

**Code of Behaviour**

**Gorey Central School**

**Behaviour Support**

**Policy and Procedures**

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Code of Behaviour Gorey Central School

Behaviour Support Policy

# 1.0 Introduction

*This Code of Behaviour has been drafted Under Section 23 of the Education (Welfare) Act 2000, which states that the Board of Management of each school must prepare and make available a Code of Behaviour in respect of its pupils. The Act requires that the school Code of Behaviour be prepared in accordance with Guidelines issued by the National Educational Welfare Board / TÚSLA. TÚSLA must also advise schools on matters relating to the conduct of pupils and must "promote and foster, in recognised schools, an environment that encourages children to attend school and participate fully in the life of the school”. Education (Welfare) Act, 2000 Section 10. (Referenced material includes ‘Developing a Code of Behaviour: Guidelines for Schools’ NEWB 2008; ‘Managing Challenging Behaviour:*

*Guidelines for School’ INTO 2004 and SESS 2011, Supporting Behaviour Management in School for Students with Behavioural, Emotional and/or Social Difficulties’.) Behavioural, Emotional and Social Difficulties (BESD) - A Continuum of Support, National Educational Physiological Service.*

This policy was devised in collaboration with the school principal, all staff members, the Board of Management, the senior students, the parent’s association and the entire parent body. This policy is formed in conjunction with the anti-bullying policy.

## 1.1 Relationship to Characteristic Ethos of our school

Gorey Central School is a co-educational school under Church of Ireland management. It seeks to provide a climate in which all pupils find encouragement to develop spiritual and moral values, along with personal and social skills and the highest standards of excellence of which they are capable, in all aspects of their school activities. The school’s aim is to educate its pupils in accordance with the Christian principles of love and respect for God and for other people.

The ethos of our school establishes and supports a strong sense of community within the school between School, Board of Management and Parents/Guardians. Gorey Central School promotes mutual relationships built out of respect and cultivated by and between Staff, children and Parents/Guardians and all in the school community.

The school climate and atmosphere are created by the actions and behaviour of everyone in the school. The behaviour of adults in a child’s life, including parents and teachers, is a significant influence on how a child acts. The code of discipline will **ONLY** be effective where there is a high level of openness and co-operation between staff, parents and pupils. A clear understanding among all the partners of the standards of behaviour required and the procedures to be adopted where there are breaches of the code also helps ensure a harmonious environment where all can work effectively.

# 2.0 Rationale

The Board of Management at Gorey Central School 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, NEWB, 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:*

1. The standards of behaviour that shall be observed by each student attending the school;

2. The measures that shall be taken when a student fails or refuses to observe those standards;

3. The procedures to be followed before a student may be suspended or expelled from the school concerned.

4. The grounds for removing a suspension imposed in relation to a student;

5. The procedures to be followed in relation to a child’s absence from school.

# 3.0 Aims

The aims of the Code of Behaviour for Gorey Central School are:

* To create a positive learning environment that encourages and reinforces good behaviour
* To promote self-esteem and positive relationships
* To encourage consistency of response to both positive and negative behaviour
* To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
* To facilitate the education and development of every child
* To foster caring attitudes to one another and to the environment
* To enable teachers to teach without disruption
* To ensure that the school's expectations and strategies are widely known and understood through availability of policies and an ethos of open communication
* To encourage the involvement of both home and school in the implementation of this policy
* To create a learning environment which allows all children to fully engage in all aspects of school life

# 4.0 Principles:

* Gorey Central School recognises the variety of differences that exist between children and the need to understand each child as an individual.
* The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption free environment.
* Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. The code offers a framework within which teachers utilise positive techniques of motivation and encouragement.
* It is agreed that a high standard of behaviour requires a strong sense of community with the school and a high level of co-operation among staff and between staff, pupils and parents.
* Rules are being kept to a minimum and are positively stated in terms of what pupils should do.
* The overall responsibility for discipline within Gorey Central School lie with the principal.

Each teacher has responsibility for the maintenance of discipline within his/her classroom and has full autonomy to develop their own individual classroom management strategies, while sharing a common responsibility for good order within the school premises. A pupil will be referred to the Principal and/or Deputy Principal for serious breaches of discipline and for repeated incidents of minor misbehaviour.

Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner

# 5.0 Promoting Positive Behaviour-Scaffolding Success

Gorey Central School implements the NEPS Continuum of Support approach for social, emotional and behavioural support following guidance in *Behavioural, Emotional and Social Difficulties (BESD) - A Continuum of Support, National Educational Physiological Service.*



The three tiers of the continuum of support should not be seen as separate phases. While many pupils receive adequate support at the whole school or classroom tier, some pupils will require support at the first two tiers while a few pupils will require support at all three tiers of the continuum.

## 5.1 Tier One: Whole School and Classroom Behaviour Support: Preventative and Proactive Approaches for All

Supporting positive behaviour and improving behaviour for learning at whole school level, means addressing and focusing on key elements of school-wide positive behaviour supports for all students. It requires consistent application of this behaviour policy along with formal teaching and reinforcement of desired behavioural expectations.

Students are more likely to benefit from their education and to be happy in a structured, caring environment where high standards of behaviour are expected and adhered to. The school’s standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for teaching and learning. They describe the behaviour expected of all members of the school community. Standards are the means by which the school will:

* provide clarity for students about the school’s high expectations for their behaviour
* set goals for students that will guide them in moving towards mature and appropriate behaviour
* serve as a practical tool for teaching and learning. The process of developing the code of behaviour provides opportunities to:
* agree the content and focus of the standards expected in the school
* develop rules that reflect the standards
* agree ways of using the standards to promote good behaviour.

### 5.1.1 Standards Supporting Positive Behaviour Support

Standards of behaviour in Gorey Central School reflect values such as outlined by NEWB (2008) in their publication, ‘Developing a Code of Behaviour Guidelines for Schools’.:

* respect for self and others
* kindness and willingness to help others
* courtesy and good manners
* fairness
* readiness to use respectful ways of resolving difficulties and conflict
* forgiveness.

The following areas are essential in achieving sustainable change.

1. Setting and agreeing expectations.

2. Stating clear rules and routines

3. Developing systems for acknowledging, encouraging and reinforcing positive behaviour.

4. Developing structures and practices to ensure that all staff explicitly teach the school expectations and promoting systems around these expectations to maintain effectiveness and consistency

### 5.1.2 School and classroom rules supporting Positive Behaviour Support

The school and classroom rules translate standards into practical guidance about the behaviour expected of students. Rules provide clear boundaries. They describe in simple terms how to behave in order to learn well and to develop into mature and responsible individuals. Gorey Central School has both school rules/expectations and classroom rules/expectations, which have different levels of detail. While the standards are common to everyone in the school, rules reflect the age and stage of development of the students

### 5.1.3 Developing rules/charters/agreements to support Positive Behaviour Support

School and classroom rules work best when they are:

* kept to a minimum
* written in clear, simple language
* stated positively, telling students what to do, as well as what not to do
* based on a clear rationale that is explained, understood and agreed
* developed through consultation with students, parents and staff
* communicated and referred to regularly

### 5.1.4 Adult Modelling of Standards

The adults in the school have a responsibility to model the school’s standards of behaviour, in their dealings both with students, parents, colleague and members of the public as their example is a powerful source of learning for students. Parents should also 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.

### 5.1.5 Rules and Routines promoting Positive Behaviour Support

Rules and Routines Rules are specific to particular settings such as the classroom, corridor, PE Hall, school yard or a specific event e.g. field trip. School rules describe specific behaviours and are observable and measurable. For example:

1. I will sit on my chair when requested to do so
2. I will try my best in all aspects of my class
3. I will listen when someone else is talking

The explicit teaching of specific rules and routines will help to define for students what behaviours are required of them in different school settings

### 5.1.6 School Rules and Expectations

#### School Rules

* These rules will be communicated to the pupils at the start of each academic year
* These rules will be communicated to the staff at the start of every academic year
* These rules will be readily available for parental viewing at the main office.

