



Moneystown National School

Code of Behaviour

Rationale:

This policy was reviewed by the staff in August 2021 and ratified by the Board of Management in September 2021. This policy was drafted in accordance with Section 23 of the Education Welfare Act 2000. The Act requires that our Code of Behaviour is drafted in accordance with Guidelines issued by the National Educational Welfare Board (NEWB) 2011.

School Vision Statement:

The Board of Moneystown National School, support its staff, pupils and parents in maintaining a safe and orderly environment where the whole school community can work together in an atmosphere of co-operation and mutual respect which reflects the ethos and values of the school and its Patron. This policy encompasses the practices, programmes and procedures that together will form our school plan for helping students to function within a constructive, effective and safe learning environment for all.

Code:

The Board of Management implements a code of behaviour which aims to promote respect for self and others as well as respect for property and the core values of the school. The code is implemented on a whole school level through a range of age appropriate practices, curricular / pastoral programmes and responsive procedures which require co-operation from all members of the school community.

The basic standard of behaviour that should be observed by each pupil includes the following –

- Respect for self and others (through actions, words, behaviours etc.)
- Respect for property
- Taking responsibility for one's own actions
- Respect for authority

This is a general, but not exhaustive list of expectations that constitutes the standard of behaviour expected to be observed within the whole school community. On a day to day basis within the school, the code has been distilled to '**Kind Hands, Kind Words, Kind Feet**', to make it more accessible and comprehensible for all ages and ability levels.

Strategies to support the consolidation of the Code:

The school ethos, the SPHE curriculum, NEWB Guidelines, the Education Welfare Act 2000, The Continuum of Support Guidelines and the SESS Resource Bankⁱ are all instrumental in the implementation of an effective Code of Behaviour. The Board of Management seeks to engage pupils

in becoming responsible for their own behaviour through a range of preventative and supportive measures. Accommodation will be made for pupils with SEN within the Code of Behaviour.

The Board of Management endeavours to support pupils in developing an understanding of social expectations and positive behaviour through –

- Modelling desired behaviours (Give Respect – Get respect ethos)
- Explicit teaching and highlighting of desired behaviours and Code (Kind Hands, Kind Words, Kind Feet)
- Positive reinforcement of desired behaviours (including praise and frequent feedback on behaviour).
- The promotion of a mutually respectful relationship between pupils and the wider school community (Buddy system, peer modelling, structured yard breaks, activity leaders, co-operative and collaborative learning opportunities etc.).
- Engagement of pupils in becoming responsible for their own behaviour (e.g. Classroom contracts, self-monitoring & assessment, reflection and discussion time etc.).
- Rewards and recognition of positive behaviours (including traffic lights, star charts, roles of responsibility, privileges, written notes to parents, acknowledgement at assembly, notes in school newsletter, 6th class prefects etc.).
- Whole school monitoring and recording of individual antecedents and implementation of preventative measure as required.
- Provision of additional supports for SEN pupils with specific behavioural difficulties under the continuum of support
- Implementation of the SPHE curriculum and the development of self-esteem.
- Parental support and consistent expectations in both school / home environments.

The Board of Management recognises and acknowledges that to maintain positive behaviour a strong home – school link is required. The school authorities endeavour to work with the wider school community when implementing the Code of Behaviour and request that all parents / guardians sign the Code of Behaviour on enrolment and following a review as required.

Roles & Responsibilities:

The Board of Management:

The Board of Management plays an active role in promoting and preserving the identity, ethos, values and culture of our school through effective communication of behavioural expectations and standards within the whole school community. The Board of Management will facilitate the periodical review of this policy and record its ratification. The Board of Management is also responsible for facilitating staff training as required to support the effective implementation of the Code of Behaviour. The Principal, under the direction of the Board of Management, is responsible for the day to day implementation of the Code of Behaviour, its programmes, practices and procedures.

The Parents:

The Code of Behaviour recognises the important role that parents / guardians play in developing high standards of behaviour in their children. The management and staff of Moneystown NS recognise that strong home-school links and a constructive working relationship will help foster a shared value of

positive behaviours across the whole school community. Parents and school working together can support each child's behaviour through consistent expectations and boundaries. Parents are expected to support and respect the Code of behaviour and engage positively in the various programmes, practices and procedures that constitute the Code of Behaviour. The parents are the primary educators of their children and therefore play a key role in supporting their children's attendance and participation in school activities. The clear guidelines and expectations expressed in the Code of Behaviour are communicated to parents at various stages throughout their children's primary education in Moneystown NS and parents are required to sign up to the Code of Behaviour on enrolment or after a periodical policy review as required.

