**Scoil Mhuire Gleann a’ Chaisil- Glencastle National School**

**CODE OF BEHAVIOUR**

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 2022. The Act requires that the school Code of Behaviour be prepared in accordance with Guidelines issued by the National Educational Welfare Board/TUSLA. TUSLA must also advise schools on matters relating to the conduct of pupils and must "promote and foster, in recognised schools, an environment that encourages children to attend school and participate fully in the life of the school. "Education (Welfare) Act, 2000 Section 10. (Referenced material includes ‘Developing a Code of Behaviour: Guidelines for Schools’ NEWB 2008; ‘Managing Challenging Behaviour: Guidelines for School’ INTO 2004)

**Preamble**

**Pupils’ Rights**

All pupils have the right to expect to be treated fairly, consistently and with respect. They should be able to learn and to be educated in a relatively disruption-free environment, safe from bullying and abuse. Pupils should have the expectation that their individual differences will be recognised and acknowledged, and provision made for them.

Pupils have the right to be listened to, and to question, at appropriate times. As learners, they should be allowed to make mistakes and to learn from them. They should have confidence that their positive behaviour will be affirmed and that misbehaviour will be dealt with appropriately. (‘Towards Positive Behaviour in Primary Schools’ INTO 2004)

**Teachers’ & SNAs’ Rights**

Teachers and SNAs, like all workers, have the right to be treated with respect and dignity. They should be able to work in a safe, well-mannered, physical environment, relatively free from disruption. They have the right to the support and co-operation of teaching colleagues, other school staff and parents in order to achieve the school’s aims and objectives. (‘Towards Positive Behaviour in Primary Schools’ INTO 2002)

**Principles**

The school recognises and celebrates the variety of differences that exist between children and its duty to cater for these differences as facilities and expertise allow. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils. Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner.

In the belief that the most effective schools tend to be those with the best relationships with parents/guardians, every effort will be made by the Principal and staff to ensure that

* Parents/guardians are kept well informed
* That the school provides a welcoming atmosphere towards parents/guardians
* That parents are not only told when their children are in trouble but when they behave particularly well.

It is expected that parents/guardians will in turn communicate any information about their child which can affect their behaviour in school.

Our goal is to ensure open, honest and transparent communication based on promoting and rewarding good behaviour which in itself can reduce the occurrence of challenging behaviours.

**The aims of the Code of Behaviour of our school are:**

* To develop pupils’ self-esteem and to promote positive behaviour. The school therefore places greater emphasis on encouraging and rewarding good behaviours than on sanctions in the belief that this will, in the longer term, produce the best results.
* To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others. The school recognises the variety of differences that exist between the children and the need to accommodate these differences in so far as this is practical and to create an atmosphere of respect, tolerance and consideration for others.
* To facilitate the education and development of every child. All efforts are made to match the curriculum to the abilities, aptitudes and interests of each pupil.
* To foster caring attitudes to one another and to the environment.
* To enable teachers to teach without disruption.
* To provide guidance for pupils, teachers and parents on behavioural expectations.
* To assist parents and pupils in understanding the code of behaviour and see their cooperation in the application of this policy.
* To provide for the effective and safe operation of the school.
* To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner.

**Student Responsibilities:**

Students will be responsible for;

* Developing self-discipline according to their ability, showing courtesy for all people in the school community and respecting property.
* Making the most of education opportunities through active classroom participation and involvement in school activities according to ability.
* Taking pride in their work, their appearance, and what they have accomplished.
* Taking pride in their school and will help foster this feeling in other students.
* Obeying and observing the law and all school rules of conduct.
* Striving toward self-discipline and utilizing good work habits.
* Being respectful of people, their rights and property
* Speaking and acting in a truthful, courteous and cooperative manner
* Taking responsibility for their own behaviour and accepting the consequences (according to their ability).

**Parental Responsibilities:**

Parents and guardians will be responsible for;

* Supporting the school in its efforts to maintain a productive teaching and learning environment
* Provide role models in order to establish positive values concerning achievement as well as respect for fellow students, school personnel, and property.
* Maintain regular communication with their son or daughter about school matters.
* Ensure their son or daughter will attend regularly and punctually, and to comply with school routines.
* Contact the school if there are areas of mutual concern and make themselves available to discuss issues regarding their child’s education.
* Attempt to attend school events and meetings, and to give positive input and support to the school.
* Encourage their children to accept responsibility and be accountable for their behaviour.

