



# Scoil Náisiúnta Doire Bhoithe An Charraig Rua

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## **Code of Behaviour February 2023**

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 code was extensively re-drafted after thorough consultation with the staff, parents and Board of Management in October/November 2017. 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.

[The Code of Behaviour was amended in February 2023.]

(Referenced material includes ‘Developing a Code of Behaviour: Guidelines for Schools’ NEWB 2008; ‘Managing Challenging Behaviour: Guidelines for School’ INTO 2004)

### **Rationale**

It is necessary to review a Code of Behaviour at this particular time as:

- The existing policy was due for review/amendment
- Positive Behaviour is a central facet in our school community.
- To ensure an orderly climate for learning in the school.
- It is a requirement under the Education Welfare Act, 2000 Section 23 (1) which refers to “*the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. it details in Section 23 (2), that the code of behaviour shall specify:*”
  - (a) The standards of behaviour that shall be observed by each student attending the school;
  - (b) The measures that shall be taken when a student fails or refuses to observe those standards;
  - (c) The procedures to be followed before a student may be suspended or expelled from the school concerned;
  - (d) The grounds for removing a suspension imposed in relation to a student; and
  - (e) The procedures to be followed in relation to a child’s absence from the school.
- To ensure the existing policy is in compliance with legal requirements and good practice as set out in “*Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.*”
- Communication between the school and parents is of great importance and therefore it is hoped that this Code of Behaviour will help parents to understand

the way in which Deravoy N.S. operates on a daily basis as well as communicating our overall aims re behaviour.

- To communicate the central component 'Discipline' is in relation to the social and moral education of the children and therefore how it relates to our school ethos.

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### **Relationship to characteristic spirit of the school**

Deravoy N.S. is a primary school under the patronage of the Dioceses of Clogher. Our school is committed to the following aims:

- To enable each child to live a full life and to realise his or her full potential as a unique individual
- To enable each child to develop socially through living and cooperating with others
- To prepare each child for further education, work and lifelong learning
- To create an atmosphere conducive to the development of the child
- To foster, develop and maintain a good home/school relationship

Through our Code of Behaviour our school celebrates the uniqueness of each child as expressed in each child's personality, intelligence and potential for development. Our school seeks to nurture the children in all dimensions of their lives. We aim to provide quality learning experiences through a broad, balanced and relevant curriculum.

Deravoy N.S. is an integral part of the parish and we seek to provide a religious education in accordance with the doctrines and traditions of the Catholic Church and to ensure that the children are properly prepared for in the Sacraments. A spirit of mutual respect is promoted within our school for everyone, including those of different religious affiliations and of different nationalities.

We maintain a close relationship with the parents and the local community and we encourage our pupils to participate in parish activities where appropriate.

We promote the value of 'learning' in our school and provide an environment where our pupils can learn safely and happily at all times.

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### **Aims**

Deravoy N.S. aims, through this policy:

- To ensure an educational environment that is guided by our vision statement
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well-being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of The Code of Behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school
- To develop pupils' self-esteem and promote positive behaviour
- To foster the development of a sense of responsibility
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption

## **Rights and Responsibilities:**

### **Pupil Rights**

- To be educated in a disruption free classroom
- To be treated fairly, consistently and with respect
- To have their individual differences recognised and provision to be made for these differences
- To be listened to and to ask questions, at appropriate times
- To have their positive behaviour affirmed and their misbehaviour addressed appropriately

### **Pupil Responsibilities**

- To attend school regularly and punctually
- To work quietly and safely, to the best of their ability
- To listen to their teachers and to act on instructions and advice
- To listen to other pupils and to wait their turn to speak
- To show respect for all members of the school community
- To respect the rights of other pupils to learn
- To care for their own property and to respect all school property and property of other pupils
- To avoid behaving in a way which would endanger themselves and/or others
- To contribute to good order in the school, by moving quietly around the school and by keeping the school clean and tidy
- To bring the correct materials and books to school
- To follow school and class rules and procedures

### **Teacher Rights**

- To be treated with respect and dignity by all members of the school community
- To be able to teach in a safe, well-maintained environment, free from disruption
- To have the support and co-operation of all staff colleagues, parents and the Board of Management in order to achieve the aims and objectives of the school
- To work in an atmosphere which encourages professional development
- To consult with pupils and parents informally and formally, when their professional judgement deems it necessary

### **Teacher Responsibilities**

- To support and implement the school's code of behaviour consistently for the duration of the academic year
- To create a warm, safe, welcoming environment for each pupil
- To develop and nurture a sense of self-esteem in each pupil
- To facilitate each pupil to reach their full academic potential, by recognising and providing the individual talents and differences among the pupils
- To be courteous, consistent and fair, while keeping opportunities for disruptive behaviour to a minimum and addressing misbehaviour inappropriately
- To use their professional judgement to decide when it is necessary to communicate with parents and to provide reports on matters of mutual concern
- To keep a record of instances of serious misbehaviour or repeated misbehaviour

### **Parent/Guardian Rights**

- To be treated with respect
- To have a safe and welcoming environment provided for their child
- To expect that there will be a recognition of the individual differences among pupils
- To expect that there will be fairness and consistency in the way the pupils are treated

To communicate with teachers by appointment on matters of mutual interest or concern  
To expect contact at an early stage to discuss difficulties and/or problems  
To receive regular progress reports and information on the school's policies and procedures  
To be consulted in relation to the school's code of behaviour and to appeal decisions in accordance with agreed procedures

### **Parent/Guardian Responsibilities**

To encourage pupils to have a sense of respect for themselves and others, for their property and that of others  
To ensure their children attend school regularly and punctually  
To show interest in their child's education by ensuring their child has the correct books and materials and by signing homework notebooks, tests and reading records  
To support the school in the implementation of the school's Code of Behaviour. It is a condition of enrolment in the school that parents agree to comply with the school's Code of Behaviour (Education Welfare Act 2000, Section 23, 4)  
To co-operate with teachers in instances where their child's behaviour is causing difficulties for others  
To communicate with the school in relation to any problems which may affect their child's progress/behaviour  
To be respectful to teachers when they are reporting a child's incident/behaviour matters.

