

Behaviour Guidance Policy: Policy on Supporting Children's Behaviour Skills

This Code of Behaviour is being prepared in accordance with the guidelines 'Developing a Code of Behaviour Guidelines for Schools' published by the National Education Welfare Board (NEWB, 2008). The Code of behaviour also conforms with legislation as required by Section 23 of the Education Welfare Act (2000). Parents and staff were asked to read this Code and give feedback and suggestions to the office before October 24th 2023. The code of behaviour will be available on the school website. The code of behaviour should be read along side the school's anti-bullying policy, and child protection policy which are available on www.davidstownps.ie. When parents enrol their child in Scoil Mhuire /Davidstown PS, they are agreeing to adhere to the implementation of the code of behaviour and other policies of the school.

Our Vision

The vision for relationship and behaviour in Scoil Mhuire/ Davidstown PS is that each individual through positive learning experiences will be stimulated to reach his / her full potential, face life confidently and find fulfilment in an ever-changing world.

Aims of the Code of Behaviour

The aims of the code of behaviour are to help create a positive learning environment in which every pupil can benefit from the school, to help pupils become self-disciplined and to encourage a good standard of behaviour through the display of consideration, respect, tolerance for others and respect for the school environment.

The code of behaviour not only applies to interactions pupils may have with their class teacher but also in their interactions with all teachers of the school, ancillary staff, outside tutors / trainers and volunteers assisting the school, whether these interactions are in the classroom, on the school premises, on school trips, school tours or on swimming / sports activities etc.

Teachers are expected to take particular responsibility for the pupils of their class and display care and interest in all pupils of the school.

All pupils are subject to the school's code of behaviour. Teachers and management will make reasonable allowance for pupils with special needs.

Promoting Good Behaviour in School

We believe that good behaviour is very important in our school. It enables children to learn, to be self-confident and to enjoy school. It enables teachers to teach efficiently and other pupils to learn. The promotion of good behaviour in the school involves all partners playing their part.

Teachers

Teachers will model good behaviour with their pupils. Teachers will promote good behaviour in a number of ways.

- School rules will be formally taught at the start of each term. Schools rules will be raised in classroom discussion throughout the year.
- SPHE lessons provide opportunities for the development of personal and social skills.
- It is important that good behaviour is recognized, praised and rewarded as it occurs, especially when there have been improvements in pupil behaviour.
- Teachers will develop classroom rules at the beginning of each year with their pupils with a view to developing classroom contracts, as appropriate to the age taught.
- Good behaviour will be developed by teachers when they offer a varied and interesting curriculum related to the child's ability, when they promote good teacher/pupil relationship based on care and kindness, and when they maintain a consistent and busy routine in a well-organized and managed classroom
- Teachers offer individual affirmation of pupils when the opportunity occurs.
- Each teacher may operate a system of incentives / rewards for good behaviour. These may include the distribution of little prizes / treats for achievement, pupil of the week schemes, stickers, stamps or certificates for good behaviour, 'dojo' system, golden time, among other strategies. Homework-off vouchers are not recommended as there is a school expectation that homework is allocated each night, Monday to Thursday. The system of rewards utilized in any classroom is related to the age group being taught.

Parents / Guardians

Parents will model good behaviour with their children. Parents will keep in contact with teachers / school regarding pupil-teacher issues. School life is easier when parents support various school policies/ practices outlined on the website or as explained in the school's newsletter. These include:

- Healthy Eating Practices
- School Dress Code
- Homework Policy
- Parent – Teacher Contact Procedure
- Use of Mobile Phones / Digital Devices / Smart Watches

Board of Management

The Board of Management will support the Principal and teachers in the promotion of good behaviour. In cases of gross or persistent serious misbehaviour, the board will follow statutory procedures defined by legislation / circulars. Management will avail of assistance

from organizations such as HSE, NEPS or various other state agencies as appropriate. Management will financially support professional development if considered necessary.

School Rules

School rules are kept to a minimum. They reflect a common sense approach and encourage positive action on the part of pupils.

- Be ready to learn
- Work hard
- Be kind
- Respect myself and others
- Respect property

Break Times

Pupils are expected to have respect for themselves and others while playing out on yard/ pitch or basketball court. Pupils are required to follow the instructions of all adults on the yard.