**Teachers’ Responsibilities**

* Support and implement the school’s code of behaviour.
* Be courteous, consistent and fair.
* Promote positive behaviour.
* Reinforce classroom rules and yard rules.
* Deal appropriately with misbehaviour.
* Keep a record of instances of serious misbehaviour or repeated instances of gross breaches of discipline (See Appendix A).
* Provide support for colleagues.
* Communicate with parents when necessary and provide reports on matters of mutual concern (See Appendix B).

**SNA’s Responsibilities**

* Support and implement the school’s code of behaviour.
* Be courteous, consistent and fair.
* Promote positive behaviour.
* Reinforce classroom rules and yard rules in conjunction with the class teacher or teacher on yard duty.
* Inform the class teacher or teacher on yard duty of any issue of concern in order for that teacher to deal appropriately with misbehaviour.
* Assist the teacher to record instances of serious misbehaviour or repeated instances of gross breaches of discipline (See Appendix A).
* Provide support for all colleagues.

**Principal’s Responsibilities**

* Promote a positive climate in the school.
* Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
* Arrange for review of the Code periodically, as required. Overall responsibility for behaviour lies with the principal.

**Board of Management’s Responsibilities**

* Provide a comfortable, safe environment.
* Support the Principal and staff in implementing the code.
* Ratify the code and see that it is reviewed at least once in the Board’s term of office (four years).

**Limitations and Utilisation**

This document is not designed to list all the possible violations which may arise nor to state all the possible consequences of unacceptable behaviour, but to serve as a general guide to all of the school community and to be used to solve individual problems.

**Before/After School**

Parents are reminded that the staff of the school does not accept responsibility for pupils inside the school railings before official opening time of 9:20 a.m. or after the official closing time of 3:00 pm except where 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 the school behaviour policy while engaged in such activities.

**Implementation of the Code of Behaviour**

Every 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 and emphasise positive behaviour. They 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. Where difficulties arise, parents will be contacted at an early stage.

**School Rules**

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly. (Pupils from 1st – 6th have a copy of school rules attached to their homework journal)

**School Rules and General Guidelines for Positive Behaviour**

1. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
2. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
3. Pupils are expected to take pride in their appearance and adhere to the school uniform policy, to have all books and required materials and to be in time for school.
4. Pupils are expected to follow a teacher’s instructions, to work to the best of their ability and to present assignments neatly.
5. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence. This is in accordance with the school attendance policy.
6. Pupils who have to leave school early should be signed out from the office before leaving the school. All pupils leaving the school must be accompanied by a responsible adult.
7. Enrolment of a child in the school and acceptance of a place in the school by parents implies an agreement to abide by the school rules and an acceptance of the school’s policies and practice. It is the responsibility of the school to publish current policies on the school website and to have hard copies available for inspection at the school.
8. Pupils are also expected to refrain from all forms of bullying behaviour. (See also the school’s Anti-Bullying Policy)

**Affirming Positive Behaviour**

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

**Strategies to promote Positive Behaviour:**

Some strategies to promote positive behaviour may include the following:

* We accept children where they are at now and we aim to foster appropriate behaviour
* Teach manners/respect
* Teach acceptable behaviour
* Teach in-school positive social skills
* Some pupils have individual programmes to promote positive behaviour
* Teach children routine/structure in view of their abilities
* Teach children to speak respectfully
* Teach children to leave classroom in an orderly way
* Teach children that they expected to behave in school, allowing for their varying abilities
* Teach pupils hygiene/self-care skills
* Provide positive behavioural supports

**General Strategies and Incentives when dealing with pupils include;**

* An encouraging word or gesture to show approval.
* A positive comment on a child’s exercise book.
* A visit to another class or Principal for commendation.
* Praise in front of class group.
* Individual class merit awards, points’ awards or award stamps, at the discretion of the class teacher.
* Delegating some special responsibility or privilege.
* Time out in a sensory room
* Written or verbal communication with parent.
* Award of certificate or prize at a school assembly

***Sometimes, an individual approach is needed for our children with on-going challenging behaviour.***

Depending on the unique behaviour needs of the child the following may be considered.