### **Principal's Responsibilities**

To promote a positive climate in the school  
To ensure that the Code of Behaviour is implemented in a fair and consistent manner  
To support staff members  
To arrange for review of the Code periodically, as required.  
*Overall responsibility for behaviour lies with the Principal.*

### **Board of Management's Responsibilities**

To provide a comfortable, safe environment  
To support the Principal and staff in implementing the Code  
To play a role in fostering understanding and co-operation between teachers, parents and pupils.  
To support the teaching staff with regard to the implementation of the Code of Behaviour.  
To encourage participation of staff in in-service programmes/days relevant to the Code of Behaviour.  
To ensure that procedures are in place for the BOM to deal with serious breaches of behaviour.  
To be consulted on occasion of a serious breach of the Code of Behaviour.  
To exercise its right to suspend a student but it is also that the BOM of Deravoy N.S. has delegated this authority to the Principal in cases where immediate suspension may be required and time does not facilitate a gathering of the BOM to discuss the issue prior to the suspension.  
To ratify the Code and see that it is reviewed at least once in the Board's term of office (four years)

## **Contents of Policy**

The policy is addressed under the following headings.

1. Guidelines for behaviour in the school
  2. Whole school approach to promoting positive behaviour
    - Staff
    - Board of Management
    - Parents
    - Pupils
  3. Positive strategies for managing behaviour
    - Classroom
    - Playground
    - Other areas in the school
    - School related activities
  4. Rewards and sanctions
    - Rewards and acknowledgement of good behaviour
    - Strategies for responding to inappropriate behaviour
    - Involving parents in management of problem behaviour
    - Managing aggressive or violent behaviour
  5. Suspension/Expulsion
    - Suspension
    - Expulsion
    - Appeals
  6. Keeping records
    - Class
    - Playground
    - School Records
  7. Procedure for notification of a pupil's absence from school
  8. Reference to other policies.
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## **1. Guidelines for Behaviour in the School**

The Education Welfare Act, Section 23, states that the Code of Behaviour shall specify “*the standards of behaviour that shall be observed by each student attending the school.*”

Ch. 6 Setting standards of behaviour, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008, offers guidance on setting standards and using those standards to promote good behaviour. In this chapter the following is stated,

Standards of behaviour should reflect values such as:

- Respect for self and others
- Kindness and willingness to help others
- Courtesy and good manners
- Fairness
- Readiness to use respectful ways in resolving difficulties and conflict
- Forgiveness.

**(Guidelines for Schools, NEWB, 2008 Pg 36)**

The guidelines also suggest that children should be encouraged to commit to the following:

- Attending school regularly and punctually
- Doing one’s best in class
- Taking responsibility for ones work
- Keeping the rules
- Helping to create a safe, positive environment
- Respecting staff
- Respecting other students and their learning
- Participating in school activities.

**(Guidelines for Schools, NEWB, 2008 Pg 36 & 37)**

**Taking account of the above guidelines the Standards of Behaviour in our school are:**

### **Respect and Courtesy**

1. Each pupil is expected to behave in a responsible manner to both themselves and all others.
  2. Each pupil is expected to treat all other pupils, members of staff and visitors to the school with respect and courtesy at all times.
  3. Each pupil is expected to be truthful and adhere to the school rules at all times.
  4. Each pupil is expected to respect issues of difference that may arise from time to time and to work with others to find a constructive and helpful approach to building a positive relationship so that issues of difference are but secondary to the quality of ones relationship with others.
  5. Each pupil is expected to be respectful of our school environment.
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### **Behaviour in Class**

1. Pupils are expected to take pride in their appearance and have all books, copies and materials as required.
2. All pupils are expected to work to the best of their ability.
3. Respect, courtesy, co-operation and obedience are basic to classroom behaviour. Pupils must respect the right of others to learn in a secure and safe atmosphere.
4. Pupils must follow teachers' instruction at all times.
5. Pupils must always be aware of personal cleanliness.
6. Pupils must do their best to engage in the classroom rules specific to their classroom.
7. Each pupil is expected to show respect for the property of the school, other children's and their own belongings.

### **Behaviour out of Class**

1. Pupils are encouraged to mix and should play appropriately with other children. They are encouraged to be inclusive of their peers.
2. Any behaviour which endangers one or more children or which interferes with other pupils at play is not permitted. Parents will be notified of any such behaviour by blue card. The returned blue cards will be kept and stored in the office. Continuous misbehaviour will be dealt with according to the school's Code of Behaviour.
3. Pupils should not leave the boundaries of the playground at any time without prearranged permission (parental) or the supervising presence of a member of staff at playtime.
4. Pupils should eat their lunches in their classrooms between 1:00 – 1:10 each day. They will remain seated at all times when consuming their lunch.
5. All pupils will go out at break time except when inclement weather prevents outdoor activity or a child is deemed too ill to go outside. In the latter case a parental note must be provided to the class teacher and the class teacher will then in turn inform the teacher on supervisory yard duty.

**[This arrangement changed during the pandemic. If the child is displaying of the symptoms of Covid 19, the teacher will bring the child directly to the isolation room and parents/ guardians are contacted. (SEE Covid 19 Policy)]**

**The school recognises the variety of differences that exist between children and the need to accommodate these differences while acknowledging the right of each child to education in a relatively disruption free and safe environment.**

Section 23 (4) of the Education Act further states that, prior to registering a pupil, the principal teacher shall provide the parents of the child with a copy of the school's Code of Behaviour and that the principal "may, as a condition of so registering such child, require his or her parents to confirm in writing that the Code of Behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child."

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## **2. Whole school approach in promoting positive behaviour.**

The elements of a whole school approach to behaviour include

- An ethos, policies and practices that are in harmony
- A teamwork approach to behaviour
- A whole-school approach to curriculum and classroom management
- An inclusive and involved school community
- A systematic process for planning and reviewing behaviour policy.

Each member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. This may be on an in-classroom basis and/or on a whole school basis if deemed appropriate. Teachers are encouraged to communicate with the principal where particularly good/improved behaviour has been observed on yard or in class so that the principal may acknowledge such achievement/progress personally. Where difficulties arise, parents will be contacted at an early stage. Where it is warranted Individual Behaviour Plans may be devised in consultation with all relevant parties.

### **Staff**

Teachers and other staff members can play important roles in the work in the review and updating of the code. They bring to this work their professional expertise in understanding the links between behaviour and learning; their experiences of what works to help students to behave well; and their knowledge of the school and of the community **(P. 16 Guidelines)**

Providing opportunities for staff to deepen their understanding of the factors that affect behaviour and that help students to change behaviour **(P. 29 Guidelines)**

Staff as a team should have opportunities to confirm that all school policies and practices support the objectives of the Code of Behaviour **(P.32 Guidelines)**

- The formulation, reviews and redrafting of the Code of Behaviour will involve all teachers and relevant staff members.
- The Code of Behaviour will be reviewed at the start of each academic year.
- Staff meetings particularly at the start of the new academic year will have designated time for teachers to discuss and consult on new class groupings with the previous year's teacher as regard behaviour, effective classroom management re behaviour of the groupings etc.
- All relevant reference material provided by the DES will be made available in the staffroom.
- Feedback on draft policy will be sought for representatives of the parental body.
- Sharing of good practice re behavioral management will be encouraged among staff and staff will be afforded the opportunity to share with all staff members the reward systems and sanctions that may be practised as part of their particular classroom management, thus ensuring that such rewards and sanctions support the general Code of Behaviour in the school.
- Staff will discuss and agree how best classroom rules can be developed by the children themselves using lessons within curriculum areas such as SPHE, Religion and Drama.



