applies at any school related activity whether on or off the premises such as school tours, sports activities and religious ceremonies etc.

Strategies to Promote Positive Behaviour

- given responsibility in the school and involvement in the code of behaviour e.g. drawing up classroom rules.
- Ensuring pupils are treated equally and fairly.
- Clear boundaries for pupils
- Helping students to recognise and affirm good behaviour
- Exploring with students how people should treat each other.
- A quiet word or gesture to show approval
- Matching work with pupil’s abilities.
- A word of praise in front of a group or class.
- A visit to another member of staff or the Principal for commendation.

- A mention to a parent – written or verbal
- Teacher records improvement in the behaviour of a disruptive pupil.
- Implementation of programmes in the S.P.H.E curriculum such as circle time or Walk Tall.
- Positive everyday actions between students and teachers.
- Good school and class routines.
- Reward systems are in place in every classroom and are based on positive reinforcement..

Golden Rules:

Five rules are enough for children to remember and follow. The Golden Rules of the Circle Time programme are on display throughout the school. These rules synopsis for the children what is expected of them, in a language they understand. Pupils in all classes will be reminded of these rules. They are stated in positive terms

1. Be Gentle
2. Be Kind and helpful
3. Be honest
4. Work hard
5. Look after property
6. Listen to people

ABI Programme

We follow the Abi programme at Naul National School. This is a positive approach to try and prevent bullying behaviour. It has very clear steps for anyone engaging in negative/ bullying behaviour. The children in the infant classes follow the Zippy Programme.

- _ Each student signs a Care Promise and receives their Care Credit Card.
- Modules are given on a termly basis across all classes and simultaneously.
- Each class creates a Care Corner where all Anti-Bullying messages, creative images and any other materials relating to the issue are posted and regularly refreshed.
- An Anti-Bullying class survey is rolled out to students once a year to measure the health of the class social climate.
- At the end of each academic year each student will be awarded with a Care Certificate in recognition of their caring behaviours throughout the year.
- abi Light intervention resources and methodology can be practiced in the event of a ‘hunch’ of bullying issues.
- abi Deep intervention strategy can be used only in the event of a formal complaint of bullying behaviour from a parent of a specific child.

Expectations of Staff.

School rules are devised with regard to the health, safety and welfare of all members of the school community. It is imperative that adults practice what they preach in their interaction with children every day.

Staff are expected to....

1. support and implement the school's code of behaviour.
2. be cognisant of their duty of care;
3. to be familiar with and follow the school's policy on Child Protection
4. create a safe warm welcoming environment for each pupil.
5. praise desirable behaviour
6. facilitate pupils to reach their full academic potential
7. recognise and provide for individual talents and differences among pupils.
8. be courteous, consistent and fair
9. keep opportunities for disruptive behaviour to a minimum
10. deal appropriately with misbehaviour.
11. keep a record of misbehaviour or repeated instances of misbehaviour and communicate matters concerning misbehaviour to parents' at the teacher's discretion.
12. listen at appropriate times, to pupils explanations for behaviour;
13. provide support for colleagues
14. communicate with staff and parents when necessary, always with courtesy and respect.
15. provide reports on matters of concern.
16. never bully
17. model good relational behaviour.
18. use the internet and social media responsibly

Expectations of Parents.

1. to ensure their child attends school regularly and punctually in full school uniform with appropriate clothing for the weather so that their child will be warm and dry playing outside during breaks.
2. to send a written note/ Aladdin message to the teacher explaining their child's absence from school.
3. to ensure the school has up to date phone numbers of family/friends to be contacted in case of an emergency.
4. to arrange and ensure that a family member/friend is contactable and available to attend the school in the case of an emergency.
5. to ensure their child attends school clean and with a good level of hygiene; to check their child's head regularly for head lice and treat as necessary.
6. to ensure their child has a healthy lunch in school in line with the policy on "Healthy Eating"
7. to arrange meetings with the class teacher and/or Principal when they are concerned about any issues relating to their child.
8. to encourage children to have a sense of respect for themselves, for others, for their own property and that of others.
9. to be interested in support and encourage their child's school work.
10. to ensure their child has the correct books and other materials
11. to co-operate in instances where their child's behaviour is causing difficulties for others
12. to communicate to the school problems which may affect a child's behaviour.
13. never bully
14. model good relational behaviour.