The Staff:

Each classroom teacher has responsibility for maintenance of behavioural expectations within his / her own classroom while also sharing a common responsibility for a whole school approach to the Code of Behaviour.

Through effective teaching of the curriculum, a whole school approach to positive reinforcement, implementation of agreed preventative strategies and a consistent use of identified procedures for dealing with unacceptable behaviours, the staff of Moneystown NS will work co-operatively with the wider school community to preserve and promote the Code of Behaviour.

The Pupils:

Pupils are expected to abide by the Code of Behaviour and become increasingly responsible for their own behaviour. Pupils may be invited to draft and adhere to a list of classroom expectations as well as the general school Code of Behaviour. The Board of Management promotes the engagement of individuals in becoming responsible for their own behaviour.

SEN Pupils:

Under NEWB guidelines, accommodation will be made for SEN pupils as required. Each incident / case will be dealt with on an individual basis using the following to guide practice -

- SESS Behavioural Resource Bank
- Continuum of Support Guidelines
- Emotional & Behavioural and Social Difficulties Continuum of Support Guidelines
- Individual reports and advice from NEPS
- IEPs (Individual Educational Plan)
- School Support Plus interventions & programmes etc.
- Advice from SENO

STEPS IN PROMOTING EXPECTED BEHAVIOURS:

Promoting good behaviour is the main goal of the Code of Behaviour. The school management and staff actively foster policies, practices and procedures which help promote positive behaviour and prevent inappropriate behaviour. Please refer to appendix 2, of the reward system and strategies of behaviour management, that teacher may choose from. This is not an exhaustive list, which may be used at the discretion of the teacher, in consultation with the principal. Parents and pupils also play a key role in the implementation of the Code of Behaviour and the relationship between home – school is highly valued under the Code of Behaviour. The expectations of the code are communicated

regularly to the whole school community using assembly, teaching of the curriculum & homework diary, parent–teacher meetings, school newsletter, emails, school website, induction days, information evenings, training courses, school complaints procedures etc.

The Board of Management recognises that school management and staff need to adopt a range of agreed strategies to promote and preserve good behaviour at both class and school level. The Board of Management recognises that a consistent, professional and fair approach to behaviour management will impact positively on relationships within the school community. The management and staff agree that the pupils are more likely to behave well when:

- They are given responsibility in school and are involved in the development of behavioural expectations
- They understand why the code is important and appreciate their part in making it work
- They can see that the code is fair
- There are standards that set high expectations for pupil behaviour
- The standards are clear, consistent and widely understood
- Parental support to encourage good learning / social behaviour
- There are good relationships between home – school
- Adults model the behaviour that is expected from pupils.

The staff and management of the school also implement the following to support good behaviour –

- Positive interactions
- Good school and class routines
- Clear boundaries and rules
- Supporting pupils in recognising and affirming good learning / social behaviour
- Recognising and giving positive feedback about behaviour (e.g. rewards, acknowledgment at assembly, note in newsletter, communication with home, informing principal, assigning a responsibility etc.).
- Exploring and discussing how people should behave / treat each other
- Involving the pupils in becoming partners in the preparation of school / classroom rules.

Expected Behaviours: The following is a synopsis of the high expectations of behaviour currently observable in our broader school community. These expectations support a constructive, effective and safe learning environment. This is not an exhaustive list and may be amended as required.

1. **Kind Hands, Kind Words, Kind Feet** – this is the essence of the school’s code and sets the expectation that everyone within our school community demonstrates respect for themselves, for others and for property.
2. The Board of Management notes in this policy that while **wearing the school uniform, each pupil is an ambassador for the school**. The school uniform represents the core values and shared ethos of the whole school community and as such, each individual pupil should endeavour to preserve the Code of Behaviour (*Kind Hands, Kind Words, Kind Feet*) while wearing the school uniform.
3. No inappropriate clothing, facial piercings, hair dye, unsuitable footwear, unsuitable jewellery etc. is permitted in school. The pupils are expected to be well presented in full school uniform.