|  |
| --- |
| **Golden Rules** |
| * I will be gentle – I will not hurt anyone.
* I will be kind and helpful – I will not hurt people’s feelings.
* I will be honest – I will not hide the truth.
* I will listen – I will not interrupt.
* I will look after property – I will not waste or damage things
* I will work hard – I will not waste time.
* I will try my best.
* I will show respect for self and others
* I will show respect for my own property and the property of others
* I will show respect to other students and their learning
* I will follow instructions from staff without question
* I will walk quietly in the school building
* I will show courtesy and good manners
* I will wear the appropriate uniform.
 |
| **Classroom Rules** |
| * I will sit on my chair when requested to do so
* I will try my best in all aspects of my class.
* I will listen.
* I will let others speak
* I will always walk and never run
* I will keep the classroom tidy
* I will use the toilet properly and wash my hands
* I will be kind and helpful and not hurt other people’s feelings
* I will stay in my place if my Teacher is out of the room.
* I will not damage any classroom equipment (e.g. chairs, tables, walls, etc.)
 |
| **Playground Rule** | **Corridor Rule** |
| * I will walk quietly in my line to and from the yard.
* I will let others join in my games.
* I will be gentle.
* I will not push, kick, punch, bite, spit, gesture rudely etc.
* I will not use bad language or call names.
* I will be fair.
* I will not lift or carry others.
* I will stay within my playground.
* I will listen to the teachers on duty.
* I will inform the teachers on duty when I need to leave the playground.
 | * I will always walk quietly and never run
* I will let adults pass and show courteous manners
* I will not push or shove in the line.
* I will not use the hall as a corridor
 |

***N.B The Golden School Rules apply on any school tour or outing.***

#### School Expectations

* Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
* Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
* Pupils are expected to follow a teacher's instructions, to work to the best of their ability and to present their work neatly.
* Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence. This is a requirement by the National Education Welfare Board (NEWB) and is subject to inspection by the Education Welfare Officer (EWO).
* Pupils are expected to be punctual.
	+ Clár ama na Scoile:
		- School begins: 9.00a.m.
		- Children are reminded that they are only to access school premises from 8:40am each morning. Any child who enters prior to his time will be unsupervised and therefore uninsured.
		- School Closes: Junior/ Senior Infants 1:30pm
		- School Closes: 1st -6th 2:30pm

* Pupils are expected to do their best in school by listening carefully, working as hard as they can and by completing his/her homework. It is the policy of the school to assign homework on a regular basis. Parents are strongly advised to take an active interest in their child’s homework and to sign their homework journal each night (ensuring that it is done).
* Pupils are expected to be truthful and honest at all times.

### 5.1.7 Affirming Positive Behaviour

The following strategies are used in Gorey Central School to affirm Positive Behaviour:

1. A quiet word or gesture to show approval

2. A comment on a child's exercise book

3. A visit to another class or Principal for commendation

4. Praise in front of the class group

5. Individual class merit awards, points awards or award stamps

6. Delegating some special responsibility or privilege

7. Written or verbal communication with parent

8. Commendation in a whole school assembly

## 5.2 Tier Two: School Support

## Behaviour Support for some-Response to Groups and Individuals

This level of intervention requires small group or individual approaches for pupils whose behaviours are not sufficiently responsive to the whole school or classroom approach and who require more structured interventions, more detailed monitoring and more frequent feedback.

Small group or individual approaches for pupils with behavioural support needs can be implemented with data-based decision-making at tier two of the continuum of support.

School Support at this level should be recorded in a support plan within the child’s Student Support File (SSF) and on the school’s Continuum of Support document (COS).

### 5.2.1 Recommended Interventions to support Positive Behaviour at Tier 2

The following evidence based approaches are highlighted by the Special Education Support Service (SESS), October 2011, in the publication ‘Supporting Behaviour Management in school for students with Behavioural, Emotional and/or Social Difficulties’ and guide our practice in Gorey Central School.

* Problem Solving Approach (p. 39)

A. Prediction

B. High-Probability Interventions

C. Consistency

D. Assessment

* Social Skills Training (p.19)
* Communication Skills Training (p.20)
* Pupil Self-Directed Interventions (pp.21-24)

E. Self-Management

F. Self-Monitoring

G. Self-Instruction

## 5.3 Tier Three: School Support Plus

## Behaviour Support for a Few-Individualised and Specialist Support

This level of intervention requires intensive individualised approaches for pupils whose behaviours are not sufficiently responsive to either of the previous two support tiers and who require additional specialised support.