15. use the internet and social media responsibly
16. to sign this policy on enrolment. to uphold a Code of Confidentiality in relation to sensitive or discrete matters overheard on school grounds.
17. Respect other pupils, families, teachers and those within the school community regardless of grievance.
18. To follow the appropriate chain of communication when a parent wishes to communicate a grievance/ concern.
19. To respect Principal/ Vice Principal decision or final decision of BOM.

Expectations of Pupils

Pupils are expected

1. to listen to the class teacher, work hard and make the best use of their time in school.
2. to enter and leave the school building at all times in an orderly fashion. When the bell rings after play time the children stop playing and walk to their class lines. Children do not enter the building without getting permission from the teachers.
3. to walk within the school building
4. to treat all staff members, themselves and each other with respect
5. to never bully any person; Any behaviour that interferes with the rights of others to learn and to be safe is unacceptable. Fighting, rough play or any physical force is never allowed or tolerated.
6. to never use bad language; Inappropriate language if used towards a teacher or anywhere within the school or while on a school activity is considered a breach of the code.
7. to wear their full school uniform
8. not to bring chewing gum to school or school outings.
9. not to cycle in school grounds unless taking part in a safety training organised by the school;
10. to hand up their mobile phone, switched off, to the class teacher or principal as soon as school starts and to remember to get their mobile phone before school finishes. If a pupil is found with a mobile phone it will be confiscated.
11. to sign this policy on enrolment
12. to keep all toys and game consoles at home.
13. to keep hair neat.
14. To take all rubbish and leftovers from lunch home in their lunch boxes.
15. to respect the school building and property; If any deliberate damage is caused, the parent/guardian will be responsible for the cost of repair/replacement.
16. to value our school environment. The playground is a litter free zone. All rubbish is taken home except for fruit peels, pencil parings etc, which are placed in the composter.
17. no climbing on the school wall.
18. to give out party invitations after school time so that no child will feel left out.
19. use the internet and social media responsibly
20. Respect the school's mobile phone policy

During Break Times

Pupils are expected to.....

1. stay in their classrooms.
2. never use sharp implements.
3. never blow recorders/ tin whistles at break times
4. not to walk around the room except if they need to go to the toilet.
5. stay away from computers at break times.

While on School trips Pupils are expected to

1. Enter and leave the bus in an orderly manner
2. Arrive 15 mins before departure time. Parents are expected to contact the school 15 minutes before departure time if a child is sick or unable to attend.
3. to keep the school rules as listed above
4. to sit in their seats and avoid loudness that may distract the driver
5. to take drinks and food at the appointed lunchtimes.
6. to wear uniform on school tours.
7. to respect their peers and refrain from name calling.
8. to return the parent/guardian permission slips allowing pupils to go on the school tour.
9. to not bring any social media devices or phones on a school tour.

Sanctions

Procedure for dealing with unacceptable behaviour

Sanctions are used in a corrective way and are intended to help the child to change and improve his or her behavioural patterns. The nature of the misbehaviour and the age of the child will determine the strategy to be employed.

Disciplinary Actions and Sanctions to deal with Bullying.

This document must be read in association with our Anti-Bullying Policy

Bullying is a serious misdemeanour and the sanctions applied are the same as those listed below for serious misdemeanours.

- Apology to the victim
- A record is kept.
- Pupils may be removed from an activity if endangering self or others.
- Pupil is sent to Principal/Deputy Principal and made aware that suspension could be a possibility
- In cases where it has been determined that bullying behaviour has occurred the Principal/Deputy Principal informs the parents.
- Suspension procedures may follow if deemed necessary by the school authorities.

This code will be explained clearly to pupils and parents.

4 stage Procedure.

1. Teacher and Child
2. Teacher – Child – Principal
3. Teacher – Child – Parent – Principal
4. Teacher – Parents/Guardians – Principal – Board of Management

Disciplinary Actions and Sanctions to deal with Misdemeanours:

The degree of misdemeanours i.e. minor, serious, or gross, will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours.

Examples of minor misdemeanours

Interrupting class work/arriving late for school/running in school building/not listening and speaking out of turn/leaving seat without permission at break or lunch time/placing unfinished food in bins/ leaving litter around school/not wearing correct uniform/being discourteous or unmannerly/not completing homework without good reason/bringing sweets and bars to school/belongings not named/untidy hair/not bringing explanation notes for absences and homework/cycling in school grounds.