4. The Board of Management also notes that while representing the school at **out of school activities** or events (e.g. Sporting competitions, choir events, school tours, field trips etc.) the Code of Behaviour is still applicable and sanctions may be imposed if required.
5. The Board of Management **does not take responsibility for behaviour before or after school hours** or events and under Public Liability Act 1995, the school authority does not accept responsibility for behaviour once pupils are released in parental / guardian's care. However, parents may be notified by school authorities of reported misbehaviours if brought to the school's attention by a third party.
6. The school community is expected to enter, exit and navigate the school grounds in a safe and respectful manner.
7. The **appropriate use of language** is expected from all within our school community. Language also includes 'body language' or any gestures which communicate non-verbal information to others. Honesty and integrity are also an integral component of an appropriate use of language for all within the school community.
8. A **diligence, participation, consistency** and best effort in all school tasks and activities (including homework) is an expectation for all pupils. Individual pupils' needs are catered for through the continuum of support and the delivery of a differentiated curriculum. As a result, all pupils can be expected to perform / participate at their own personal level and strive to achieve within their own personal zone of development.
9. **Punctuality, attendance and organisation** for school are also expectations that the school Code of Behaviour preserves. The Board of Management recognises that parental support is key to these goals and close home – school links are instrumental in implementing an effective attendance strategy.
10. Engaging in **restorative practice and positive conflict resolution** strategies are important expectations under the Code of Behaviour. The Board of Management expects the whole school community to engage meaningfully in agreed restorative practice and positive conflict resolution strategies when dealing with inappropriate behaviours / conflicts.
11. The adherence to other policies which support the Code of Behaviour is also an expectation that the Board of Management expects all parties to respect. These policies include - **Acceptable Use Policy, Attendance Policy, Anti-bullying policy, Child Protection Policy Homework Policy, Sport Code of Conduct Policy, Green Schools Policy, Healthy Eating Policy, Substance Use Policy, Medicines Policy and any other policy deemed relevant by the Board of Management.**

Responding to Inappropriate Behaviour:

The Board of Management is responsible for maintaining a classroom and school environment which is supportive of the learning of every pupil and which ensures continuity of instruction for them. The management and staff acknowledge that despite best efforts, inappropriate behaviour occurs. Where a pupils behaviour disrupts the teaching and learning of others, the school management will weigh the needs of that pupil with the needs and rights of others. In addressing the balance of need, the school management and staff will:

- Draw on factual and objective information about the impact of the pupil's behaviour
- Use transparent criteria for measuring that impact

- Adopt a systematic approach to attending to the impact of inappropriate behaviour on others and the impact of a sanction on the offending pupil.
- The school management and staff will endeavour to address inappropriate behaviour at an early stage and recognises the importance of open communication within the school community to facilitate this.

The Board of Management dictates that the following whole-school steps be taken to address misbehaviour, repeated misbehaviour, serious misbehaviour, gross misbehaviour. Consideration will be given to context / antecedent and each case will be dealt with on an individual basis. Any one or a combination of the following strategies may be used to address misbehaviours and to begin the process in supporting the reinstatement of positive behaviour:

- highlight the misbehaviour
- discuss and reason with the pupil
- reprimand pupil with the aim to eliciting a deeper understanding of expected behaviour
- Behavioural Contract with clear targets and involvement of pupil, parent and school
- temporary supervised separation from peers (especially if safety is a concern)
- loss of privileges
- prescribed additional work
- referral to Principal
- Lunch time detention with prescribed tasks
- Communication with parents (verbal and / or written)
- Report to Board of Management
- Referral to School Support Plus Agency / relevant professional with parental permission
- Application to the SENO for additional supports via the Continuum of Support
- Suspension or expulsion

Agreed ways of describing behaviour:

The common framework for documenting problem behaviour includes how management and staff should describe the nature, intensity and persistence of the behaviour (*See Behavioural, Emotional and Social Difficulties – A Continuum of Support – checklists*). By adopting accurate descriptions, the school management and staff can locate behaviour on a continuum of seriousness, to notice patterns, to observe changes over time or in different contexts and to develop ways of responding based on this detailed knowledge. This enables the school management and staff to use a respectful and problem-solving approach, even when a pupil's behaviour is difficult and challenging.

Arrangements for Recording behaviour:

Using the Continuum of Support observation documentation and checklists, school management and staff can monitor, record and evaluate both behaviours and interventions. The Special Education files and individual pupil files are also used to store and record information pertaining to behaviour. These files are passed from teacher to teacher as a pupil progresses through the school. This information may be used to set targets for IEP's or form part of a referral process on the Continuum of Support.

A Staged Approach to Intervention

In line with the guidelines issued by the NEWB and in accordance with the Education Welfare Act 2000, the school staff and management have an agreed ladder of intervention in response to inappropriate behaviour. The three levels at which intervention may take place are outlined below. Pupil, parental

and school support is sought at each level to support the pupil in addressing their own behaviour and adhering to the Code of Behaviour. The Board of Management recognises that the duty of care to pupils is maintained throughout these procedures and that appropriate arrangements are made to ensure child protection guidelines are observed.