Time Out: Adults on supervision may require pupils 'Taking Time Out'. This is a temporary separation from peers. This gives the pupil time to calm and reflect on their behaviour. When they are calm, the adult will give the child the opportunity to think through their behaviour. They should be advised on strategies to avoid repeating that behaviour and how to improve.

Time Out will occur if a pupil is involved in

- Fighting or inappropriate physical activity ('mess-fighting, rugby')
- Climbing Trees
- Using offensive language
- Refusing to follow adult instruction
- Leaving designated areas
- Behaviour which teachers / supervisors view as dangerous or offensive to other pupils.

On wet days pupils are expected to follow well-established procedures which reflect the need for safety at break-time on inclement days. Pupils play board games and chat with classmates. The use of Digital Technologies is not permitted at this time. Pupils stay in their classrooms and a teacher member of staff rotates to check on each classroom. There is currently one SNA in each classroom at these times.

Rationale and Policy Considerations

Schools require a policy that supports children's positive behaviour.

To achieve this it is essential to ensure that the emotional, social and general wellbeing of all of the children attending our school is positively supported in a happy, safe, well-planned and controlled environment.

It is very important for children to be able to: relate well to other children and adults; make friends and get on with others; feel secure and valued; explore and learn confidently and feel good about themselves.

The approaches for supporting children when their behaviour is challenging, in ways that are appropriate for their age and level of development, must also be set out.

Legislation and regulatory requirements

Children's needs

Children need:

- This policy is to ensure that staff allow them the freedom and scope to learn through hands-on exploration and experimentation in a well-planned, well-resourced and well-ordered environment and to test the limits of their capacity to learn what they are capable of.
- To be able to do this within reasonable and appropriate limits for their own and others' safety and wellbeing.
- This policy is to ensure that they receive the support, guidance and understanding that will help them to learn how to manage and regulate their own behaviour in ways that are appropriate for their age and level of understanding.
- To be supported to learn how to understand their feelings and learn how to express them in appropriate, acceptable and safe ways.
- They also need to learn how to manage conflict positively.

Parents'/Families' needs

Parents/guardians need:

- To know that their child's needs will be appropriately met and their child's development will be supported in positive, supportive and constructive ways.
- To know that their child will be safe and happy.
- To know that they will be involved in decision-making about how their child's social, emotional and behaviour skills are being supported and developed and that the service will contact them, and work in partnership with them, in the event of any challenging or concerning behaviours being observed.

Staff needs

Staff members need:

- To have clear policy and procedural guidance on what the school's approach is to supporting children in their social, emotional and behavioural development.

- To be clear on what are and are not acceptable ways of responding to behaviours that they may find challenging.
- To know what is expected of them in relation to working in partnership with parents/guardians to ensure that children receive a consistent and shared approach to supporting them with developing their behaviour skills.

Management needs

Management needs:

- To ensure that parents are clearly informed about the school's approach to supporting their children's social, emotional and behavioural development.
- To know that the service's expectations with regard to how staff members work with the children and in partnership with their parents/guardians, are clearly outlined for all staff members to follow.
- To ensure that the regulatory requirement to have a policy on managing behaviour is adequately met.

2. Policy Statement

We inform parents/guardians about this policy on enrolment and seek information from families about the behaviour guidance strategies they use at home.

We recognise that it is important to understand the expectations of parents/guardians regarding our approach to behaviour guidance in the school before children first come to our school. We do our utmost to keep open lines of communication with families on an ongoing basis, enabling direct communication between teachers and families.

Davidstown PS' approach to supporting and promoting children's positive social, emotional and behavioural wellbeing is reflective of up-to-date professional practice.

Our approach to supporting children with their social, emotional and behaviour skills is to ensure as far as possible that children are kept comfortable, relaxed, happy and engaged in play and other activities while the adults model positive ways of relating to them and each other. We recognise the need to understand children's behaviour as a form of communication and to consider what might be triggering the behaviour and what the child is communicating. Children will be supported to learn how to express their feelings in appropriate ways and helped to learn how to deal positively with conflict.

The methods of dealing with challenging, unsafe or disruptive behaviour in this school will be only those that help children to develop self-regulation and are developmentally appropriate. When we work to promote positive behaviour with children, we use the theory of child development. Only positive approaches to guidance are used, including logical or natural

consequences applied in problem situations, redirection, anticipation of and elimination of potential problems and encouragement of appropriate behaviour.