### 5.3.1 Recommended Interventions to support Positive Behaviour at Tier 3

Using guidance taken from B*ehavioural, Emotional and Social Difficulties (BESD) - A Continuum of Support, National Educational Physiological Service.* Interventions at the School Support Plus tier of the continuum typically require more intensive and individualised supports, which may require input from external professionals and support services. When individual pupils do not respond to the provision of carefully planned academic and behavioural supports at the first two tiers of the continuum, additional intervention is required. School Support Plus at this level should be recorded in a support plan within the child’s SSF and on the school’s Continuum of Support document.

Supports that might be considered for pupils at this intervention tier include:

* Individual Education Plan
* Functional Behavioural Assessment (FBA) and Individual Behaviour Plan
* Antecedent, Behaviour and Consequence recording system (Appendix 1 ABC Chart)

# 6.0 Managing Inappropriate Behaviour

Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the code of behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the student’s own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers.

Where a student’s behaviour disrupts the teaching and learning of other students, school authorities have to weigh the needs of that student with the needs of other students and staff. This can be a difficult balance, and achieving it requires the application of professional skill and judgement, in each individual case, drawing on factual and objective information about the impact of a student’s behaviour, and using transparent criteria for measuring that impact. In its approach to supporting good learning behaviour and responding to inappropriate behaviour, the school needs a systematic way of attending to both the impact of inappropriate behaviour on other students and staff and the impact of a sanction on the student.

Gorey Central School is guided by the recommended procedures and approaches in the following publications: *‘*Developing a Code of Behaviour: Guidelines for Schools’ NEWB 2008; ‘Managing Challenging Behaviour: Guidelines for School’ INTO 2004 and SESS 2011, ‘Supporting Behaviour Management in School for Students with Behavioural, Emotional and/or Social Difficulties’ NCSE 2012, ‘The Education of Students with Challenging Behaviour arising from Severe Emotional Disturbance/ Behavioural Disorders’ and also by the advice on the SESS website at <https://www.sess.ie/resources/behaviour-management>. *Behavioural, Emotional and Social Difficulties (BESD) - A Continuum of Support, National Educational Physiological Service.*

#### General Procedures

1. Observe the behaviour.

2. Gather information. Understand the context and the factors that may be affecting behaviour.

3. Generate ideas about possible solutions that take account of the reasons why it may be happening.

4. Decide and agree on specific strategies, in consultation with all members of the child’s educational tea I.e parents, teachers, SNAs and principal.

5. Implement the agreed strategy consistently.

6. Review progress: evaluate the impact and effectiveness of the intervention.

7. Throughout, keep the relationship with the student as positive as possible; involve the student and parent.

####  Sanctions

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.
* 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, or other students or adults, safe.

The aim of any sanction in Gorey Central School is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this. Usually sanctions will relate as closely as possible to the behaviour.

## 6.1 Minor Misdemeanours

6.1.1 Examples of minor misdemeanours\*

* Interrupting class work;
* Arriving late for school regularly;
* Running in school building;
* Not wearing correct uniform;
* Being discourteous or unmannerly;
* Repeated inappropriate and/or disrespectful comment/action made towards peers
* Repeated inappropriate and/or disrespectful comment/action made towards staff
* Not completing homework without good reason;
* Not having homework signed by a parent where requested to do so;
* Telling lies
* Repeated infringement of the school rules of how to behave in the yard;
* Refusing to carry out a specific instruction given by a teacher;
* Refusing to do assigned school work;
* Misbehaviour in yard generally deemed to be a minor breach of discipline and encompasses any action that upsets another pupil or puts the safety of self/other pupil or staff member at risk.

### 6.1.2 Responding to Inappropriate Behaviour –Minor Misdemeanours

#### Procedures

1. Reasoning with pupils.

Verbal warning and pupil is asked to make a conscious effort to improve.

2. Reprimand (including advice on how to improve)

* 1. Gestural warning – look, whisper, traffic lights, green/red card systems.
	2. Written reprimand –e.g. “sad face” for juniors, note on specific work relating to behaviour during relevant lesson.
	3. Time out – Time out chair/desk.
		1. Move place for the rest of the day.
		2. Move place for the rest of the week.
		3. Move Classroom for remainder of specific subject. The child will return to the classroom the conclusion of the specific subject.

3. Communication with Parents

4. Loss of privileges.

5. Consideration of addition to COS for Behavioural Support at Classroom Support Level.

Teachers may put in place alternative measures bearing in mind the circumstances involved.