Target Groups	Levels of Support
Support for All	The majority of pupils adhere to the Code of Behaviour with the help of consistent and clear rules and routines in class and school.
Additional Support for some pupils	A certain number of pupils may require additional supports and interventions to support them in managing their own behaviours. These children will be identified at a whole-school level and appropriate interventions and supports agreed to support them behaviourally, socially and educationally. Referral to school support services may be required to support pupils at this level.
Specialised Support for a minority of pupils	A small minority of pupils may require individual and specialised support to address behavioural needs or difficulties. These pupils may be identified through the continuum of support and school support plus agencies may recommend that they receive additional emotional & behavioural support within the school setting. As they may not respond to low-level interventions these pupils' needs may also be catered for through the implementation of differentiated programmes, practices and procedures. The Board of Management, working with all relevant parties, will be cognisant to the Equal Status Acts 2000 – 2018 when addressing behavioural issues and implementing interventions.

Continuum of Seriousness:

The following is a list of exemplars and is not an exhaustive list of misbehaviours that are sanctioned under the Code of Behaviour.

Misbehaviours	Agreed responses & consequences	Roles & Responsibilities
Minor Misbehaviours <ul style="list-style-type: none"> • Disrespecting <i>Kind Hands, Kind Words, Kind Feet</i> • No homework without a note of explanation • Ignoring instructions • Interruptions and disturbing the learning environment for self and others • Breaking class rules • Not wearing uniform without a note of explanation • Unruly behaviour or language • Not engaging in restorative practice 	<ul style="list-style-type: none"> • redirection to task • highlight the misbehaviour • discuss and reason with the pupil • reprimand pupil with the aim to eliciting a deeper understanding of expected behaviour • completion of task / request 	<ul style="list-style-type: none"> • Class teacher & Pupil

<p>Serious Misbehaviour</p> <ul style="list-style-type: none"> • Repeated minor misbehaviour • Creating an unsafe environment for self or others • Inappropriate interactions with others • Disrespecting property • Disrespecting authority • Disrespecting rights of others to learn in a constructive and safe environment • Physical aggression or threat of physical aggression 	<ul style="list-style-type: none"> • highlight the misbehaviour • discuss and reason with the pupil • reprimand pupil with the aim to eliciting a deeper understanding of expected behaviour • Behavioural Contract with clear targets and involvement of pupil, parent and school • temporary supervised separation from peers (especially if safety is a concern) • loss of privileges • prescribed additional work • Referral to principal • Detention with prescribed tasks 	<ul style="list-style-type: none"> • Class teacher • Principal • Parent & Pupil
<p>Gross Misbehaviour</p> <ul style="list-style-type: none"> • Serious physical / verbal aggression or threat of serious aggression (physical or verbal). • Misuse of IT devices • Stealing • Gross disrespect of property • Gross disrespect of others (e.g. racism, bullying, etc.) • Truancy or leaving school without permission • Repeated serious misbehaviours 	<ul style="list-style-type: none"> • highlight the misbehaviour • discuss and reason with the pupil • reprimand pupil with the aim to eliciting a deeper understanding of expected behaviour • Engagement in restorative practice with pupil, parents, school and other relevant bodies. • Behavioural Contract with clear targets and involvement of pupil, parent and school • temporary supervised separation from peers (especially if safety is a concern) including out of school tours and excursions • loss of privileges • prescribed additional work • Referral to principal • Detention with prescribed tasks • Suspension • Expulsion 	<ul style="list-style-type: none"> • Class teacher • Principal • Parent & Pupil • Board of Management • School Support Plus Agencies

Guidelines on implementation of Code of Behaviour:

Teachers will keep a written record of all such instances of serious / gross or repeated misbehaviours, including absences from school (required under NEWB guidelines 2011).

- Parents will be informed at an early stage of all instance of serious, gross or repeated misbehaviour (either verbally or in written form).
- Parents are required to provide written explanations for all school absences, as well as sign in / out from school if pupil does not attend a full school day. The principal will inform the parents in writing when the child has been absent for 20 days.

- Teachers may continue to monitor and record behaviour following intervention to assess progress and the Antecedent / Behaviour / Consequence Pattern using behavioural check lists, teacher observations etc.
- The Board of Management will implement the **Rules for National Schools** document when dealing with incidents of gross or serious misbehaviour.
- In line with the continuum of support, interventions and supports for pupils with specific needs will be agreed at whole school level using advice from relevant school support plus agencies, IEPs, Psychological reports etc.
- Suspensions and expulsions: The Board of Management will adhere to the legal and procedural requirements when considering suspension or expulsion (see NEWB Guidelines Chapter 9 & 10).

Suspension and Expulsion:

The Board of Management recognises that under the section 23(2) of the Education Welfare Act 2000, Moneystown National School is obliged to outline procedures for suspension and expulsion in this Code of Behaviour. The guidelines set down by the Patron and Tusla will be followed by the Board of Management when considering suspension or expulsion. When engaging in the procedures for expulsion or suspension, the Board of Management will ensure that there are no undue delays in an investigation and in making decision about the imposition of suspension or expulsion. The Board of Management will also ensure that great care is taken to preserve confidentiality during the entire process.