Examples of steps to be taken by teachers when dealing with minor misdemeanours

- The class teacher will normally deal with classroom misdemeanours
- Verbal reprimand and reasoning with the pupil, including advice on how to improve, setting realistic targets.
- Time out from friends and others (to reflect on the misbehaviour)
- Loss of privileges
- Extra homework
- Note in homework journal or other to parents.

Examples of steps to be taken when dealing with REGULAR occurrences of minor misdemeanours:

- a record is kept of regular instances of misdemeanour
- Following five instances of misdemeanour the pupil is sent to the Principal/Deputy Principal.
- The child will receive detention (supervised written work) during school hours.
- Class teacher contacts parents/guardian. Details of misbehaviour will be given to parents.

Examples of Serious Misdemeanours

Bullying/constantly disruptive in class/telling lies/stealing/damaging or interfering in another person's property/back answering a teacher/leaving school premises during the day without appropriate permission/using or writing unacceptable language/bringing chewing gum to school/deliberately injuring a fellow pupil or partaking in an activity which would put themselves or others in danger/deliberately leaving taps on/misuse of fire equipment/using mobile phone in class.

Examples of steps to be taken when dealing with Serious Misdemeanours

- Pupil is sent to Principal/Deputy Principal
- Principal/Deputy Principal contacts parent/guardian
- Pupil may be removed from activity if endangering self or others

- The child will write an account of what they have done. They may receive detention (supervised) with written work.
- A record is kept of all serious misdemeanours.

Examples of Gross Misdemeanours

Deliberately vandalizing school property/aggressive, insulting, threatening or violent behaviour towards any person.

Examples of steps to be taken when dealing with Gross misdemeanours:

- Principal/Deputy Principal contacts parent/guardian immediately and parents will be called to meet the Principal in the school.
- While waiting for the parents' presence in the school or while the discussion is taking place, the child may be removed from class and placed in another class with written work to do. The child writes an account of what happened and how they should behave in the future. The Board of Management may with sanction immediate suspension following discussion with parents. If the parents do not attend the meeting, the pupils may be suspended and parents informed by letter.
- A record is kept of the incident
Suspension or expulsion may be considered.

Please Note: There may be grounds for a pupil to be immediately removed from the school if that pupil is a risk to the health and safety of others and the incident that occurs is to such effect that immediate removal is necessary.

See Appendix A: GRID

Suspension:

The Board of Management has the authority to suspend. The Board of Management has placed a ceiling of ten days on any period of suspension imposed by it.

Immediate Suspension:

In exceptional circumstances the Principal may consider an immediate suspension to be necessary, where the continued presence of the student in the school at the time would represent a serious threat to the safety of the students or staff of the school or any other person.

Automatic Suspension:

A board of management may decide, as part of the school's policy on sanctions and following the consultation process with the Principal, parents, teachers and students, that particular named behaviours incur suspension as a sanction.

The following procedure will be followed in Naul National School.

- an investigation of the facts to confirm serious misbehaviour
- parents will be informed by phone or in writing about the incident
- parents will be given an opportunity to respond

If suspension is decided on

The Principal will notify the parent in writing of the decision to suspend. The letter will confirm.

- The period of suspension and the dates on which the suspension will begin and end.
- 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.
- The provision of appeal to the Board of Management.
- The provision of appeal to the Secretary General of the DES. (Only where the total number of days for which the student has been suspended in the current school year reaches 20 days)
- Where the cumulative total of days reached 6 the NEWB will be notified.

Records and Reports

Formal written records will be kept of:

- the investigation (including notes of all interview held)
- The decision –making process
- The decision and the rationale for the decision.
- The duration of the suspension and any conditions attached to the suspension.

Expulsion:

Procedures in respect of expulsion

- a detailed investigation carried out under the direction of the Principal
- a recommendation to the BOM by the Principal
- Consideration by the BOM of the Principal’s recommendations and the holding of a hearing.
- BOM deliberations and actions following a hearing.
- If the BOM is of the opinion that the student will be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing of its opinion and the reasons for this opinion. The intention to expel a student does not take effect until 20 school days have elapsed after NEWB have received written notification. The NEWB will be notified using a Notice of Intention to Expel Form. This form will be returned to the NEWB
- Consultations arranged by the EWO
- Confirmation of the decision to expel

Appeals

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998 Section 29)

Success Criteria by which this policy will be judged:

- Atmosphere of discipline within the school
- Children are aware of the school rules
- Staff apply the rules
- Growth in self-discipline
- Co-operation between parents, teachers and pupil in maintaining the code.
- Comments or compliments on behaviour
- Children working to the best of their ability
- Class working to the best of their ability
- Improvements in behaviour

In certain instances a continuum of support system may be needed to be used for some pupils
See Appendix B

Mentoring and Review:

Each staff member is responsible for the Code of Behaviour and Anti-bullying policy.