- Due regard will be given to the age of the pupils and to individual difference.
- Where difficulties arise, parents will be contacted at an early stage. Where it is warranted, individual Behaviour Plans may be devised in consultation with the relevant parties.

The schools SPHE curriculum is used to support the Code of Behaviour. It aims to help our 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.

- Should behavioral issues arise at either a classroom or whole school level, the relevant areas of the SPHE curriculum will be timetabled so as to support the Code of Behaviour.
- All teacher support materials for SPHE are available in the Staffroom at all times.
- Parents are invited to view the SPHE policy in the school office and guest speakers from appropriate professional bodies may be invited to address the parental body on occasion.
- Circle/Discussion time is practised by teachers in their individual classrooms.

### **Board of Management**

The overall responsibility for ensuring that a Code of Behaviour is prepared rests with the Board of Management. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies. The Board should play an active roll in exploring the kinds of relationships and behaviours that will reflect the school's ethos and responsibilities.

The Board should make sure that all members of the school community have the opportunity to be involved in work on the Code of Behaviour. The Board of Management should formally record the adoption of the Code of Behaviour, the commencement date and decisions about when the code will be reviewed. **(P. 15 Guidelines)**

### **Parents**

Co-operation between parents and teachers is essential for the child's development. We like to think of Deravoy N.S. as an open and welcoming place for both the children and the parents. The school telephone number is 047 87755. If parents wish to make an appointment to meet with a teacher or the principal at any time during the academic year please ring the school secretary to do so. As we are a small school with multi-classes and a teaching principal we would ask that the making of appointments be respected as it is in the best interest of the children.

**While acknowledging that Deravoy School is a welcoming place for parents.**

At Parent/Teacher meetings behavioral matters as well as academic and socialisation matters are discussed, all being viewed as having equal importance in a child's whole school experience. Formal Parent/Teacher meetings will take place once a year thus allowing teachers sufficient time to work with children and become familiar with their strengths and weaknesses in the aforementioned areas which in turn allows programmes of development to be devised that best serve the needs of the child. Equally so scheduling the formal Parent/Teacher meetings will allow teachers to give feedback on Teacher Designed tests and tasks that may have been given and

patterns of behaviour can be observed over a sufficient period of time. Should a teacher/principal think that matters are of a more urgent nature they may request a meeting with parents before or after the annual Parent/Teacher meetings, such meetings are intended for the benefit of the child where concerns can be highlighted and discussed and an agreed plan of action be put in place to assist the child in whatever challenges they face.

- Parents Representatives on the Board of Management actively contribute to development discussions and reviews.
  - Deravoy N.S. holds an open day for enrolments in the month of January/February. On this day parents complete an enrolment form and are also given an enrolment pack which contains a general information brochure on Deravoy N.S., an information booklet on Infant Education and relevant policies which have corresponding Acceptance Sheets that must be signed and returned to the school once the policies have been read.
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### **Pupils**

Students are more likely to support a Code of Behaviour when they have helped to develop it. Relationships of trust between teachers and students can grow stronger through the process

#### **(P. 16 Guidelines)**

- Each September the Code of Behaviour will be explored through curricular areas such as SPHE, Religion & Drama.
- At least once termly, Code of Behaviour issues and classroom rules will be discussed and reviewed using the “Circle Time” model where children will explore what is working well and aspects they may have suggestions on.
- Pupils have a role to play in the ongoing implementation of the Code of Behaviour, this includes
  - Contributing to the Code of Behaviour.
  - Drafting rules for the classroom.
  - Taking part in Tíonól.
  - Having assigned roles within the school community e.g. organising inclusive games for junior children.

### **3. Positive strategies in managing behaviour.**

“The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place” (Managing Challenging Behaviour, Guidelines for Teachers INTO 2004: 5)

#### **Classroom**

Positive strategies which we as a staff use to effectively manage behaviour in the classroom.

- “Ground Rules”/behavioral expectations in each class that are consistent with the ethos as expressed in the code of behaviour and which set a positive atmosphere for learning.
- Pupil input in devising the class rules.
- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.

- A clear and fair system of acknowledging and rewarding good behaviour and sanctions for misbehaviour (Traffic Light Behaviour Charts)
- Personalised Reward Stamp cards
- Encouraging words or gestures to show approval
- Praise in front of class group
- Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation.
- Timetabling.
- Team building rewards.
- Golden Time
- Active Breaks
- Time on computer or other special activities
- Delegation of responsibility within the classroom to promote a sense of shared ownership.
- A visit to another teacher/principal for praise
- Réalt na Seachtaine

These rewards are aimed at individual pupils but we also try to reward classes to foster a co-operative behaviour. Such rewards include:

- Extra free time
- Extra PE/Games
- Class treat
- Reduced homework on agreed nights

### **Playground(s)**

- Yard Duty is engaged in by two teachers and an SNA at each break time. A rota for yard duty is prepared in September and given to each teacher. Should a teacher be unexpectedly absent the Principal or Deputy Principal shall cover their Yard Duty. If there is prior knowledge of a forthcoming absence, then arrangements can be made between teachers to swap scheduled sessions of yard duty. The teachers will circulate all areas of the school yard while the SNA will concentrate on the area within which the child in their care is playing.  
Children are not permitted inside the school building during play times unless a note specifically requesting that they are allowed to stay in is provided by the parents or they are using the toilet facilities.  
**[Children will not be allowed into the school during break time. If they feel sick, they report to the teacher on duty. However if Covid 19 symptoms are apparent, the child is taken to the isolation room or the back up isolation room and parents are contacted immediately and the child is taken home. See Covid Policy]**
- Where instances of misbehaviour occur repeatedly, all teachers will be informed so as relevant areas on yard may be monitored more closely. The class teacher of children involved or the Principal may check after each play period if any misbehaviour has occurred thus insuring inappropriate behaviour is dealt with immediately and that all parties are afforded the opportunity to speak and be heard fairly.