Fair Procedures:

The Board of Management is responsible for ensuring that fair procedures are followed when proposing to suspend or expel a pupil. Fair procedure has two essential parts, namely, the right to be heard and the right to impartiality. In school fair procedures apply to:

The investigation of alleged misbehaviour that may lead to suspension or expulsion and the process of decision making as to (a) whether the pupil did engage in the misbehaviour and (b) what sanction to impose.

The way in which fair procedures are applied will take account of the seriousness of the alleged misbehaviour and will have regard to what is reasonable in the context of Moneystown National School. Thoughtful application of professional judgement and knowledge of the requirements of fair procedures will generally guide decision making about suspension and expulsion. However, in circumstances of particular complexity, the board of Management, may seek legal advice to support their decision-making. Other agencies and authorities such as the Gardaí, HSE and Tusla may be contacted during this process also.

Suspension:

Suspension is defined as 'requiring the pupil to absent themselves from the school for a specified, limited period of school days.' The Board of Management has the authority to suspend a pupil. Suspension will be a proportionate response to the behaviour that is causing concern. Other

interventions are recommended before resorting to suspension and the decision to suspend a pupil requires serious grounds such as that:

- The pupil's behaviour has had a seriously detrimental effect on the education of the other pupils
- The pupil's continued presence in the school at this time constitutes a threat to safety
- The student is responsible for serious damage to property
- A single incident of serious misconduct may be grounds for suspension

The Board of Management will consider all relevant factors before deciding on suspension as an immediate and short-term sanction. Suspension will be part of an agreed behaviour management plan to address the student's behaviour in the medium to long term. The Board of Management will refer to the most current guidelines on Codes of Behaviour (*see pg. 70-78 NEWB Guidelines 2011*).

The following forms of suspension may be used:

- **Immediate suspension** – this may be considered when the continued presence of the pupil in the school at the time would represent a serious threat to the safety of the school community. Fair procedures will still be applied before reaching this decision.
- **Automatic suspension** – the Board of Management will impose automatic suspension for serious breach of school policies such as - serious physical / verbal aggression or threat of serious aggression (physical or verbal), Misuse of IT devices, Stealing, Gross disrespect of property, Gross disrespect of others (e.g. racism, bullying, etc.), Truancy or leaving school without permission

Procedures in Respect of Suspension:

The Board of Management will follow fair procedures when proposing to suspend a pupil. If the preliminary assessment of the acts confirms serious misbehaviour that could warrant suspension, the school authorities will ensure the following:

- Parents and pupil will be informed about the complaint, how it will be investigated and that it could result in suspension
- Parents and pupil will be given an opportunity to respond at a meeting convened by the school authorities before a decision is made and before any sanction is imposed. The Principal will keep a written record of all correspondences, invitations and responses.

Where an immediate suspension is considered to be warranted, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. A more formal investigation will immediately follow the imposition of the suspension. The standard conditions for suspension apply to immediate suspension. The Board of Management will have regard to its duty of care for the pupil and in no circumstance will a pupil be sent home from school without first notifying parents and arranging collection.

The Period of Suspension:

A pupil will not be suspended for more than three days, except in exceptional circumstances where the school authorities considers that a period of suspension longer than three days is needed in order to achieve a particular objective. The Board of Management will review the proposal to suspend for a longer period and give consideration to the circumstances and expected outcomes. Where the Board

of Management cannot be convened in a timely fashion, the chairperson can authorise the Principal to impose a suspension of up to five days. The Board of Management takes responsibility for sanctions of significant length, especially where such suspensions might reach twenty days in one school year and therefore might lead to an appeal. Suspension gives a pupil, staff and parents time to reflect on the unacceptable behaviours and the serious breach of school rules and expectations.

Appeals:

The Board of Management will offer an opportunity to appeal a decision to suspend a pupil. The patron may provide an appeals process when the decision to suspend is made by the Board of Management. Where a period of suspension reaches twenty school days the parents have the right to appeal under section 29 of the Education Act 1998.

When formally informed of the decision to suspend, the parents will be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the Education Act 1998 and will be given information on how to appeal.

Implementing Suspension:

Written Notification: The Principal will notify the parents in writing of a decision to suspend. The letter will confirm

- The period of suspension and dates
- The reasons for the suspension
- Any study programme to be followed
- The arrangements for returning to school, including any commitments to be entered into by the pupil and the parents
- The provision for an appeal to the Board of Management
- The provision to appeal to the Secretary General of the Department of Education and Science under the Education Act 1998, section 29.