Corporal punishment is prohibited as are any practices or the threat of any practices that are disrespectful, degrading, exploitative, intimidating, emotionally or physically harmful or neglectful. Children are never humiliated, segregated or have food or attention withheld.

Staff interactions with children are aimed at promoting their well-being and development. This includes their social and emotional development. Adequate and appropriate input is provided for each child and any inappropriate or challenging behaviour is dealt with sensitively and appropriately without threats or punishment. *[Please refer to the Code of Behaviour].*

While staff are aware of and respect individual children's and families' backgrounds and beliefs, it may sometimes be necessary to balance these with our knowledge of developmentally appropriate practices and current best practice recommendations from recognised appropriate authorities, in the best interests of the child.

1. Procedures & Practices

This outlines the specific steps and/or guidance to be followed in order to implement the policy.

It is essential for all staff to understand that there are many influences on a child's behaviour – these include:

- Age and development
- General health and well-being
- Relationships with and within their family
- Play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of year, the time of day
- Staff practice and interactions
- Relationships with other children and others
- Factors, such as family, home life or peer group experiences.

The role that families play, especially parents/guardians, is crucial to the success of the behaviour guidance approach here at Davidstown PS. Parents/guardians will be provided with regular opportunities to contribute to the school's general approaches to promoting positive outcomes for children as well as the development and review of their own child's individual education plan.

CREATING AN ENVIRONMENT THAT SUPPORTS AND PROMOTES CHILDREN'S SOCIAL, EMOTIONAL AND BEHAVIOURAL WELLBEING

The role of the adult

Adults who are loving, patient, and firm help children to learn that it makes sense to act in certain ways. Behaviour guidance based on trust, respect, love and consistency helps children to build self-esteem and self-discipline. Adults can help children to avoid inappropriate behaviour by helping them to understand rules and guidelines. When a child does something inappropriate, adults can help them look at the consequences of their actions and think about what they can do to make things better. Adults always need to consider whether a child may have some unmet need that is leading to the inappropriate behaviour or is experiencing some distress, and look at ways to address this in addition to helping the child with managing their behaviour.

In daily interactions

- Staff interact frequently with the children in a calm, friendly, positive, respectful manner.
- Staff are available and responsive to the children.
- All children regardless of race, religion, family background, culture, gender or ability are treated with respect and consideration.
- Independence in children is encouraged and scaffolded, as they are ready.
- Children's efforts, achievements and feelings are acknowledged and given sincere encouragement leading to growth in self-esteem and self-regulation.
- Children are generally kept comfortable, relaxed, happy and involved in play, learning and other activities.
- Pro-social behaviours among children are recognised and encouraged.
- Staff expectations for children's social behaviour are developmentally appropriate – children's level of understanding and maturity are taken into account.
- Children are encouraged to verbalise feelings, ideas and interests.
- Staff plan activities and tell stories that help children learn about right and wrong.
- Children are distracted from unwanted behaviour.
- When behaviour is unacceptable, staff explain to the child/children why it is unacceptable in a way they can understand.
- Children need movement for their learning and development and are allowed to move freely for a significant part of the day.
- Soft, quiet spaces, including a Nurture Room, are provided for children to withdraw comfortably when they are feeling tired or overwhelmed or just need to be alone.

Strategies recommended by NEPS that we use include:

- Anticipating conflict and supporting children in resolving it, coming to the assistance of frustrated children and helping them find solutions.
- Modelling social behaviour when interacting with adults and children, thus helping children to learn from others' social skills such as taking turns, listening, sharing, asking for something, and saying excuse me, sorry, please, and thank you.
- Encouraging children to help each other during their activities, learning, play and routines.

- Helping children share skills and knowledge with each other.
- Encouraging and acknowledging spontaneous co-operative efforts made by the children.
- Talking to children about the time they spend together.
- Encouraging children to play co-operative games and engage in co-operative learning.
- Interacting with (play and converse with) children rather than managing (giving instructions and warnings), saving managing as a last resort.