## 6.2 Serious Misdemeanours

6.2.1 Examples of serious misdemeanours

* Repeated minor breaches of discipline may be considered to be a serious

breach of discipline

* Bullying ( see Anti-Bullying Policy on school website and note below)
* Isolated incident of verbal/physical attack made on another child
* Regularly being disruptive/disrespectful to peers/staff in class
* Stealing or damaging other pupil’s property
* Leaving the school premises during school day without permission of the Teacher, Deputy Principal or Principal;
* Endangering self or fellow pupils in the school environment
* Using inappropriate language which is offensive e.g. Racist language, Gender based Insults, Sexuality based insults
* Use of mobile phone during school hours.
* Retaining mobile phone during school (not handing up mobile phone the moment you enter school)
* Repeated inappropriate and/or disrespectful comment/action made towards peers
* Repeated inappropriate and/or disrespectful comment/action made towards staff
* Any action that is physically or verbally injurious to another member of the school community including the dissemination of any material that could be offensive to a member of the school community.

### 6.2.2 Responding to Inappropriate Behaviour – Serious Misdemeanours

#### Procedures

Serious Misdemeanours will be dealt with as follows;

The following steps will be taken in a chronological order running from step 1 through to step 7 if necessary:

1. An Incident Report Form will be completed by the pupil’s teacher or supervising teacher.

2. Pupil is to be sent to Deputy Principal or Principal for investigation and the parents will be informed of this action upon conclusion of the investigation or at it outset if necessary.

3. The child will be asked to commit to not engage in any similar behaviour in the future that may cause offence or injury to another member of the school community

4. Pupil will lose privileges and a period of separation from peers may be deemed appropriate. Staff members will impose a suitable sanction after consideration and consultation regarding each individual incident.

5. Where serious breaches of behaviour have occurred and continue to occur, the school may devise an ‘Individual Behaviour Plan’ (See Appendix C) that includes steps to be adhered to in order to prevent the re-occurrence of the misdemeanours.

6. The Principal will report to the Board at each Board meeting any serious breaches of discipline that have occurred since the last meeting. The identity of the children involved will be protected as far as possible.

7. Where necessary, the Chairperson of Board of Management will be informed of the

Incident and parents will be requested to meet with the Chairperson and Principal.

Consideration will be given to the addition of the pupil to the COS for Behavioural Support if not already in place.

## 6.3 Gross Misdemeanours

Repeated occurrence of serious breaches of discipline will be considered to be gross breaches of discipline;

6.3.1 Examples of Gross misdemeanours

* Wilfully causing serious damage to school property or buildings e.g. setting fire to property, damage/vandalism.
* Aggressive, threatening or violent behaviour towards a teacher/pupil or any member of the school community.
* Any behaviour that is a persistent cause of significant disruption to the learning of others or to the teaching process.
* Bullying behaviour that is a persistent

### 6.3.2 Responding to Inappropriate Behaviour –Gross Misdemeanours

#### Procedures

Gross Misdemeanours will be dealt with as follows. ;

* Chairperson/Principal to sanction immediate suspension pending discussion with parents
* Expulsion will be considered in an extreme case in accordance with Rule 130 (6) “No pupil can be struck off the roll book for breaches of discipline without prior consent of patron and until alternative arrangements are made for enrolment of pupil at another suitable school in the locality”.

Consideration will be given to the addition of the pupil to the COS for Behavioural Support if not already in place.

#### Suspension and Expulsion

Before serious sanctions such as, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances.

Before suspending or expelling a pupil, the Board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

#### Suspension

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered.

The procedures for Suspension and Expulsion derive from the National Educational Welfare Board (NEWB) publication “Developing a Code of Behaviour: Guidelines for Schools” and are guided by the principles of natural justice, i.e. the right to be heard and the right to impartiality.

Parents concerned will be invited to come to the school to discuss their child’s case.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information.

Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000. In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding five school days, pending a discussion of the matter with the parents.

#### Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the child reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil’s reinstatement will not constitute a risk to the pupil’s own safety or that of the other pupils or staff.

The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

#### Expulsion

In accordance with the Rule for National Schools and the Education Welfare Act 2000, in the event of gross misdemeanours, these behaviours must be referred to the Board of Management and temporary exclusion may be considered.