* Implementing a token economy reward system where needed.
* Reasoning with the pupil.
* Warning.
* Withdrawal of attention (especially if behaviour was attention seeking in nature).
* Loss of privileges.
* Ignore misbehaviour designed to get attention.
* Access to activities denied for a short period.
* Verbal reprimand, expression of deep disappointment and advice on how to improve.
* Temporary separation from peers/friends.
* Visual supports for example two children fighting and a line through it.
* Facial expressions carrying a message of disappointment and disapproval.
* Saying NO. Body language.
* Stay calm in situation. Teachers and staff maintain a calm demeanour.
* Ignore bad behaviour while keeping child safe.
* Change the activity.
* Timely intervention, with what you know works for a particular child
* Visual signs for example “Wait’’.

**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 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 l 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 (if applicable) will be interviewed by the class 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 pupil(s) will be interviewed by the Principal and the Deputy Principal. The pupils’ parents will be informed and will be invited to attend the interview.
* Where more than one pupil is involved, the parents of all children will be invited to attend the school to witness and to assist in the interview process.
* Where a dispute has arisen between parties, the parents will be invited to assist in the reconciliation process where appropriate.

**Examples of minor breaches of disciplines: (See Appendix A, page 2)**

* Interrupting class work.
* Arriving late for school regularly.
* Running in the classrooms.
* Not wearing correct uniform.
* Being discourteous or unmannerly.
* Not completing homework without good reason.
* Not having homework signed by a parent when 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 schoolwork.
* 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.

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

* Verbal reprimand and reasoning with pupil;
* Where the incident relates to behaviour in the yard, noting instance of yard misbehaviour in yard book and issuing a verbal admonishment;
* Temporary separation from peers if and when appropriate;
* Note in homework journal to be signed by parent/guardian;
* Class teacher communicates with one or both parents, or guardians;
* 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 or both parents concerning behaviour;
* Where appropriate, a copy of the ‘Reminder Letter to Parents regarding the school Code of Behaviour’ will be sent home. (See Appendix B)

**Examples of serious breaches of discipline (See Appendix A, page 2)**

* Repeated minor breaches of discipline may be considered to be a serious breach of discipline
* Bullying (see Anti-Bullying Policy on school website and note below)
* Regularly being disruptive in class
* Stealing or damaging another pupil’s property
* Leaving the school premises during school day without permission of the Teacher, Deputy Principal or Principal;
* Endangering self or fellow pupils in the school environs
* Using inappropriate language which is offensive
* Bringing weapons, drugs 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.

**Bullying**

**Pupils are encouraged to report any act which may be considered ‘’bullying’’. All pupils are reminded regularly to never bully others and to never allow others to bully them. Pupils are told to always tell their parents or their teachers.**

**(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 in the school and parents will be expected to co-operate 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.

**Procedures to be followed when dealing with serious breaches of discipline:**

1. An Incident Report Form will be completed by the pupil’s teacher or supervising teacher.
2. Pupil is to be sent to the Principal for investigation and the parents will be invited to attend the interview.
3. 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.
4. 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.
5. 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.
6. In cases of bullying, the pupil will be asked to apologise to the ‘victim’ and to refrain from the activity that has caused upset. The pupil may be asked to sign a ‘Pupil’s Behaviour Promise’ which acts in the spirit of a contract. A breach of the promise will be seen as a serious offence.
7. The pupil may be placed in the care and under the supervision of the 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.
8. Where serious breaches of behaviour have occurred and continue to occur, the school may devise an ‘Individual Behaviour Plan’ (See Appendix D) that includes steps to be adhered to in order to prevent the re-occurrence of the misdemeanours.
9. Specialised support may be required for a small minority of students that may show particularly challenging behaviour. They may have difficulty in learning new behaviour and may not respond to low level interactions. These students will need a sustained and systematic response involving all important adults in their lives, in school and at home. Sources of support may come from NEPS, HSE Services and NCSE/SESS.
10. 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.
11. Where necessary, the Chairperson of Board of Management will be informed of the incident and parents will be requested to meet with the Chairperson and Principal to discuss the behaviour and how to ensure good behaviour in the future.

**Gross Breaches of Discipline (See Appendix A, page 2)**

* Repeated occurrence of serious breaches of discipline will be considered to be gross breaches of discipline;
* Wilfully causing serious damage to school property or buildings;
* Aggressive, threatening or violent behaviour towards a teacher/SNA /pupil or any member of the school community.
* Any behaviour that is a persistent cause of significant disruption to the learning of others or to the teaching process. (It should be noted that these lists consist of examples only. Other actions not listed above may be classed as gross misdemeanours.)