Within the classroom the teacher monitors his/her class. Teachers consider themselves responsible for the behaviour of children within sight or sound of them and respond to any instance of unacceptable behaviour. The Principal is responsible for monitoring and reviewing policy at staff level on a regular basis and reports any review the staff deem necessary to the Board of Management.

The Board of Management (BOM) has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of discipline applies therein. The BOM will ensure the Code of Behaviour and Anti-Bullying policy is reviewed yearly or more often if the need arises.

Feedback

The staff and the B.O.M would be grateful for any feedback in relation to this policy. We welcome any recommendations from the parental body.

This policy is to be read in conjunction with other school policies such as

1. Anti-Bullying Policy
2. Child Protection Policy
3. Health and Safety Policy
4. Mobile Phone Policy.

Appendix A

Naul National School Code of Discipline

Minor Examples	Steps to be taken	Serious Examples	Steps to be taken	Gross Examples	Steps to be taken
<p>Interrupting class work/arriving late for school/running in school building/not listening and speaking out of turn/leaving seat without permission at break or lunch time/placing unfinished food in bins/ leaving litter around school/not wearing correct uniform/being discourteous or unmannerly/not completing homework without good reason/bringing sweets and bars to school/belongings not named/untidy hair/not bringing explanation notes for absences and homework/cycling in school grounds.</p>	<p>The class teacher will normally deal with classroom misdemeanours Verbal reprimand and reasoning with the pupil, including advice on how to improve, setting realistic targets. Time out from friends and others (to reflect on the misbehaviour) Loss of privileges such as “Golden Time”. Note in homework journal or other to parents.</p>	<p>Bullying/constantly disruptive in class/telling lies/stealing/damaging or interfering in another person’s property/persistent defiance towards a teacher/ back answering a teacher/leaving school premises during the day without appropriate permission/using or writing unacceptable language/bringing chewing gum to school/deliberately injuring a fellow pupil or partaking in an activity which would put themselves or others in danger/deliberately leaving taps on/misuse of fire equipment/using mobile phone in class.</p>	<p>Pupil is sent to Principal/Deputy Principal Principal/Deputy Principal contacts parent/guardian Pupils may be removed from activity if endangering self or others The child will write an account of what they have done. They may receive detention (supervised) with written work. A record is kept of all serious misdemeanours.</p>	<p>Deliberately vandalizing school property/aggressive, insulting, threatening or violent behaviour towards any person. Aggressive or continued bullying.</p>	<p>Principal/Deputy Principal contacts parent/Guardian immediately and parents will be called to meet the Principal in the school. While waiting for the parents’ presence in the school or while the discussion is taking place, the child may be removed from class and placed in another class with written work to do. The child writes an account of what happened and how they should behave in the future. The Board of Management may sanction immediate suspension following discussion with parents If the parents do not attend the meeting, the pupils may be suspended and parents informed by letter. A record is kept of the incident Suspension or expulsion may be considered.</p>

Appendix B

Towards a Continuum of Support - The Role of the Behaviour Support team”

RATIONALE: A child’s behaviour is influenced:

1. By factors within the child himself/herself:
 - i. Age.
 - ii. Stage of development.
 - iii. Personal history and experience.
 - iv. His/her skills.
 - v. Ability to learn.
 - vi. Beliefs about himself/herself and others.
2. By external and interpersonal factors:
 - i. Parental and family patterns and relationships.
 - ii. Social networks including friends and peer groups.
 - iii. His/her neighbourhood/community.
3. School climate:
 - i. The values, policies, practices and relationships of the school.

Our understanding of these factors is fundamental to developing and implementing a Code of Behaviour which will shape and nurture a child’s behaviour in a positive manner. The majority of pupils in **Naul National School** embrace the school’s code. However as a community we must be prepared for the child or class, who because of some or a combination of the factors above have difficulty abiding by the Code.