Boundary/limit setting and rules

- Any limits are clearly related to the safety, welfare and protection of the child themselves and others around them.
- Limits are communicated in a way that is respectful of all.
- Rules are as few as possible, consistently upheld and within the children's understanding.
- Staff consult with the children in an age appropriate way, regarding the codes of behaviour and rules.
- Clear, reasonable boundaries on behaviour are provided and explained.
- Rules are written positively, e.g. 'we walk inside' rather than 'no running'.
- Children are allowed enough time to respond to requests for them to behave within the rules or codes of behaviour, according to their needs and understanding – young children may take more time than older pupils to think through what is being asked of them.

Provide choice

- Negotiating choices between the adult and child can help children take appropriate responsibility and prepares them with positive life skills such as listening and reasoning.
- Whenever there is an opportunity for a real choice to be made, children are given the chance to exercise choice and then follow through on it.
- Younger children are given choices within limits, as appropriate to their level of development, e.g. 'would you like me to ... or will you do it yourself?'
- Children are encouraged to be on school committees.

Positive reinforcement and encouragement

- Positive behaviour, however small, is encouraged and affirmed with both words and body language (e.g. nods, smiles).
- When a child is behaving well and when they are trying to stop themselves engaging in negative activities, this is noticed and acknowledged. This builds self-confidence and encourages children to repeat positive behaviour.

- Negative behaviour is ignored when it is judged safe and appropriate to do so.
- Children are encouraged in their activities and learning.
- Encouragement is demonstrated by adults participating with children in their activities, at the children's invitation, taking care not to 'take over'.

Schedules, routines and transitions

- Schedules, routines and transitions serve as a framework from which children gain trust, security and order. These are always flexible, with as few transitions as possible, but they provide clear guidelines about what is expected.
- Any changes to the scheduling within the timetable will be clearly communicated to the children (and their families where necessary), along with clear reasons for the change.

The physical environment

- The way in which physical space is arranged and used can either encourage or discourage desired behaviour. Space is aesthetically pleasing, planned and well organised to diminish the potential for problems.
- Space is sufficient so children can play and work creatively in a relaxed setting. Providing, or allowing for, insufficient space for an activity will limit and is likely to influence children's behaviour negatively.
- The outdoor space provides opportunities for children to move more freely, be louder without restrictions and become calmer.
- Active, loud and energetic play spaces are balanced with soft, passive, quiet and peaceful areas both indoors and outdoors.

Materials and resources

- Resources for working with children are developmentally appropriate and in good condition.
- Open-ended materials allow for children to use them in whatever way they choose and support engagement in play.
- There are enough easily accessible materials and equipment with enough complexity to keep children engaged for long enough without having to share too much or wait too long.

Responding to challenging behaviour

We recognise that some of the ways children tell us they are stressed and overwhelmed are when they show the following behaviours on a regular basis. For example, they:

- are overactive
- have difficulty focusing on or completing a task
- become easily frustrated

- have difficulty making decisions
- have difficulty following directions
- solve problems by hitting, biting, grabbing or pushing
- have tantrums
- cling to adults
- avoid new tasks
- do not play with other children
- cry frequently and cannot be soothed easily
- do not eat

Adults always respond supportively to children's distress.

Guidance for conflict management and resolving an incident

- Approach the situation calmly, stopping any hurtful actions.
- Remain neutral rather than taking sides.
- Focus on the behaviour, rather than the child.
- Acknowledge the children's feelings with open statements, e.g. 'You seem upset...' and ask them if they agree with the observation and if so, do they want to talk about it? Start the negotiations with them by reflecting back their behaviour and involving them in checking out the details.
- Restate the problem, e.g. 'So you both want to play with the football at the same time ...'
- Ask for ideas for solutions and decide on them together, e.g. 'What can we do to solve this problem?' Encourage the children to think of a solution and check to make sure that the solution is acceptable to the children involved and realistically achievable. Clarify all the feelings with the children involved so that you are aware of anything that remains unresolved for them.
- If a child uses positive problem solving behaviour, reinforce this, for example by saying 'You solved the problem...' then state what they did.
- Stay near the child/children so that you are prepared to give follow up support and clarification.
- Follow through with your decisions but be prepared to change them if they prove inappropriate for the individual needs of the child/children.
- Explain the reasons behind why something cannot happen or why some behaviour is inappropriate.

Losing control

- When a child becomes so angry, anxious or frustrated to the extent that they themselves and others have been unsettled, it is important that staff remain calm and settles the situation for this child and the others around.
- Staff will stop a child's aggressive or destructive behaviour such as biting, kicking or hitting and give a reason for their action such as 'biting must stop, biting hurts'.