In the case of a pattern of such misdemeanours, consultation with the Special Educational Needs Officer (SENO) and/or EWO (Education and Welfare Officer) takes place regarding appropriate resourcing and/or alternative placement, which may include alternative educational options.

Factors to be considered before proposing to expel a Pupil (Listed NEWB (TUSLA) Guidelines for Schools p 82 under the following headings)

a. The nature and seriousness of the behaviour

b. The context of the behaviour

c. The impact of the behaviour

d. The interventions to date

e. Whether expulsion is a proportional response

f. The possible impact of expulsion

#### Authority to Expel

The authority to expel a student is reserved to the Board of Management.

#### Grounds for Expulsion

Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools and the Education Welfare Act 2000. Before expelling a pupil, the Board shall notify the local Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act. A pupil is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school having complied with the provisions of Section 24 of the Education (Welfare) Act 2000. The Board of Management will consider the following

a. The track record of the pupil and the effect of that behaviour on the school

b. The track record of the pupil up to the point of the precipitating issue

c. The attempts of the school at diverting, correcting, or checking the behaviour

d. The merits of whatever mitigation is offered for the behaviour (contrition, response of the pupil to the school’s efforts)

e. The demerits of mitigation (lack of contrition, spite or unwillingness to accept).

Where expulsion is considered, the school authorities will generally have tried a series of other interventions and believe that they have exhausted all possibilities for changing the pupil’s behaviour. These will include:

a. Meeting with parents and the pupil to try to find ways of helping the pupil to change their behaviour;

b. Ensuring that the pupil understands the possible consequences of their behaviour should they persist;

c. Ensure that other possibilities have been tried;

d. Seeking the assistance of support agencies such as NEPS, CAMHS, NCSE and the National Behaviour Support Service.

#### Expulsion for a First Offence

The Board of Management notes that the NEWB (TUSLA) lists the following for possible inclusion in a list of single breaches of discipline that may lead to expulsion:

a. A serious threat of violence against another pupil or member of staff;

b. Actual violence or physical assault;

c. Supplying illegal drugs to other pupils in the school;

d. Sexual assault.

Procedures in Respect of Expulsion

(as listed by the NEWB Guidelines for Schools chapter 12 and summarised here.)

Where a preliminary assessment of the facts confirms gross misbehaviour that could warrant expulsion, the procedural steps will include:

Step 1: A detailed investigation is carried out under the direction of the Principal.

The Principal will:

A. Inform the parents and the pupil in writing about the details of the alleged misbehaviour, how it will be investigated and that it could result in permanent expulsion.

B. Give parents and the pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

C. Where expulsion may result from an investigation, the parents will be afforded the opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation.

Step 2: A recommendation to the Board is made

Expulsion of a student is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, the Board of Management will have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student’s behaviour.

Step 3: Consideration by the Board of Management of the Principal’s recommendation; and the holding of a hearing.

Step 4: Board of Management deliberations and actions following the hearing.

Step 5: Consultations arranged by the Educational Welfare Officer.

Step 6: Confirmation of the decision to expel.

These procedures assume that the Board of Management is the decision-making body in relation to expulsions.

It is a matter for the Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing. Steps 1 to 6 as outlined above and detailed in “Developing a Code of Behaviour – Guidelines for Schools”, issued by the National Educational Welfare Board (NEWB) Pages 83 – 86 will be followed. In the event of an appeal the appeals process under section 29 of the Education Act 1998 will be followed.

#### Appeals Process

A decision to expel may be overturned if directed by the Department of Education and Skills (following a Section 29 Appeal).

*\*All lists in point 6.0 in this policy are not totally comprehensive and consist only of examples. Other actions not listed above may be classed as minor, serious and/or gross misdemeanours*

# 7.0 Children with Additional Support Needs

All children are required to comply with the code of behaviour. However the school recognises that children with additional support needs may require assistance in understanding certain rules. Where relevant, specialised behaviour plans will be put in place in consultation with parents and the class teacher, Special Education Teacher, and or Principal. The child’s support team will work closely with home to ensure that optimal support is given.

Cognitive development and Diagnoses by Outside Agencies will be taken into account at all times. Professional advice from psychological assessments will be considered. The children in the class or school may be taught strategies to assist a pupil with additional support needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

In Gorey Central School:

• Pupils with additional support needs feel welcome and discipline is based on mutual respect. Rules exist to support the creation of a safe, secure and positive learning environment for all members of the school community. Positive behaviour is regularly and publicly celebrated in the school.