Dealing with students with Social Emotional Behavioural Difficulties (SEBD) can be an intractable and frustrating task for our staff. There are genuine concerns about the impact of disruptive behaviours on staff, on peers and the demands placed on teachers’ time managing their pupils.

The Special Education Review Committee (SERC) defines SEBD as “*an abnormality of behaviour, emotions or relationships sufficiently marked and prolonged to cause handicap in the individual pupil and serious distress or disturbance in the family, school or community*”.

Youngsters with SEBD struggle to have their basic needs met and have difficulties expressing and managing their emotions in constructive ways.

But it is their challenging behaviour which brings them to our attention. The severity of the behaviour can obscure their emotional and other needs. We as teachers can run the risk of over-emphasizing behaviour and falling into the trap of control and coercion if we do not recognise that challenging behaviour is a communication to us of unmet needs. In order to do our best for these children and to make a difference in their lives we have decided to provide a continuum of support which will be developed and managed by a Behaviour Support Team.

AIMS

- To put in place effective prevention programmes based on the rationale that an early response to emotional and behavioural difficulties can lead to better outcomes for students.
- To enable these pupils to take responsibility for their own actions.
- To establish Behaviour Support Team(s) which will be responsible for identifying, targeting and working with pupils at risk.
- To provide ongoing support for staff members in whose classes these pupils are.
- To reduce the negative impact which SEBD children have on other pupils and staff.
- To reduce the necessity for frequency of suspension/expulsion for these pupils.

ROLE OF THE TEAM

Teaching a child with SEBD is among the most difficult and demanding task in our profession. They challenge our professional skills and endurance and test the limits of our commitment and patience. As a staff we have to:

- Believe that behaviour can be changed.
- Pre-empt and prevent misbehaviours.
- Communicate in an honest, empathetic and fair manner with the child.
- Set boundaries and challenge their misbehaviours appropriately.
- Have a sense of humour.
- Provide alternative behaviours for a pupil to follow.
- Stand back and reflect on our own personalities and temperament,
- Have clear high expectations for our pupils.

The specific objectives of the team:

- To identify the specific needs of each child.
- To provide a wraparound support programme involving all of the stakeholders in that child's life.
- To implement and review the support programme.

THE BEHAVIOUR SUPPORT TEAM

The Behaviour Support Team will comprise of some or all of the following staff members:

- Principal
- Class Teacher(s)
- Relevant member of the SEN team.
- Relevant Care Team Mentor
- Parent
- Outside agency personnel (HSE, Lucena Clinic, Child Guidance, NCSE, NEPS).
- Child when appropriate.

Specific duties/responsibilities of team members:

Principal

- Take a lead role in co-ordinating the continuum of support.
- To enable individual members of the team and the team itself to realise their objectives by assisting in planning, organisation, obtaining assistance and gaining access to resources.

Class Teacher

- To match the curriculum to the needs of the child.
- To work with the team in drawing up strategies to support the child.
- Implement strategies in the classroom.

- To be the pivotal role around which team works.

SEN Member

- Work with the class teacher in developing additional learning supports.
- Devise strategies to develop with class teachers social competence and emotional maturity in the child.
- Help in adjusting the child to school routines and expectations.
- Draw up behaviour management strategies with class teachers and members of the team.

Parent

- To support the efforts of the school by:
 - Endeavouring to implement strategies **at home** proposed by the team.
 - To provide honest open feedback.
 - By ensuring the child attends appointments with outside agencies if and when these are put in place.

CARE TEAM MENTOR(S)

To act as an early warning system to the staff by checking in with the child on a daily basis (morning and evening) to ascertain how the child is doing:

- To look out for their needs.
- To be an advocate on their behalf.
- To keep parents informed of both positive and negative behaviours.

IDENTIFYING PUPILS

Pupils who present in the following manner:

- Any child who shows little or no interest in academic performance or learning.
- Any child who displays aggressive and bullying behaviour.
- Any child with a history of discipline problems and who is constantly referred to the Principal .
- Any child who is extremely non-compliant.
- Any child who fails to settle into school routines within the first 6 - 8 weeks.
- Any child who is withdrawn or isolated.
- Any child with a serious language difficulty.
- Any child consistently seeking attention.
- Any child who is extremely manipulative.