- Each class has their own area to play in. The creation of zones within the playground, thus providing sections for class groups, quiet activities etc. A time table has been drawn up for the use of the football pitch (weather permitting) for all children. This table allows the boys and girls two slots each week, in a week period to use the pitch.
- **[During time of the pandemic, football will not be permitted.]**
- Suitable games and drawing equipment is available in each classroom on occasions where inclement weather prevents outside play. Children may watch an age appropriate DVD during wet play i.e. Christmas of DVD relating to class work.
- Teachers may allow children to begin eating a snack at 10:55 in the younger classes. On the school bell at 11:00am children will line up and exit the classroom to their yard. When the school bell sounds again at 11:20 all classes line up in a mannerly fashion at the front door. Their entry to the school building is supervised by the teachers on Yard Duty.  
The lunch bell sounds at 1:10. Children remain in their seats and eat their lunches for the first five minutes of this break, supervised by their class teacher. They then exit and enter the school building as they did at the morning break.
- In minor incidents the class teacher will exercise the appropriate sanctions that are in line with their Classroom Rewards and Sanctions systems under their classroom rules. In more serious incidents a child may be removed from the yard and placed inside the school building for the remainder of the break time/ a note sent home or parents contacted and asked to meet with the teacher/Principal to discuss the incident, depending on the seriousness of the incident. (See section on Rewards and Sanctions)

### **Other areas in the school**

- Only one child at a time is allowed out to the toilet areas during class time. If a problem arises in the toilets, the children make it known to the teacher who will carry out an appropriate investigation. The class teacher will also monitor the use of toilet facilities from time to time.
- Children will only circulate in the general classroom building when they are carrying out a specific task. Where it is reasonable the children will carry out such duties in pairs rather than individually.
- Children who attend the Learning Support teacher, Resource Teacher or Language Support will be collected in their classroom by the teacher.
- General behaviour in the school will be an issue regularly addressed at morning assemblies.
- Staff will be clear on the expectations re behaviour in the general school grounds and will monitor it and implement the Code of Behaviour in a fair and consistent manner.

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### **School related activities**

Deravoy's Code of Behaviour applies to **all school related activities**. When outside of the school grounds, but still the responsibility of the school, e.g. school tours, football matches, quizzes etc, the same responsibilities outlined in this document apply and pupils will be reminded that they are representing Deravoy N.S. and therefore should do so to the best of their ability.

### **Before and after school**

Parents are reminded that the staff of the school does not accept responsibility for the pupils before the supervision time of 9:10 or after the official closing time of 3:00pm for First – Sixth class and 2:00pm for Junior and Senior Infants, except where the pupils are engaged in an extra curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

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## **4. Rewards and Sanctions**

### **Rewards and acknowledgement of good behaviour**

In considering rewards it is important to remember that students are more likely to behave well when:

- They are given responsibility in the school and are involved in developing the Code of Behaviour.
- They understand why the code is important and their part in making it work.
- They can see that the code works in a fair way.
- There are standards that set high expectations for student behaviour.
- The standards are clear, consistent and widely understood. Parents support the school by encouraging good learning behaviour.
- There are good relationships between teachers, parents and pupils and a happy school atmosphere.
- Adults model the behaviour that is expected from its pupils.

**(Ch. 7 Promoting good behaviour, Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008)**

Other strategies to encourage and promote good behaviour include:

- Positive everyday interactions between teachers and students.
- Good school and class routines.
- Clear boundaries and rules for children.
- Helping pupils themselves to recognise and affirm good learning behaviour.
- Recognising and giving positive feedback about behaviour.
- Exploring with pupils how people should treat each other.
- Involving pupils in preparation of the school and classroom rules.
- It is important to remember that care is needed to ensure that rewards do not:
  - Become the goal of learning
  - Result in unhelpful competition
  - Repeatedly reward the same pupils
  - Seem unattainable to some students and, as a result de-motivate them.

## **Strategies for responding to inappropriate behaviour**

### **Procedures**

Where there has been a breach of discipline, the degree of severity will be assessed by the teacher in the first instance and will be dealt with at class level. When appropriate the Principal or Deputy Principal will be informed and will assist in dealing with the incident. The assessment of the seriousness of the misdemeanour i.e. minor, serious or gross, will be judged by the teachers and/or Principal or Deputy Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours, the circumstances of the incident and the context.

### **Investigative procedures**

- The child will be interviewed by the class/yard supervising teacher in the first instance. The teacher may implement the sanctions listed below.
- Where the offence is considered to be of a sufficiently serious nature, the pupils' parents will be informed and will be invited to discuss the matter.
- Where a dispute has arisen between parties, the parents will be invited to assist in the reconciliation process where appropriate.

When approaching inappropriate behaviour Deravoy N.S. will endeavour to use a problem solving approach, involving the following steps.

1. Gather information. Understand the context and the factors that may be affecting behaviour.
2. Generate ideas about possible solutions that take account of the reasons why it may be happening.
3. Decide and agree on specific strategies.
4. Implement the agreed strategy consistently.
5. Review progress: evaluate the effectiveness of the intervention.
6. Throughout, keep the relationship with the pupil as positive as possible; involve the student and the parent and ideally prioritise the early involvement of parents.

**(Ch 8 Responding to inappropriate behaviour, Developing a Code of Behaviour, Guidelines for Schools, NEWB 2008)**

### **Code of Behaviour**

**Issues of misconduct that give rise to serious threats to health and safety of students and staff  
Pupils need to be aware of rules and sanctions and consequences of non compliance**

**Possible issues/threats:**

**Passing comments or name calling**

**Examples of minor breaches of disciplines:**

Interrupting class work;  
Arriving late for school regularly;  
Running in school building;  
Talking in the class line;  
Not wearing correct uniform;

Speaking out of turn;  
 Littering;  
 Behaving in a manner which distracts other pupils and prevents them from learning;  
 Breaking the class rules;  
 Misbehaviour in the line and when moving around the school;  
 Being discourteous or unmannerly;  
 Incomplete/no homework without a note from a parent;  
 Passing inappropriate remarks;  
 Not having homework signed by a parent where requested to do so;  
 { Telling lies  
 Fighting  
 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;  
 Repeated infringement of yard rules;  
 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. } **Check level of seriousness**

**Procedures to be followed by teachers and sanctions to be imposed when dealing with minor breaches of discipline:**

Verbal reprimand and reasoning with pupil;  
 Use of the Traffic Light behaviour chart in class;  
 Where the incident relates to behaviour in the yard, noting instance of yard misbehaviour and issuing a verbal admonishment;  
 Temporary separation from peers if and when appropriate;  
**[Blue card to be signed and sent to parent and returned acknowledged to the teacher. See appendix.]**  
 Class teacher communicates with one or both parents or guardians;  
 The teacher will assign an age appropriate written assignment to be completed by the pupil which is to be signed by parent;  
 Where the misbehaviour persists, teacher will contact the parents concerning the persistent misbehaviour requesting parental involvement in encouraging the child to abide by and adhere to the rules of the school;  
 Principal or Deputy-Principal may meet one/both parents concerning behaviour;

**Examples of serious breaches of discipline:**

Repeated minor breaches of discipline may be considered to be a serious breach of discipline;  
 Bullying (see Anti-Bullying Policy and note below);  
 Regularly being disruptive in class;  
 Refusal to listen to staff and to follow instructions given by staff members;  
 Inappropriate questioning or answering back to members of the school community;  
 Leaving the classroom and/or school without permission;  
 Stealing, defacing or damaging other pupil's property;  
 Refusing to co-operate with instructions and advice;  
 Leaving the school premises during school day without permission of the Teacher, Deputy Principal or Principal;  
 Endangering self or fellow pupils in the school environs;  
 Using unacceptable language or discussing inappropriate topics in school;  
 Using a mobile phone during class time; having a mobile phone in school;  
**Using a phone outside of school to??**

Transmitting or bringing to school any digital material that may be offensive to any member of the school community;  
Bringing weapons, drugs, prescribed/over the counter medication or alcohol to school;  
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.