• School rules are few and are presented in accessible forms for pupils with special educational needs. Reasonable accommodations are made to take account of the individual needs of those pupils who may require an individualised response.

• Classroom Codes reflect the school’s code of behaviour and are communicated clearly and regularly to pupils with special educational needs.

• Pupils with special educational needs are encouraged to self-regulate, to take ownership of their behaviour and learning and to demonstrate understanding of where a rule has been broken.

• Pupils with special educational needs understand the consequences of breaking rules and the importance of the rule is communicated to pupils. Disciplinary procedures are based on proportionate responses to (mis)behaviour.

• Where a pupil with special needs is in breach of the school’s Code of Behaviour the teachers will use their professional judgment in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other pupils who may have exhibited the same type of misdemeanours, they may also show leniency in relation to pupils with specific learning/behavioural difficulties. Parents of these pupils will be kept informed of their child’s behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the pupil to improve his/her behaviour. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies

Gorey Central School remain cognisant of our obligations under the Equal Status Acts 2000 to 2004 with regard to making reasonable accommodation for students with disabilities (NEWB, Guidelines on developing a Code of Behaviour).

# 8.0 Parental Involvement

Gorey Central School acknowledge that the ‘code of behaviour will be more likely to work well where parents have meaningful ways of contributing to the development or review of the code. Their involvement will draw on their expectations, insights and experience. It will help to underline their responsibilities for their children’s behaviour’,

The school agree that:

Joint work between parents and staff in the development of the code of behaviour can:

• give parents insight into what teachers need in order to be able to teach effectively

• equip parents to reinforce at home the messages about learning and behaviour that are conducive to a happy school

• help parents to have a strong sense of pride in the school and ownership of its work

• help to ensure that parents give consistent messages to students about how to treat others.

(NEWB,2008, Developing a Code of Behaviour: Guidelines for Schools).

## 8.1 Communicating with Parents

Parents are made fully aware of the school rules at induction and enrolment.

Communicating with parents is essential in maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents are encouraged to talk in confidence to teachers about any significant developments in a child’s life (in the past or present), which may affect the child’s behaviour.

The following methods of communication are to be used within the school:

* Informal/formal parent/teacher phone call
* Informal/formal parent/teacher meeting
* Through children’s homework journal
* Letters/notes from school to home and from home to school
* School notice board
* Newsletters/school web-site/e-mails
* Aladdin Text and Email.
* This policy will also be readily available for viewing at all times at the entrance to the school.

## 8.2 Roles & Responsibilities of Parent, staff and Board of Management

### 8.2.1 Parent

The Board of Gorey Central School recognises that parents have a primary role and responsibility in teaching their children how to behave in an acceptable manner.

Parental understanding and support for the policy is crucial. When children enrol in the school, parents are given access to a copy of the code of behaviour, and the expectations of pupils are discussed, along with the role of parents in helping pupils to meet these expectations. This policy will also be readily available for viewing at all times at the entrance to the school.

Parents are encouraged to share information about anything that might affect a child’s behaviour in school.  This can be done by meeting with either the class teacher or the Principal.

If a child consistently misbehaves, his/her parents will be invited to meet with the class teacher and/or Principal to discuss and agree ways of helping the child.

The school has a Parent’s Association. Parents are encouraged to get involved in this association as a structure through which they can work together for the best possible education for their children.

### 8.2.2 Staff

In accordance with the Code of Professional Conduct for Teachers (Teaching Council 2012), the staff are expected to treat all children with respect and dignity and to implement the Code of Behaviour in a fair, consistent and reasonable manner.

The school’s Social Personal and Health Education Curriculum is used to support the Code of Behaviour. It aims to help the children develop communication skills, appropriate ways of interacting and behaving and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship – New staff and substitutes are briefed on all policies and practices within the school by the staff mentor.

Staff will regularly make the children aware of the Code of Behaviour and will remind them of the expectations throughout the school year.

### 8.2.3 Board of Management

The overall responsibility for ensuring that a Code of Behaviour is prepared rests with the Board of Management. The Board of Management will ratify the Code of Behaviour and will continually monitor its implementation making adjustments as necessary.