**Procedures to be followed when dealing with gross breaches of discipline:**

All incidents of gross breaches of discipline will be thoroughly investigated using the investigative procedures listed above, and may lead to suspension or expulsion. If so, see ‘Procedures in Respect of Suspension’ and ‘Procedures in Respect of Expulsion’ below.

**Ongoing challenging behaviour**

At times some of our pupils may display on going challenging behaviour that is being worked on with their priority learning goals (targets).

These pupils will have an emotional regulation or a behaviour support plan drawn up in collaboration with the child if appropriate, parents, school staff, any multi-disciplinary team involved.

**This plan will outline;**

* Rationale for needing an emotional regulation or behaviour plan
* Generic classroom prevention strategies
* Strategic individual prevention strategies
* What the dysregulation / challenging behaviour looks like, moving from mild through to severe and what the strategy for prevention is at each point
* What the recovery and reengagement look like afterwards
* Examples of Unacceptable Behaviour (Serious)/ Challenging Behaviour
* All parties involved

**Definition of challenging behaviour:**

**“Behaviour within the context of your school, which prevents participation in appropriate educational activities often isolates children from their peers, affects the learning and functioning of other pupils, drastically reduces their opportunities for involvement in ordinary community activities, makes excessive demands on teachers, staff and resources, places the child or other in physical danger and makes the possibility for future placement**

**difficult”.**

(Harris, Cook and Upton, 1996) in NAMSE: A Nationwide Study of Challenging Behaviour in Special

Schools in Ireland, 2004).

Some students may present with unacceptable behaviour of a more serious and sometimes on-going nature. While we accept that these pupils have priority needs in the area of behaviour management and are committed to providing them with the support, planning and procedures which will assist them to overcome their problems we are also aware of the

rights of other children and adults in the school to a safe environment which is conducive to learning.

**Challenging Behaviours may include:**

* Acts of physical aggression towards others and/or oneself, e.g., pushing, punching, tripping, kicking, biting, pulling hair, pinching, scratching, threatening, intimidating, hitting out.
* Real danger of injury to self and/or others e.g., throwing heavy object with intent to harm, upending wheelchair with intent to injure, climbing on furniture, and jumping from furniture.
* Stereotypical/ ritualistic behaviours, throwing down, hand-biting, rocking, pacing, skin picking, slapping, banging, bolting.
* General disruption of whatever is going on in the environment e.g., destruction of materials, throwing over tables or chairs, running around, vocalising or shouting loudly.
* Disruptive/Dangerous/Antisocial e.g., verbal abuse, screaming, stripping, inappropriate sexual play or activities, smearing, deliberately soiling or wetting, persistent non-co-operation, running away, tantrums.

*See attached Appendix 1: Challenging Behaviour Matrix NABMSE and*

*Strategies to deal with the various listed behaviours.*

*Strategies to deal with Unacceptable Behaviour (Serious)/ Challenging Behaviour.*

*While our preferred aim is to prevent the development of challenging behaviour the following strategies are agreed upon by all staff should challenging behaviour occur:*

(During Incident of Challenging Behaviour)

• Managing/diffusing the situation.

• Staying calm- in both voice and body language.

• Speaking softly, slowing down, keeping instructions short.

• Keeping a safe distance while ensuring the child’s safety.

• Making it clear that the child is being listened to.

• Helping the pupil to identify and express his/her upset and needs.

• Removing unnecessary demands or requests.

• Giving intermittent eye contact to help reassure.

• Avoiding touching the pupil until they have regained control.

• Staying at their level.

• Distract or change the activity to one the pupil likes but not in an obvious way.

• Removing other pupils if necessary.

• Staying near an exit.

• Call for help and ensure that staff work in a co-ordinated manner when assistance arrives.

• Adapt the environment if necessary.

• Allow the child time to recover from incident before moving on.

• Sensory room/safe space room

• If the child is going to harm himself/herself or other pupils or school employees then staff will use only intervene physically for the safety of all involved. This intervention will be the same as any prudent parent would apply as part of their duty of care to their child.

**(After the Incident of Challenging Behaviour.)**

• Record the antecedents, behaviour and consequences (the a,b,c,) as soon as possible.

• Debrief i.e. talk to the Principal or to a colleague about what has happened and your reactions to it.