{ Telling lies

Fighting

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;

Repeated infringement of yard rules;

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. } **Check level of seriousness**

### **What to do if a child takes or is alleged to have taken something that may be harmful or inappropriate to school?**

If a teacher is notified that a child has a dangerous or inappropriate item in school, i.e. weapon, drugs, alcohol, medicine, cigarettes, electronic cigarette or mobile phone (*non-exclusive list*), the following steps may be taken.

- Ask the child to take their schoolbag, coat and other belongings to another room.
- Parents of the child should be contacted, invited to attend school as soon as possible or give permission for belongings to be searched.
- Belongings of the child will be searched in presence of child, two teachers and parents, if they can attend.

### **Procedures to be followed by teachers and sanctions to be imposed when dealing with serious breaches of discipline:**

An **\*Incident Report Form** will be completed by the pupil's teacher or supervising teacher.

Pupil is to be sent to Deputy Principal or Principal for investigation and the parents will be invited to attend the interview.

In cases where the parents cannot attend, the Principal communicates by telephone or in writing with the parents alerting them of the offence. The parents may be asked to commit in writing that they will do all they can to encourage the child not to indulge in similar misbehaviour in the future. The child will be expected to apologise to the class teacher and any other member of the school community who has been offended by the pupil's actions.

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.

In cases of bullying, the pupil will be asked to apologise to the 'victim' and to refrain from the activity that has caused upset. In cases where the behaviour is deemed to be of a more serious nature, the school may impose a sanction of 'Separation from Peers'. Here the child will be placed in the care of another teacher and will attend class as normal in a classroom other than their own. Parents will be notified of the imposition of such sanction. In general, pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health and safety to pupils and staff. Where the child's presence in another class other than their own is thought not to be appropriate, the pupil may be placed in the care and under the supervision of the Deputy Principal or Principal and assigned appropriate work by the class teacher to be completed over the course of the school day. The maximum period of such 'Separation from Peers' will be two days. This consequence is



reserved for occasions where the child's presence in class is detrimental to the education or well-being of others.

Where serious breaches of behaviour have occurred and continue to occur, the school may devise an 'Individual Behaviour Plan' that includes steps to be adhered to in order to prevent the re-occurrence of the misdemeanours.

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.

Chairperson of Board of Management may be informed prior to the meeting.

**Examples of gross breaches of discipline:**

Repeated occurrence of serious breaches of discipline;

Leaving the school grounds without permission;

Threatening behaviour towards a teacher or pupil;

Assault on a teacher or pupil;

Serious theft;

Wilfully causing damage to school property or buildings;

Serious and repeated bullying;

Carrying or supplying illegal drugs, alcohol or cigarettes to other pupils in the school;

Sexual assault.

**Bullying**

(See Anti-Bullying Policy for detailed description)

Bullying is repeated verbal, psychological or physical aggression by an individual or group against others. The most common forms of bullying are aggressive physical contact, name-calling, cyber-bullying, intimidation, extortion, isolation and taunting. Bullying will not be tolerated and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy. Reports of bullying will be investigated thoroughly and parents will be informed and consulted with at the earliest opportunity. Parents will be expected to assist in investigations and to work with the school towards a solution in cases of suspected or proven bullying. The degree and nature of the bullying will be assessed and acted upon in line with the procedures outlined above.

**It should be noted that these lists consist of examples only: It is not meant to be a totally comprehensive list of misdemeanours and procedural steps.**

**Whole School approach to inappropriate behaviour include:**

- Use of problem solving approach as outlined above.
- Agreed ways of describing inappropriate behaviour.

Aspect	Agreed descriptions
Nature	Unkind, disrespectful, hurtful, upsetting, mean.
Intensity	Planned, intended, rough, deliberate.
Persistence	Repeatedly, daily, every time we e.g. line up etc. first, second, third etc

- Arrangements for recording behaviour.

In the appendix are two methods of recording behaviour that class teachers may use depending on the nature of the inappropriate behaviour.

1. To record details of inappropriate behaviour on yard which may be a once off incident, non accidental in nature and needs to be recorded due to the level of inappropriateness
2. To record incidents of inappropriate behaviour which occur regularly and which have led to parental involvement and the agreement of interventions to help the pupil to improve their behaviour. This sheet for recording allows the teacher to comment on how the child responds to intervention.

- A ladder of intervention.

<b>Levels of Intervention</b>	
Support for all	<p>Most pupils behave appropriately, with the help of consistent and clear rules and routines in class and in school. Occasional, minor misbehaviour should be attended to routinely and effectively through the skill of the classroom teacher.</p> <p>e.g. Verbal reprimand Blue Card</p>
Additional support for some pupils	<p>Some pupils need more active intervention to help them improve their behaviour. Without additional help, they may be at risk of failing, behaviourally, socially and educationally. Additional inputs or interventions might include:</p> <p>e.g. Red Light Cards – note home Setting targets for behaviour and monitoring them. Referral to another teacher or adult who can work with the pupil e.g. Principal</p> <p>Behaviour contracts Involving the Pastoral Care Team Buddy groups Blue Card Classroom Support Plan</p>
Specialised support for a small minority of students	<p>A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low level interventions. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home.</p> <p>The Principal and staff should build good links with any local support services that may be able to assist in responding to the needs of a student with behavioural difficulties.</p> <p>e.g. NEPS TUSLA HSE Community Services National Behavioral Support Service National Council for Special Education.</p>

	<p>Gardaí SESS CAMHS</p> <p>Individual Behavioral Plan</p> <p>Schools must be cognisant of their obligations under the Equal Status Acts 2000 to 2004 with regard to making reasonable accommodation for students with disabilities.</p>
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### **Specialised behaviour management approaches**

Specialised behaviour management strategies, such as the use of restraint, should never be used without expert advice, training and monitoring. Understanding the exceptional conditions under which such interventions are useful and safe is a complex process and is outside the scope of these guidelines.