- Staff model positive behaviour to the child and will never mirror the child's behaviour by raising their tone of voice or acting inappropriately.
- When the situation has been diffused, it is important that staff offer support, time and further discussion with the child, to reflect on what happened and to plan an alternative coping strategy in case a similar issue arises again.
- A positive approach that the child may use in the future is reinforced such as walking away and playing elsewhere or by stating clearly that they don't like what is happening and/or it hurts.

Time to one side with support of an adult

- In some very rare situations, it may be appropriate to use time to one side with the support of an adult, for short periods of time, to enable a child to calm down. This may follow an incident in which the child may have felt very angry, anxious or frustrated to the extent that they themselves and others have been unsettled.
- Adult support is needed throughout this time and the child can decide when they feel able to continue to participate in the activities.
- A child must never be isolated in any space or room without adult support.
- The use of the 'naughty step' or similar is never used as this can lead to feelings of isolation and stigmatisation of the child.
- Outdoor time will never be taken away as a form of punishment.

Staff behaviour

- It is important to promote only limits that guide children's safety and security rather than any that might curb their learning experiences, curiosity or creativity.
- Staff are aware of and understand that their own dispositions, values, attitudes, temperaments, expertise, reactions and responses to children impact on the behaviours that the children learn.
- Staff acknowledge that the emotions experienced by children are significant, e.g. an adult who is not scared of thunder will support a child not to overreact but will not trivialise the fear or anxiety the child expresses.
- Staff respond to and acknowledge children's feelings and emotions such as happiness, anger, pleasure, fear, anxiety, frustration, sadness, and pride and help children to learn to name their feelings and emotions.
- Staff understand that children may not yet have developed the appropriate ways to express emotions due to their age and/or stage of development.
- Staff attitudes and practice demonstrate an understanding and empathy towards children who display behaviours that are not always consistent with their level of development and/or general disposition.
- Staff are committed to nurturing and supporting children by suggesting alternative ways of responding and where possible giving children choice, rather than telling them how to behave.
- An atmosphere which fosters trust, security and comfort is created by giving children time and attention to enable them to talk and express their feelings.

- Children are in an environment that encourages caring and co-operative relationships, which supports them to relate with each other in more positive ways by learning through example from the adults and positive behaviour from their peers
- Staff model appropriate behaviour, so that children can see what to do and learn from positive examples, rather than simply instructing them to do things. An example of this is joining in and encouraging children to clear up at the end of the day or an activity.
- Any limitations to a child's behaviour are phrased in a positive way, focusing on 'what to do' rather than 'what not to do'. By using these positive statements, staff reinforce for children appropriate and desirable ways of communication. It also decreases the likelihood of children responding with resistance or defensiveness.
- Explaining to children the 'why' of behaviour guidance and the limits which help them to internalise and learn the rules of positive social interaction.
- Minor incidents are best ignored. As long as their behaviour is not impacting negatively on others, adults sometimes need to step back, take a breath and decide not to speak or intervene.
- Staff listen to children and respond in a fair and supportive way, this gives them a greater sense of comfort and trust and encourages them to use the adult as a reliable source of advice by demonstrating that what they say is valued.

Prohibited practices

It is important to note the following:

- Children are never ignored, spoken to sarcastically, humiliated, segregated, or have food withheld.
- Corporal punishment - Any physical force which is used with intent to cause some degree of pain or discomfort, such as hitting, spanking (refers to striking a child with an open hand on the buttocks or extremities with the intention of modifying behaviour without causing physical injury), shaking, slapping, twisting, pulling, pinching, squeezing, or biting is prohibited.
- Practices or the threat of any practices that are disrespectful, degrading, exploitative, intimidating, emotionally or physically harmful or neglectful will not be carried out on any child while attending this service.

SERIOUS BEHAVIOUR ISSUES

Serious behaviour issues may include:

- Any repeated pattern of behaviour that interferes with the child's learning, other children's learning or interferes in engagement in social interactions with peers and adults
- Behaviours that are not responsive to the guidance procedures/approaches described above

- Prolonged tantrums, physical and verbal aggression, disruptive behaviour (e.g. screaming, cursing, hand gestures, property destruction, self-injury, persistent non-compliance).