Throughout this process, the school will seek to engage the parents and pupils in co-operating with the school authorities so that the value of suspension is maximised and used to redirect the pupil to behaving as expected within the school.

On completion of Suspension:

The Board of Management and school will implement a plan to ensure the pupil takes responsibility for catching up on work missed. This plan will help avoid the possibility that suspension impacts negatively on academic attainment. Other supports to facilitate the social and emotional re-integration of the pupil will also be implemented as necessary. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school will expect the same behaviour of this pupil as of all other pupils.

Records & Reports:

Formal written records should be kept of

- the investigation and decision-making process,
- the report to the Board of Management and
- the report to the NEWB (Tusla) as is required under NEWB reporting guidelines (Education Welfare Act 2000, section 21(4)(a)).

Review of the use of suspension:

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that the patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

Expulsion:

The Board of Management has the authority to expel a pupil and as matter of best practice this authority will not be delegated to in-school management level. Expulsion is a very serious step and will only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school will endeavour to take significant steps to address the misbehaviour and to avoid expulsion of a pupil including as appropriate:

- meeting with parents and pupil to support the pupil in managing their own behaviour
- ensuring the pupil understands the serious consequences of their own behaviour
- exploring other possible options in modifying behaviour before resorting to expulsion
- seeking the assistance and support of school support plus agencies (e.g. NEPS, Child and Adult Mental Health Services, NCSE, HSE, etc.).

A proposal to expel a pupil requires serious grounds such as that:

- the pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the pupil's continued presence in the school constitutes a real and significant threat to safety (personal / online)
- the pupil is responsible for serious damage to property

Expulsion for a first offence:

There may be exceptional circumstances where the Board of Management forms the opinion that a pupil should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code include:

- a serious threat of violence against another member of the school community
- actual violence or physical assault
- supplying illegal substances to others in the school community
- sexual assault
- inappropriate exposure of self or others on devices or the internet

In light of the seriousness of expulsion as a sanction the Board of Management will undertake a detailed review of a range of factors in deciding whether to expel a pupil (see pg. 82 of Developing a Code of Behaviour: Guidelines for School, NEWB 2011).

Procedures in Respect of Expulsion:

Moneystown National School is required by law to follow fair procedures prescribed under the Education Welfare Act 2000, when proposing to expel a pupil. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

- a detailed investigation carried out under the direction of the principal with detailed records kept at each stage
- a recommendation to the Board of Management by the Principal after informing the parents of the proposal to expel and supplying records of preliminary investigations
- consideration by the Board of Management of the Principal's recommendation and the holding of a hearing to ensure that fair process and the right to be heard have been observed
- Board of Management deliberations and actions following the hearing to determine whether allegations were substantiated and if so whether or not expulsion is the appropriate sanction
- Consultations arranged by the Educational Welfare officer to ensure that arrangements are made for the pupil to continue in education
- Confirmation of the decision to expel and written notification given to parents along with details on how to appeal the decision

These procedures are in line with current guidelines and the Board of Management will refer to the guidelines when embarking on each individual step in the process (see pgs. 83-86 NEWB Guidelines for Schools, Developing a Code of Behaviour). Written records of each step will be kept and maintained by the Board of Management to ensure fair process is adhered to at all times.

Appeals:

A parent can appeal a decision to expel a pupil to the Secretary General of the Department of Education and Science (education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

Review of the Use of Expulsion:

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that expulsion is used appropriately.

This policy was ratified by the Board of Management in September 2021 and will be reviewed in September 2022.

Signed:


Chairperson

Principal

Date

Date

ⁱ The Behaviour Resource Bank is a compilation of SESS Advice Sheets which present some of the many strategies that may assist schools to meet the needs of pupils who display challenging behaviour related to special educational needs. The material covers both the preventative and management aspects of dealing with challenging behaviour and can be adapted to suit particular situations.