### **Sanctions**

The purpose of a sanction is to bring about change and behaviour by

- helping pupils to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others.
- helping pupils to recognise (in a way appropriate to their age and development) to understand that they have choices and that all choices have consequences.
- helping them to learn to take responsibility for their behaviour.
- reinforce the boundaries set out within the Code of Behaviour
- signal to other pupils and staff that their wellbeing is valued and protected.

In serious incidents sanctions:

- prevent serious disruption of teaching and learning
- keep the pupil, other pupils and staff safe.

### **Good Practice in the use of sanctions**

Sanctions should be used in such a way that ensures:

- Sanctions are part of a plan to change behaviour.
- Sanctions are used consistently.
- Sanctions are proportionate.
- Sanctions are appropriate.

To this end, the staff of Deravoy N.S. has agreed sanctions and reasons for application of sanctions that are appropriate to the age and development stages of the children in their care.

The purpose of a sanction in Deravoy N.S. is to discourage inappropriate behaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. These may include:

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health/safety or misbehaviour during that particular lesson.

### **Application and Communication of Sanctions – Staged Approach**

<b><u>Stage</u></b>	<b><u>Parties Involved</u></b>
Stage 1	Class teacher with pupils
Stage 2	Class teacher contacts Parent, may need a meeting with teacher, parent and pupil. Teacher to inform Principal.
Stage 3	Referral to Principal Principal speaks to Pupil
Stage 4	Principal contacts Parent.
Stage 5	Principal reports to Board of Management, although BOM has delegated power to exclude to Principal in cases of emergency.

It is hoped that when inappropriate behaviour is addressed in its early stages and with parental support and positive self application on the part of the pupil, progression through the latter stages will not be necessary. However it is also important to note that should an incident of inappropriate behaviour occur that is deemed to be wholly unacceptable under Deravoy N.S. Code of Behaviour, then progression to Step 4 may be immediate. Equally a child may be sent directly to the Principal during the school day following an incident and therefore delaying/erasing step two if appropriate.

### **Involving Parents in Management of School Behaviour**

- Where a pattern of inappropriate behaviour is observed or a single incident occurs that causes significant concern for staff, parent(s) will be contacted. Ideally we wish to prioritise the early involvement of parents.
- The class teacher/principal/yard teacher will make initial contact with parents to outline and discuss incident(s) that they are concerned about.
- Having discussed and established proposed actions the class teacher will continue to monitor behaviour and keep in regular contact with parent(s) to inform them of pupil's response.
- Should interventions fail at this stage the Principal will contact parents in writing and invite them to a meeting in the school staff room which will initially involve the Principal, the parent(s) and the class teacher and where appropriate the Deputy Principal. Further interventions will be devised with input from all parties and a timeframe outlined for implementation and monitoring.
- Agreement will be established at the meeting as to how best the monitoring process can be communicated with parent(s) and when communication is to occur. Also the class teacher and Principal will outline times that are suitable at which the parent(s) can contact the school if they feel they wish to make contact before the previously agreed updating time.
- Where appropriate the pupil will join the meeting so that the agreed interventions can be explained in the presence of their parent(s) and all can be assured of a clear understanding.
- In certain cases representatives of the BOM may be requested to attend.

It is important for parents to know that where a pupil's, "behaviour disrupts the teaching and learning of other students, school authorities have to weigh the needs of that student with the needs of the other student and staff.....It is the responsibility of school authorities to maintain a classroom and school environment which is supportive of the learning of every student in the school and which ensures continuity of instruction for them."

**(Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008, pg 46)**

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### **Managing Aggressive or Violent Misbehaviour**

- Strategies used for dealing with serious emotional and behavioural problems:
  - Priority must be given to establishing and maintaining open communication with parent(s) at all times.
  - Children who are emotionally disturbed are immediately referred for psychological assessment.
  - Through the Special Educational Needs Organiser (SENO), appropriate support is sought from the services available e.g. Health Service Executive, NEPS etc.
  
- Specific strategies used in the school:
  - Where needed and appropriate the school will make available its facilities as a meeting place for multidisciplinary teams or care teams.
  - Where appropriate Special Needs Assistants (SNA) will contribute to meetings.
  - Staff will be encouraged and facilitated where necessary to participate in relevant professional development courses.
  - Managing Challenging Behaviour – Guidelines for Teachers, INTO 2004: 11 is familiar to all teaching staff.
  
- In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff:
  - Principal is contacted immediately
  - Every reasonable effort is made to 'make safe' the immediate scene for the pupil himself/herself and all others, where possible the pupil will be removed from the immediate vicinity of his/her peers or vice versa, but will remain under the supervision of a minimum of two adults.
  - Relevant external authorities e.g. parents contacted immediately, Gardaí, Fire Brigade, doctor etc. Should the school be unable to contact parents the emergency contact number which they are required to give the school upon enrolment will be used.
  - Child is removed from school grounds in as safe and as sensitive manner as is possible.

### **5. Suspension/Expulsion**

"Access to education shapes the life chances of children and young people in a fundamental way. For this reason a proposal to exclude a child, through suspension or expulsion, is a serious step, warranted only by very serious misbehaviour".

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

The entitlement to education is protected in a range of constitutional and legal provisions and in human rights conventions. These legal protections for the individual student's right to education mean that decisions to suspend or expel a student are open to appeal and may be subject to judicial review by the high court.

Schools are required, under section 23(2) of the Education (Welfare) Act 2000, to include their procedures for suspension and expulsion in their Code of Behaviour.

**Before serious sanctions such as 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.**

## **Suspension**

**The Board of Management of Deravoy N.S. has the authority to suspend a pupil(s). The Principal has also been delegated the authority to suspend in instances where circumstances demand immediate action must be taken. (see details below)**

### **Grounds for Suspension**

- Proportionate response to behaviour that is causing concern.
- Pupil's behaviour has had a seriously detrimental effect on the education of other pupils.
- The pupils continued presence in the school at this time constitutes a threat to safety.
- The pupil is responsible for serious damage to property.
- One single incident of serious misbehaviour may be grounds for suspension.

### **Forms of Suspension**

#### **Immediate Suspension**

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

#### **'Automatic' Suspension**

Where, following appropriate investigations, 'Grounds for Suspension' are present.

#### **Rolling Suspension**

When having returned to school from a suspended period pupils engage in serious misbehaviour which again after appropriate investigation gives rise to 'Grounds for Suspension'.

#### **Informal or unacknowledged Suspension**

Exclusion of a pupil for part of the day, as a sanction, or asking parents to keep a child from school as a sanction is a suspension.