When a child's serious behaviour issues are causing disruption and problems for the other children in the group, the following approaches will be considered:

- Reviewing the programme to ensure that it is meeting the child's care, learning and development needs
- Reviewing the service's approaches to addressing the child's behaviour
- Discussing with the child's parents/guardians to help to develop a specific plan for that child. The purpose of the plan will be to help ensure that the reason the child is having difficulty with regulating their behaviour, is identified if possible and addressed. It is also to provide whatever support they need to be able to relate well to other children and adults, make friends, feel secure and valued, explore and learn confidently and feel good about themselves.

An individualised plan that takes a positive, learning approach, will be developed. This plan may include and may not be limited to:

- Observing and recording the behaviour
- Identifying the triggers for the challenging behaviour (best guesses about why and when the behaviour happens)
- Considering ways to make the events/interactions that the child seems to find difficult, easier to manage (e.g. less difficult, less confusing, more engaging)
- Skills to teach the child to be able to deal with the situation without resorting to the problem behaviour
- Ways in which the adults will respond when the problem behaviour occurs - to ensure a consistent response
- Ways that parents can help the child at home
- Ways to review and evaluate the plan.

Recurring problems are dealt with in an inclusive manner following observations and involving the child's parents/guardians and, where necessary, other appropriate adults (with parents'/guardians' consent).

Discussing a child's behaviour with staff or parents/guardians in front of the child or other children is to be avoided.

Parents/guardians are encouraged to maintain on-going communication with staff on the approaches being implemented.

When all reasonable attempts to support the child whose challenging behaviour is causing the difficulties have failed, it may be necessary to suggest to parents/guardians to seek

professional advice, such as a psychologist, psychiatrist or play therapist. The parent/guardian may then seek the advice or request referral to other professionals.

In partnership with parents, any programme designed for a child by an appropriately qualified specialist will be fully implemented as far as the resources of the school allow. In exceptional circumstances and following specialised advice and guidance, it may be considered necessary for the child to leave the school to move to a school that can better meet their particular needs.

All staff members will be provided with support to deal with stressful situations arising from dealing with challenging behaviour. (See Staff Wellbeing Support Line – details on the staff room notice board.)

Recording incidents

Records are kept of significant incidents to include:

- a) The child's name
- b) Time and location of the incident
- c) Events leading up to the incident
- d) The nature of the incident
- e) Others involved
- f) Witnesses
- g) How the situation was handled
- h) Whether restraint was used, what form of restraint and the reason for it
- i) Consequences
- j) Parents/guardians informed

Discouraging Misbehaviour

The teachers and principal utilise a range of sanctions to discourage poor behaviour when a pupil has not responded to the main strategies adopted by the class teacher or principal and has broken school rules. These may entail but are not limited to;

- Reasoning with the pupil
- Reprimand (including advice on how to improve)
- Temporary separation from peers, friends or others within the classroom
- Loss of privileges
- Detention in the classroom during school breaks. This is for short periods. If it occurs on more than three occasions in a term, the teacher will inform the parent.
- Prescribing additional work
- Communication with parents. This is done by letter or by meeting the parent. Telephone communication on matters of pupil misbehaviour is not general school practice unless it is considered urgent.
- Referral to principal

- Suspension
- Expulsion

Suspension

Suspension is a sanction which may be used in the case of gross misbehaviour or where there has been persistent serious misbehaviour or when there is a serious health and safety concern. Behaviours that may lead to suspension include;

- Physical abuse of children or staff
- Physical assault of an adult
- Leaving the school premises or classroom without permission
- Bringing substances to school or coming to school having abused substances
- Persistent abusive / threatening language directed towards children or staff
- Persistent refusal to take instruction which compromises the right of other pupils to instruction
- Stealing or damaging property
- Bringing a dangerous item to school
- Persistent bullying
- Endangering themselves or others

If suspension is considered warranted, the principal may suspend the pupil for 3 days initially. This power of suspension is delegated to the principal by the school board of management. Details surrounding the suspension will be recorded in the minutes of the board of management. The principal may seek the permission of the board of management to extend the suspension a further 5 days.