Intervention Programmes & Practices to Support Behavioural Care Needs Moneystown NS  SEN File	
Continuum of Support model	<ol style="list-style-type: none"> 1. Whole School / classroom approaches for all 2. Group based support and intervention for some 3. Intensive individualised approaches for a few
Whole School / Classroom Approaches & Programmes	
Code of Behaviour & Classroom management	<p>Clear, consistent expectations (e.g. class rules, contracts etc) with behaviours explicitly taught to those screened and deemed at risk using the continuum model and social skills supports.</p> <p>Focus on early intervention and proactive rather than reactive supports (e.g. buddy system, traffic lights visual cues, AISTEAR programme, Fun Friends etc).</p> <p>Provides for positive behavioural support to help pupils to change inappropriate behaviour, reflect on behaviour and learn a functional equivalent replacement behaviour.</p> <p>Positive reinforcement rather than punitive (e.g. Kindness Stickers, Achievements Board, Golden time, positive notes to parents, class dojo, student awards, attendance awards etc).</p>
CPD	Staff engagement in relevant CPD to support positive behaviour and inclusion. SEN team and class teachers identify target areas annually for whole school training or individual training.
Positive Relationships Promoted	Whole School Approach to developing and promoting positive relationships (e.g. school mission statement). Warm, caring environment with sense of trust and respect. Adults can set the tone by modelling expected behaviours and encouraging participation through fostering positive relationships (e.g. Assembly, Achievements Board, Friendship Board, pupil voice and participation in Green School, Amber Flag, School Team games, School Choir, Prefects etc).
Responding to inappropriate behaviours:	Four tier approach to behaviour support

<p>A Problem Solving Approach (Scott et al 2010)</p>	<ol style="list-style-type: none"> 1. Prediction informed by analysing and observing challenging behaviour (setting events, antecedent, behaviour and consequences) 2. High- Probability Interventions that include a focus on relationships, differentiated instruction and behaviour management 3. Consistency to ensure that there is a whole staff approach to managing a specific behaviour. 4. Assessment and observations to monitor key outcomes that may be used to inform next steps of support
<p>Differentiation</p>	<ul style="list-style-type: none"> • Using a variety of instructional approaches (whole class, group work, 1:1, peer tutoring, paired work, co-op teaching etc) • Using a variety of instructional strategies (e.g. demonstrations, role plays, active learning, discussions etc) • Grouping within class based on needs • Offering choice of learning activities based on needs, strengths, interests or learning preferences. • Using KWLs and brainstorming to assess level of understanding • Facilitating a variety of learning responses <p>Assessment for and of learning central to learning process. New Language assessment to help establish communication skills of pupils in Early Years of school.</p>
<p>Behaviours for Learning – teacher observations to understand the context of a specific behaviour</p>	<ul style="list-style-type: none"> ▪ Relationship with Self: a pupil who does not feel confident as a learner and who has ‘internalised’ a view that s/he is unable to succeed as a learner will be more likely to engage in the challenge of learning and (in consequence) may be more inclined to present ‘unwanted behaviours’ ▪ Relationship with Others: all ‘behaviour’ needs to be understood as ‘behaviour in context’. Behaviour by pupils is triggered as much by their interactions with others (pupils, teachers or other adults in schools/settings) as it is by factors internal to the child. ▪ Relationship with the Curriculum: pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment. <p>In order to maximise the potential for learning schools should proactively facilitate Access, Participation and Engagement in learning through enabling teaching and supporting pupils to develop relationships with the curriculum, others and themselves supported by their School, Education Services, Family and Community.</p>
<p>Friends for Life Programme</p>	<p>Implementation of Friends for Life Programme and application CPD for class teachers from 2nd – 6th class in place.</p>

	Fun Friends Programme & CPD in December 2018 (MD) and roll out over term 3 / term 1 2019 in Senior Infants & First Class
Lunchtime Clubs	Alternative lunchtime activities to promote positive social engagement, peer relationships and inclusion. Clubs vary from term to term and have included – Art club, Book Club, Games Club, Garden Club, Chess Club, LEGO Club, Dance on Yard etc.
AISTEAR Programme	Language based programme to promote social interaction, language development, engagement, participation, access to the curriculum and the development of positive relationships. Currently in place from Junior Infants to 1 st class.
Language & Communication Skills	SSE in Oral Language to support pupils’ social communication skills, participation levels, curriculum access and development of positive peer relationships. Development of language skills identified as key component of schools’ positive / proactive approach to behaviour management.
Tier 2: Support for Some & Group Based Support	
Breakfast Club	Explicit teaching of social skills, desired behaviours, development of positive relationships, positive reinforcement etc within a small group setting. Weekly sessions to focus on specific behaviours (e.g. turn taking, sharing, co-operating to complete a task, conversation skills, eye contact and body language etc). At risk pupils identified and included in these sessions via Early Intervention Programme. Senior groups also facilitated as required.
Zones of Regulation Programme	Group sessions to develop pupils’ emotional vocabulary and awareness. Pupils grouped by need and as part of an Early Intervention Programme.
LEGO & Communication Skills Programme	Promoting social engagement, participation and positive relationships through LEGO
Movement Breaks & Sensory Breaks	Classroom based movement breaks and sensory breaks to support engagement levels and regulation.
Music Therapy	ASD Music therapy programme to support social communication and participation in group activities for SEN pupils and their peers.
Tier 3: Support for a few / Individual Support	
Individual Behavioural Plans	Parents and teachers liaise to draw up an individual behavioural plan to support a specific pupil. The focus is on teaching a functionally equivalent, replacement behaviour and eliminate the inappropriate behaviour. ABC observations are used to understand the function of the behaviour / setting event / consequence etc.
CPD	Staff engagement in specialised CPD to meet the behavioural needs of individual pupils.
Social Stories by Carol Gray & Visual Cues or reminders	Specific social skills and expectations taught to individual pupils with the use of social stories and visual cues.
Social Skills by Jed Baker	Specific social skills identified during planning meetings with parents, SNAs, SET and outside agencies to used in individual pupil plan.
SAS Programme	Support individual pupils complete the SAS programme with Lucena Clinic.