Suspension as part of a behaviour management plan should

- Enable the school to set behavioural goals with the pupil and their parents;
- Give school staff an opportunity to plan interventions;
- Impress on a pupil and their parents the seriousness of the behaviour.

## **Procedures in respect of Suspension**

At all times fair procedures will be followed when proposing to suspend a pupil.

### **Procedure**

1. Inform the pupil and the parent(s) about the complaint, how it will be investigated and make all parties aware that it could result in a suspension. Informing parent(s) may be carried out verbally and in writing or in writing alone.
2. Carry out investigation.
3. Give parent(s) and student an opportunity to respond. This will generally be done in the format of a meeting. Those present will include the Principal, the Deputy Principal, relevant Teacher and Representative of the Board of Management.
4. Following investigation should BOM decide suspension is to be implemented a pupil will not be suspended for more than 3 days, except in exceptional circumstances where the Principal considers that a period of suspension longer than 3 days is needed in order to achieve a particular objective.
5. Written notification will be given outlining:
  - The period of the suspension and the dates on which the suspension will begin.
  - The reasons for the suspension.
  - Any study programme to be followed.
  - The arrangements for returning to school and any conditions that may be involved.
  - The provision for an appeal to the Board of Management.
  - The right to appeal to the Secretary General of the Department of Education & Science.

### **Procedures in relation to Immediate Suspension**

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the pupil, other pupils, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. The Principal may impose a suspension of up to 5 days in circumstances where a meeting of the Board cannot be convened in a timely fashion.

Parents will be notified immediately and arrangements made with them for the pupil to be collected. Should the school be unable to contact parents the emergency contact number which they are required to give the school upon enrolment will be used.

### **The Period of Suspension**

Rule 130- Rules for National Schools (5) Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils, or with a serious breach of discipline, by authorising the chairperson or principal to exclude a pupil from school, the maximum initial period of such exclusion shall be three school days. A special decision of the BoM is necessary to authorise a further period up to 10 school days to allow for consultation with the child's parent(s) or guardians(s). (Managing Challenging Behaviour appendix 1)

If a period of suspension longer than three days is proposed by the Principal, the matter will be referred to the Board for consideration and approval, given the circumstances and the expected outcomes. However, the Board of Management has further authorised the Principal, with the

approval of the Chairperson, to impose a suspension of up five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions. (NEWB Guidelines for Schools p 75) The Board places a ceiling of ten days on any one period of suspension imposed by it. (Rules for National Schools 130 (5))

The Board will formally review any proposal to suspend a pupil, where the suspension would bring the number of days for which the pupil has been suspended in the current school year to 20 days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998. (NEWB Guidelines for Schools p 76).

Before serious sanctions such as suspension or expulsion are used, the procedures outlined above will have been followed. 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.

### Repeated Offence

Where there are repeated instances of serious or gross 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. 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.

### Notification of the Education Welfare Officer

The Education Welfare Act (2000) obliges the school to notify in writing the Education Welfare Board (Túsla and Education Welfare Officer) of instances where pupils have been suspended for 6 days or more (cumulatively) and proscribes schools from expelling pupils until 20 days have elapsed following the notification to the Education Welfare Board (Túsla) via the EWO. (The EWO may be notified by way of the returns sent to Túsla at the end of each term.)

### Appeals

The Board of Management will offer the opportunity to appeal the decision to suspend a pupil. Where the total number of days for which the pupil is suspended reaches twenty days in the current school year, the parents may appeal the suspension under Section 29 of the Education Act 1998 as amended by the Education (Miscellaneous Provisions) Act 2007. At the time when the parents are being formally notified of such a suspension, they should be told about their right to appeal to the Secretary General of the Department of Education and Science and should be given information about how to appeal. See Circular letter M48/01 Appeal Procedures under Section 29 of the Education Act, 1998 at the Department of Education and Science website at [www.education.ie](http://www.education.ie) for full details.



### Reinstatement/Reintegration of the pupil.

Following or during a period of suspension, the parents/guardians may apply to have the pupil reinstated to the school. They must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school Code of Behaviour 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. The school will have a plan to help the pupil catch up on work they have missed. Where possible the school will provide a member of staff to provide support to the student during the re-integration process and a formal reintroduction will take place unless considered inappropriate.

### Clean Slate

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 all other pupils.

### Records and Reports

Written records will be kept of:

- The investigation
- Decision making process
- Decision and rationale for decision
- Duration of the suspension and conditions attaching.
- Where Principal has imposed suspension a report will be given to the BOM.
- Report to TÚSLA via the Education Welfare Officer if suspension is for 6 school days or more in any school year.

### Expulsion

Under the Education Welfare Act 2000, 'A student shall not be expelled from the school before the passing of twenty school days following the receipt of a notification under this section by an education welfare officer' (Section 24(4)). It is the right of a Board of Management to take '...such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.' (Section 24(5))

### Authority to Expel

**The Board of Management of Deravoy N.S. has the authority to expel a pupil(s).**

Expulsion should be a proportionate response to the pupil's behaviour. Expulsion of a pupil is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school will take/have taken significant steps to address the misbehaviour and avoid expulsion including:

- Meeting with parents and the pupil to try to find ways of helping the pupil to change their behaviour.
- Making sure that the pupil understands the possible consequences of their behaviour, should it persist.
- Ensuring that all other possible options have been tried.
- Seeking the assistance of support services.

### Grounds for Expulsion

- 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.
- The pupil is responsible for serious damage to property.

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 exclusion is considered, the school will have tried a series of other interventions, and believe that we have exhausted all possibilities for changing the pupil's behaviour.

### 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 kind of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- A serious threat of violence against another pupil or member of staff.
- Actual violence or physical assault.
- Supplying illegal drugs to other students in the school.
- Sexual assault.

### Procedures in respect of expulsion

At all times fair procedures will be followed 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:

1. A detailed investigation carried out under the direction of the Principal/Deputy Principal – parents will be informed in writing of the alleged misbehaviour and the proposed investigation.
2. A recommendation to the BOM by the Principal/Deputy Principal
3. Consideration by the BOM of the Principal's recommendation; and the holding of a hearing – Principal/Deputy Principal, parent(s), pupil, BOM representative present.
4. BOM deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

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

The Principal will:

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 expulsion.

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.

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 by the Principal

The Principal will:

Inform the parents that the Board of Management is being asked to consider expulsion.

Ensure that the parents have records of the allegations made against the pupil, the investigation itself and written notice of the grounds on which the Board is being asked to consider expulsion.

Provide the Board with a copy of the same records as are given to the parents.

Notify the parents of the date of the hearing and invite them to the hearing.

Advise the parents that they can make a written and oral submission to the Board of Management.

Ensure that the parents have enough notice to allow them time to prepare for the hearing.