Expulsion

Under Section 23 of the Education Welfare Act 2000, the board of management has the authority to expel a student if the behaviour of the pupil is serious enough to warrant expulsion. Expulsion will take place if all other reasonable interventions to modify the pupil's behaviour have been exhausted. Grounds for expulsion include;

- Repeated / Persistent serious misbehaviour which is a cause of significant disruption to the learning of others.
- When the repeated / persistent behaviour constitutes a threat to other pupils and staff
- The pupil is responsible for serious damage to property
- A serious threat of violence against another pupil or staff member
- Actual violence or physical assault causing injury
- Supplying illegal substances or using such substances in school

In line with Guidelines from the National Education Welfare Board, the Board of Management of Davidstown PS reserves the right to expel a student for a first offense.

The following procedures will be followed.

- The principal and the staff work together in dealing with the pupil (s), will outline a detailed history of the behaviours of the pupil and outline the interventions which

have taken place. The parents and pupil will be informed of the details outlined and indicate that it could result in expulsion. This will take place at a meeting and details will also be given in writing. If the parents fail to attend the meeting, it will be rescheduled indicating to parents the importance of attending.

- The invitations to meet and the response of the parents will be documented.
- The Principal will form a view that expulsion may be warranted. Parents and the pupil will be informed if the Principal is asking the Board of Management to consider expulsion. Comprehensive records will be provided for the parents and the board
- Parents will be invited to a meeting (giving sufficient notice) of the board to give a written or oral submission. The Board will review the documentation and the investigation procedures. The parents will present a response to the board and the board members will have an opportunity to ask questions of the Principal and the parents. Parents will make their case for the pupil.
- When the hearing is concluded the parents and principal and any other person who has had an involvement with the circumstances surrounding the proposed expulsion will leave the meeting.
- The board will deliberate and make a decision whether to expel the pupil or not
- The parent will be informed of the decision of the board. They will be informed that the Education Welfare Officer will be informed and also that they are entitled to appeal the decision of the board under section 29 of the Education Act. A copy of the wording of the act and of the application form for appeal will be enclosed.
- If the board considers expulsion is appropriate, the Education Welfare Officer will be notified in writing, giving the reasons for expulsion. The expulsion takes place 20 days after the EWO receives notification. The Principal with the school staff will give every support to the EWO to support the pupil in relation to alternative education e.g IEP, details of pupil's development in subjects etc.

Communication Plan

Expectations and agreed codes of behaviour are accessible and communicated to all, using a variety of media, e.g. website, email, Seesaw and in class. They are communicated in a way that ensures that they are understood according to the levels of literacy and understanding of every child.

All parents/guardians are informed of the Policy on Managing Behaviour on enrolment. Staff members check with parents/guardians that they have read and understood the policy and provide any assistance needed.

A summary of this policy is included in the Parents'/Guardians' section on the school website. This policy will also be included in staff induction and annual staff training.

A copy of all policies will be available during all hours of operation to all staff and to parents/guardians in the Policy Folder located in the school office. It is also published on the school website. Parents/guardians and staff will receive written notification of any updates.

11. Related Policies, Procedures and Forms

- Complaints Policy
- Supervision Policy
- Parent Involvement Policy
- Code of Behaviour
- Anti-Bullying Policy

References/Supporting Documents/Related Legislation

- The UN Convention on the Rights of the Child
- Aistear: The Early Childhood Curriculum Framework
- Supporting Young Children's Behaviour Skills, Barnardos, 2016
- Your Young Child's Behaviour: how you can help, Barnardos, 2014
- NBSS <https://www.nbss.ie/model-of-support>
- NEPS: Fun Friends, Friends for Life, Zippy's Friends
- Walk Tall, Stay Safe
- Ebook - ChildLinks - Children's Mental Health (Issue 2, 2020)

8. Who Must Observe This Policy

- Staff
- Students
- Volunteers
- Parents

9. Actions to be Followed if the Policy is not Implemented

If you, as a staff member or a parent, consider that this policy is not being implemented, you can follow the Complaints Policy and Procedure to make a complaint.

10. Contact Information *[Who to contact for more information]*

If you need more information about this policy, contact:

Name	Ita Connolly
Phone number or email	iconnolly@davidstownps.ie

12. Policy approved and ratified:

Date	
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13. Signatures

	Name and position	Signature
Chairperson	<i>Mrs. Eileen Waitie</i>	<i>Mrs. Eileen Waitie</i>
Principal	<i>Sha Connolly P.</i>	<i>24-09-24</i>

14. Review Date

Date this policy will be reviewed	
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SAMPLE