• Learn what you can from the situation – discuss and review in line with reflective practice.

• Inform parents and regularly discuss plans or measures to prevent recurrence. The principal or the class teacher will contact the parent/guardian.

• Keep an updated record of all serious challenging behaviours. This record will contain the following information

1. Who was present?
2. Location of incident
3. Event leading up to incident
4. What happened in incident
5. Action taken By whom ?
6. When and how the parents/guardians were contacted
7. Incident Report to relevant authorities
8. Blank Templates of Incident Report forms are kept in every room and in the principals’ office.

• The Principal may notify the Chairperson on the B.O.M of serious incidents.

• A pupil may be suspended from school if it is deemed necessary.-

• Staff may require more human resources to minimise time spent with a child.

• Staff may seek a medical or psychological professional input

• A Case Conference may be called by principal in consultation with the teachers and/or multi-disciplinary team to discuss matter with all relevant personnel and parents.

• The District School Inspector may be contacted for advice and guidance.

• The INTO may be contacted for information and support.

• A request may be made for further professional training and development from the NCSE support service.

**Suspension & Expulsion**

**Preamble**

The Education Welfare Act accepts the right of the Board to take reasonable measures to “ensure the good order and discipline are maintained in the school and that the safety of pupils (and staff) is secured.” The Board of Management’s duty of care extends to all pupils and staff and includes providing a safe environment for all staff and pupils.

In the case of gross misbehaviour, the Board has authorised the Principal or Chairperson to sanction an immediate suspension pending a discussion of the matter with the parent(s) or guardian(s). The sanction of Suspension or Expulsion will be applied in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In accordance with the revised practice of Boards of Management, the Principal will report any and all serious and gross breaches of discipline to the school Board of Management at scheduled Board meetings.

Where a pupil has been suspended and has re-offended, the Board reserves the right to expel the pupil from the school. Expulsion will be considered in an extreme case in accordance with legislation, due process and fairness procedures.

The procedures for imposing Suspension and Expulsion as outlined in full in the publication ‘Developing a Code of Behaviour: Guidelines for School’ NEWB 2008 will be adhered to. What follows serves as a summary.

**Fair Procedures**

**Schools are required by law to follow fair procedures when proposing to suspend or expel a pupil. Fair procedures have two essential parts: The right to be heard, and the right to impartiality.**

The Right to be Heard means:

* The right to know that the alleged misbehaviour is being investigated;
* The right to know the details of the allegations being made and any other information that will be taken into account;
* The right to know how the issue will be decided;
* The right to respond to allegations;
* Where the possible sanction is of a serious nature, the right to be heard by the decision- making body;
* Where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts.

The Right to Impartiality means:

* The right to an absence of bias in the decision- making process;
* The right to impartiality in the investigation and the decision making.

**Applying Fair Procedures in the School**:

In school, fair procedures apply to the investigation of alleged misbehaviour that may lead to suspension or expulsion and the process of decision making as to whether the pupil did engage in the misbehaviour and in what sanction to impose.

The principle of impartiality in decision making means that it is preferable that, where possible, the Principal arranges for another member or members of staff to conduct the investigation and to present a full report on the facts of the case and any other relevant information to the Principal. The Principal is then free to take a view whether the child did engage in the behaviour and about the sanction, based on the report of the investigation. It is incumbent on the Principal to ensure that the investigation has been fully and fairly conducted.

In circumstances of particular difficulty, school authorities may need to seek legal advice to support their decision making. (NEWB Guidelines Page 66, 67)

**Suspension is defined as requiring the pupil to absent himself/herself from the school for a specified, limited period of school days.** Exclusion of a pupil for part of the school day, as a sanction, or asking parents to keep a child from school, as a sanction, is a suspension. Any exclusion imposed by the school is a suspension and will follow the NEWB Guidelines relating to suspension listed on page 74.

**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.
* Where Suspension is imposed, it is to be proportionate to the behaviour that is causing concern. The decision to suspend a pupil requires serious grounds such as that:
* The pupil’s behaviour has had a seriously detrimental effect on the education of other pupils;
* The pupil’s continued presence in the school at this time constitutes a threat to safety;
* The pupil is responsible for serious damage to property.