#### Step 3: Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing

It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with procedures.

The Board should undertake its own review of all documentation and the circumstances of the case.

Where the Board decides to consider expelling a pupil, it must hold a hearing.

At the hearing, the Principal and the parents put their case to the Board in each other's presence.

Each party should be allowed to question the evidence of the other party directly.

In the conduct of the hearing, the Board must take care to ensure that they are and are seen to be impartial as between the Principal and the pupil. Parents may wish to be accompanied at hearings and the Board should facilitate this in line with good practice and Board procedures.

#### Step 4: Board deliberations and actions following the meeting

Having heard from all of the parties, the Board must decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

Where the opinion of the Board is that the pupil should be expelled, the Board must notify the Education Welfare Officer in writing of its opinion and the reasons for this opinion. (Education (Welfare) Act 2000, s24 (1).

The pupil cannot be expelled before the passage of 20 school days from the date on which the EWO receives this written notification. (Education (Welfare) Act 2000, s24 (1).

The Board should inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents should be told that the Board will now inform the Education Welfare Officer (EWO).

#### Step 5: Consultations arranged by the EWO

Within 20 days of receipt of the notification from the Board of Management of its opinion that a pupil should be expelled, the EWO must:

Make all reasonable efforts to hold individual consultations with the Principal, the parents and the pupil and anyone else who may be of assistance.

Convene a meeting of those parties who agree to attend. (Education (Welfare) Act 2000, section 24).

In the interests of the educational welfare of the child, those who come together should with the EWO, plan for the pupil's future education.

Pending these consultations, the Board may take steps to ensure that good order is maintained and that the safety of pupils is secured (Education (Welfare) Act 2000, s24(5)).

The Board may consider it appropriate to suspend a pupil during this time. The suspension should only be considered if the presence of the pupil during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

### **Appeals**

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

Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

- All relevant information in relation to suspension and expulsions will be available to all parents on request from the school office.
- The Principal and the Chairperson will prepare a response if and when an appeal is being investigated by the Department of Education and Science. The Deputy Principal/Patron's nominee may be called upon here if issues of fairness are in question.

### **6. Keeping Records**

All school records are kept in line with data protection legislation. Records are written in a factual and impartial manner.

### **Class Level**

Class teachers are responsible for writing Parent/Teacher meeting notes for which there is a standard form. Class teachers also write up end of year reports for each child in their care and a record sheet of their Standard score results. Both the Parent/Teacher meeting form and the end of year report card allow for comments on behaviour. The school has also devised listings of comments and common understanding of what constitutes excellent-poor behaviour etc. in Deravoy N.S.

Where a teacher has concerns about a child's behaviour a record sheet may be used to record incidents of concern, actions taken etc. As already stated in this document, should a class teacher have concerns re a pupil's behaviour, contact will be made with the parent(s) to discuss the matter. The record sheet can be used by the teacher to ensure that accurate and efficient information re their child's behaviour is communicated to parents. Class teachers will inform the school Principal that they have arranged to meet with parents and may request that the Principal be present/not present at the meeting.

## School Records

- Report cards i.e. blue cards are kept in the school office.
- Communication with parents by the class teacher are copied and retained by the class teacher where deemed appropriate.
- Communication between the school Principal and parents will be retained by the Principal.
- Board of Management matters will be detailed in the Board of Management minutes book and correspondence from the BOM file, both of which is stored in a locked filing cabinet outside the school office.
- Correspondence with TÚSLA is kept in the TÚSLA file which is stored in the school office.

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

The Education Welfare Act 2000, Section 23 (2) (e) states that the Code of Behaviour must specify, “the procedures to be followed in relation to a child’s absence from school.” Section 18 stipulates that parents must notify the school of a student’s absence and the reason for this absence.

Deravoy N.S. encourages school attendance by:

- Creating a stimulating and attractive school environment.
- Adapting curriculum content and methodologies to maximise relevance to pupils.
- Adapting the class and school timetables to make it more attractive to attend and to be on time.
- Making parents aware of the terms of the Education Welfare Act and its implications.
- Focus on well-being

## Attendance and Absences

- The doors of Deravoy N.S. open at 9:20am and school finishes at 3:00pm. For Junior and Senior Infants school finishes at 2:00pm and it is the parents’ responsibility to collect their child on time. Should a person other than the parent be collecting the child we would ask that the class teacher be notified of this.
- Every encouragement should be given to pupils to attend regularly and punctually. The Board of Management is not responsible for children arriving before 9:10am or staying after 3:00pm. Even if a teacher is on the premises the door will not be opened until 9:20am for insurance reasons.
- When a pupil has to leave school early or be absent from school for part of the day a written note must be forwarded to the school. The pupil must be signed out at the office stating the reason for leaving early and signed with date and time by the parent. A written letter is also needed if a child is walking or cycling home, simply acknowledging that this is with parental permission. This is to ensure as far as possible the safety of the pupils during school hours. Please try and keep absences to a minimum.
- A child’s absence from school must be explained to the class teacher on the child’s return.
- Reports on child’s absences will be made to TÚSLA according to their guidelines. A letter will also be issued to parents informing them that their child has been reported and will outline the dates of their absences.

## **8. References to other policies.**

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

- SPHE Plan
  - Anti-bullying Policy
  - Enrolment Policy
  - General School Information Policy
  - Health & Safety Policy
  - Special Education Policy
  - Physical Restraint Policy
  - Attendance Policy
  - Covid 19 Policy
- 

### **Success Criteria**

Practical indicators of the success of this policy will include:

- Observation of positive behaviour in classrooms, playground and school environment.
  - Practices and procedures listed in this policy being consistently implemented by teachers.
  - Positive feedback from teachers, parents & pupils.
- 

### **Roles and Responsibility**

All roles and responsibilities are outlined within this policy.

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### **Implementation Date**

This policy will be implemented from December 2017

**The reviewed policy will be implemented from September 2020 (in conjunction with the Covid 19 policy)**

### **Review**

**This policy will be reviewed in September 2023 or more regularly if required.**

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## Appendix 1

### ACCIDENT/INCIDENT CARD

Name: \_\_\_\_\_

incident

accident

Please talk to your child about what happened in school today, sign below and return to school.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Parent: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 2

### References

NEWB Guidelines/Tusla

Pupils with Behaviour of Concern 2020

The Management of cyberbullying Incidents in our Schools

## Appendix 3

P48 NEWB

Incident Report Form

Investigation Procedure



# Scoil Náisiúnta Doire Bhoithe An Charraig Rua

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## Code of Behaviour Policy

The Code of Behaviour for Deravoy N.S. was reviewed by the Board of Management of Deravoy National School on \_\_\_\_\_.

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