Zones of Regulation Programme	Deliver the programme to individual pupils or pairs of pupils (who cannot yet work within a group setting) to develop self-awareness, emotional vocabulary and regulation.
Mindfulness Pod	Access to mindfulness as part of a movement / sensory break programme.
Movement Breaks & Sensory Breaks	Following OT / professional reports, a movement break programme for individual pupils is organised by SET or class teacher to meet the child's individual needs.
Incredible 5 Point Scale	Supporting target setting to meet the behavioural needs of individual pupils (e.g. noise levels 1-5).
Positive reinforcement & Rewards	Individual targets set with pupils with clear expectations, a timeframe and reward to reduce or eliminate an unwanted behaviour (e.g. access time separation from parents, using toilet properly, completing work etc). Pupil encouraged to monitor and take ownership of progress.
Pupil Self-Directed Interventions	Self-management, self-monitoring and self-instruction by the pupil following explicit support from the teacher. Self-management following instruction / modelling / visual cues (e.g. managing resources, zipping up coat, washing hands etc). Pupil Monitoring of behaviours (e.g. tick when task completed, sitting and ready to learn etc). Self-instruction – teacher models, pupil observes, teacher models, pupil copies, pupil models and teacher observe (e.g. following visual cues to complete tasks, follow timetable independently).
Check & Connect (version of intervention programme by NBSS)	Identify pupils at risk (e.g. poor social skills or communication difficulties, poor attendance, challenging behaviour etc) and pair with a teacher / SNA. Throughout the week, the paired adult makes an effort to engage with, and build a positive relationship with the pupil informally. The focus is on building a positive relationship with one significant adult to help improve school attendance, achievement, participation, self-esteem etc.
Home- School Communication Log	Positive home-school log to track / report positive behaviours by an at-risk pupil who is currently engaging in negative behaviours. Attention and positive feedback are given by the teacher for the positive behaviours and the log is sent home for similar positive reinforcement by parents.
Functional Behavioural Assessments	Before deciding on specific intervention for significantly challenging behaviours, an analysis will be carried out on the possible functions of the behaviour. The setting event, antecedent, behaviour and consequences will be used to choose a F.E.R.B. School support plus advice and input by be sought at this level of behaviour management (e.g. Pathways to Prevention Programme, CPD for staff NBSS etc).

Behavioural Contracts	Following failure of other interventions, a behavioural contract is drawn up if deemed appropriate. Pupils are given clear expectations and failure to adhere to these expectations result in clear consequences outlined in advance. Teacher, parent and pupil contract.
Low arousal	Strategies for low arousal, may be used as a behavioural management strategy for behaviours that challenge. NEPS low arousal advice sheet used to inform interventions.
Support Materials	
SESS	Supporting Behaviour Management in School for Students with Behavioural and /or Social Difficulties (BESD) Data based approaches to implementing, monitoring and evaluating interventions
SESS	Behaviour Management Advice Sheets
NCSE	Pathways to Prevention Programme
SESS	Challenging Behaviour & SEN programme
Middletown Centre for Autism	ASD and Promoting Positive Behaviours Sensory Processing Supports etc.

Appendix 2

Reward systems, used in the classroom.	Behaviour management strategies
<ul style="list-style-type: none"> • Certificates or merit awards – student of the week. • Comments and ‘smiley’ faces on children’s work • Stickers, badges or ink stamps in books. • Jars filled with balls or marbles to reward extra break time. 	<ul style="list-style-type: none"> • 1,2,3...eyes on me • Two taps of my head, two taps of my shoulder, cross my arms. • Clapping the rhythm and the class claps back. • 3,2,1..sush • Reciting poems and rhymes, between transitions. • Restorative practice. • Circle time • Role play

<ul style="list-style-type: none"> • Photographs of award winners taken and displayed – completed stamp booklets. • Work displayed • Homework pass • Golden Time • Quality Circle Time • Traffic Lights • Beat the Teacher • I am working for...star charts. 	<p>,</p>
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