# 9.0 Record Keeping

Teachers or SNAs will record minor misdemeanours. This record will be discussed at parent/teacher meetings either in November or at another necessary point during the school year. On occasions reference to this record may be made in the End of Year School Report. In cases of more serious behavioural patterns, ‘Behavioural Management’ strategies are drawn up in co-operation with the parents, teachers and children.

Teachers shall keep a written record of all incidents of serious misbehaviour as well as a record of improvements in the behaviour of disruptive pupils.

# 10.0 Review Strategy

The Board of Management will initiate a review of this Code of Behaviour two years after its implementation date. However, it may be revisited before that date if any aspect of the policy needs to be addressed before that time.

Any changes ratified by the Board of Management will be made in the best interests of all members of the school community. Any changes are implicit in a Parent/Guardian initial acceptance of the Code of Behaviour and Discipline.

# 11.0 Implementation Date:

Timetable for Review:

Ratified by the Board of Management:

Date………………….

Signed……………………………………………….

Chairperson, Gorey Central School Board of Management

# Appendix 1 ABC Chart

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Antecedent Categories** | **Codes - Possible Triggers** | **Code** | **Mild behaviour (1)** | **Code** | **Moderately Intense (2)** | **Code** | **Severe (3)** | **Code** | **Managing Challenging Behaviour** |
| Coming to school | 1a Coming in independently1b Coming into school accompanied1c Refusing to come in to school1d Carry/not carrying school bag1e Not going/ refusing to go into classroom | **1a** | Avoiding task | **2a** | Verbal aggression –ShoutingMoaningGroaningWhingingCrying | **3a** | Throwing/kicking objects | **1** | Distracted - Helped resolve source of problem |
| Writing Activity | 2a Any2b Homework2c Maths2d Irish2e Test2f Unfamiliar task | **1a** | Refusing to complete task | **2b** | Refusing to move | **3b** | Self-injury behaviour | **2** | Ignored behaviour - Helped resolve source of problem |
| Homework | 3a Handing up 3b Homework not done | **1c** | Ignoring instruction | **2c** | Down on floorUnder the table | **3c** | Injury others – kicking/hitting | **3** | Consequence - Helped resolve source of problem |
| Lunch | 4a lunch taking out/tidy up4b Smell/taste4c Noise4d Treat | 1d | Vacant/not responding | **2d** | Telling lies | **3d** | Threatening language | **4** | Offered reward -Helped resolve source of problem |
| Break Time | 5a Little break5b Big break5c Expectations to Play in yard5d Indoor break5e Lining up5f Noise5g Game rules5h Losing5i Taking part5j Not taking part | 1e | Invading space | 2e | Scribbling on booksAttempting to damage books | **3e** | Flight risk | **5** | Warnings given |
| Activity | 6a Aistear6b Carpet time6c Group work6d Dance6e Drums6f Swimming6g GAA6h PE6i School practices6j Other | 1f | Constantly up and down out of chair | 2f | Throwing items Grabbing itemsRefusing to hard over items | 3f | Pinching/Scratching | 6 | Warnings given and object removed |
| Toilet | 7a Refusing to enter7b Blocking access7c Reluctant to use toilet7d Reluctant to wash hands 7e Disruptive behaviour7f Refusing to open door7g Refusing to come out | 1g |  |  |  |  |  | 7 | Intervention from teacher |
| Biological Triggers | 8a Tired8b Falling sleep8c Attempting to fall asleep8d Sick | 1h  | Unwilling to share/turn take |  |  |  |  | 8 | Intervention from Principal |
| Social/Communication | 9a peers9b SNA9c Teacher9d Staff |  |  |  |  |  |  | 9 | Movement break -Removed from situation for self-regulation  |
|  |  |  |  |  |  |  |  | **10** | Removed from situation for self-regulation, for own safety & safety of peers |
|  |  |  |  |  |  |  |  | **11** | Extra time given to finish task |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date/Time** | **Antecedent Categories Code** | **Mild Behaviour Code (1)**  | **Moderately Intense Code (2)** | **Severe Code (3)** | **Managing Challenging Behaviour Code** |
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**Over the week behaviour scored**

|  |  |
| --- | --- |
| Mild Behaviour |  |
| Moderate Behaviour |  |
| Severe Behaviour |  |