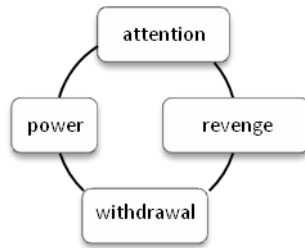
The following can be used to identify pupils:

- Teacher Feedback
- Direct observation of student behaviour in the class/yard.
- Parent interview.
- Behavioural checklist (Connors etc.)
- Discipline records.
- Attainment tests.
- Sample(s) of work.
- Attendance records.
- Assessment Reports from NEPS, NCSE, HSE etc.
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PROVIDING SUPPORT

In order to decide which kinds of support are necessary for a child we must first identify the **goals** that motivate a child's disruptive behaviours.

1. Diagnosis of behaviours goal. Is its purpose one of the following:



2. Use a baseline as a foundation to the support plan i.e. record the incidence, duration and nature of the behaviour over a set period of time
3. Review the recording sheet and use the information to inform the strategies to be put in place.
4. Draw up a behaviour modification plan involving the child, parent and relevant personnel.
5. Review and amend accordingly after 2/3 weeks.

The following are a range of strategies, supports which can be used:

- Behaviour Modification Plan.
- Support from individual members of the Support Team.
- Care Team Members.
- Placement in Rainbows Programme.
- Placement in Life Skills Programme.
- Placement in the Homework Club.
- Placement in after-school activities which the child enjoys.
- Referral to outside agencies.
- Involve NEPS / NCSE.
- Provide in-school counselling using SCP funds.
- Involvement in the Incredible Years Programme

ELEMENTS OF A BEHAVIOUR SUPPORT PLAN

- Gather baseline information about child's behaviour repertoire - notice and record a list of his/her helpful as well as his unhelpful behaviours.
- Notice when he/she tends to produce behaviours that are helpful and when he/she tends to produce behaviours that are unhelpful.
- From the unhelpful behaviours list, decide on one or two to track as target behaviours to be reduced within a specific timeframe.
- Involve child by telling him/her that you are not happy with some of his/her behaviours and that you are going to develop a plan to help him/her reduce the one or two unhelpful behaviours identified as targets and replace them with agreed, alternative helpful behaviours.
- Discuss with the child the reasons why the target behaviours are unhelpful, the effect they have on you and on the learning of classmates.
- Tell the child that his/her parents will also be involved in helping reduce the number of these unhelpful behaviours and in increasing the agreed, alternative helpful behaviours.
- Agree a viable reward with child and the type of rein forcer that will be valued by him/her and help him/her reach his goal of reducing the target behaviour(s) and replacing it/them with agreed, alternative behaviours. Reinforces may range from verbal and non-verbal praise (smile / thumbs up) to tokens such as stamps / stickers that may be accumulated for reduction of the target behaviours and production of agreed, alternative helpful behaviours.
- Decide on the number of rein forcers that will be required to attain the reward and how they will be distributed (xxx times a day is advisable for someone of child's age). In this context use of intermittent rein forcers / bonus tokens and / or smaller micro-rewards should be accelerate motivation to succeed and help develop self-esteem / a sense that self control is possible.

- Use lots of verbal praise for production of the agreed, alternative behaviours.
- Use positive ignoring / use of pre-agreed non-verbal cue to signal production of unhelpful behaviours that child is being helped to reduce.
- Agree a range of sanctions with child that will accrue if he persists in producing more than _____ instances of the unhelpful target behaviours.
- Draw up a contract with child that is signed by him/her, his/her parents and you.
- Send a copy of the contract and the Behaviour Support Plan to child's parents and ask them to decide on a parallel incentive system at home that rewards his/her reduction in school of the target behaviours and increased production of the specified alternative helpful behaviours.
- Invite them to devise and implement a Behaviour Support Plan for reducing a target behaviour that applies at home.
- Review the effectiveness of the Behaviour Support Plan and make changes as necessary.

The Behaviour Support Plan process may be summarised as follows:

1. Decide on the target behaviours you require child to reduce and on the alternative behaviours you require him to increase.
2. Agree with child:
 - The long term reward.
 - The type of token system that will be used.
 - The number of tokens he will need to accumulate to get an agreed reward.
 - How/when the tokens will be awarded.
 - A system of non-verbal cueing that will signal to him that he is producing unhelpful behaviours.
 - A range of graduated sanctions that will accrue if he persists in over producing the target behaviours.
3. Involve child's parents - maintain regular communication between home and school re the operation of the plan and child's responses.
4. Review the Behaviour Support Plan at pre-arranged intervals - make whatever changes are indicated to permit the plan to be as effective as possible.