**A single incident of serious misconduct may be grounds for suspension.**

**Factors to be considered before suspending a pupil:**

* The nature and seriousness of the behaviour;
* The context of the behaviour;
* The impact of the behaviour;
* The interventions tried to date;
* Whether suspension is a proportionate response;
* The possible impact of suspension.

**Forms of Suspension**

Immediate Suspension: In exceptional circumstances, the Principal may consider an 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 pupils or staff of the school, or any other person. Fair procedures as outlined above must be applied. (NEWB Guidelines for Schools p 73)

Automatic Suspension: A Board of management may decide, as part of the school’s policy on sanctions, and following the consultation process with the Principal, parents, teachers and pupils, that particular behaviours incur suspension as a sanction. (NEWB Guidelines for Schools p 73)

**The following breaches of discipline will merit an automatic suspension:**

* Bullying, where repeated offending has occurred, and a programme of interventions has failed to arrest the behaviour;
* Leaving the school premises during school day without the permission of the Teacher, Deputy Principal or Principal;
* Endangering self or fellow pupils in the school environs;
* Bringing weapons, drugs or alcohol to school;
* Any action that is physically or verbally injurious to another member of the school community including the dissemination of any explicit or defamatory material that could be grossly offensive to a member of the school community.

**Procedures in Respect of Suspension**

* A preliminary investigation should be conducted to establish the case for the imposition of the suspension.
* The formal investigation into the circumstances that led to the suspension, should immediately follow the imposition of the suspension.
* Inform the pupil and parents/guardian about the complaint;
* Give the parents/guardian and the pupil a chance to respond.
* The school may inform the parents/guardian by telephone or in writing depending on the circumstances in question and the parents/guardian will be given an opportunity to respond before the decision is made and before any sanction is imposed. Fair procedures as listed above will be followed.

**Implementing the Suspension**

The Principal will notify the parents/guardians in writing of the intention to suspend. The letter should confirm:

1. The duration of the suspension and the dates on which the suspension will begin and end;
2. The reasons for suspension;
3. Any programme of school-work that should be followed;
4. The arrangements for returning to school including any commitments that should be entered into by the pupil and the parents;
5. The provision for an appeal to the Board;
6. The right to appeal the decision to the Secretary General of the DES.

**Procedures In Respect of Immediate Suspension**

Where the decision has been taken and the sanction of immediate suspension has been imposed for the safety of the pupil or for the well-being of other members of the school community, the parents/guardians may respond to the sanction. The imposition of the sanction will remain in place. The duration of the suspension will be decided by the Principal and will be proportionate to the alleged offence committed.

* A preliminary investigation will be conducted to establish the case for the imposition of the suspension.
* The formal investigation into the circumstances that led to the suspension, should immediately follow the imposition of the suspension.
* Parents/guardians will be notified, and arrangements will be made for the pupil to be collected as the school must have regard to its duty of care for the pupil. (NEWB Guidelines for Schools p 75)
* Once the imposition of the suspension has taken place, steps 1-6 above will be followed.

**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/guardians 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/guardians 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 and Tulsa 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 and Tusla via the EWO. (The EWO may be notified by way of the returns sent to Tusla 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 for full details.

**Removal of Suspension (Reinstatement)**

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.

**Expulsion**

Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools and the Education Welfare Act 2000. Before expelling a pupil, the Board shall notify the local Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act. Rule 130 Rules for National Schools.

A pupil is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school having complied with the provisions of Section 24 of the Education (Welfare) Act 2000.

**In line with the Education (Welfare) Act, the school reserves the right to impose a suspension or expulsion on a pupil from school activities where:**

* The pupil’s behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process;
* The pupil’s continued presence constitutes a real and significant threat to safety;
* The pupil is responsible for serious damage to property.
* Where expulsion is considered, the school authorities will generally have tried a series of other interventions and believe that they have exhausted all possibilities for changing the pupil’s behaviour. These will include:
* Meeting with parents and the pupil to try to find ways of helping the pupil to change their behaviour;
* Ensuring that the pupil understands the possible consequences of their behaviour should they persist;
* Ensure that other possibilities have been tried;
* Seeking the assistance of support agencies such as NEPS, CAMHS, NCSE and the National Behaviour Support Service.

**Expulsion for a First Offence**

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

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

• Actual violence or physical assault;

• Supplying illegal drugs to other pupils in the school;

• Sexual assault.

**Factors to be Considered Before Proposing to Expel a Pupil**

(Listed NEWB/TUSLA Guidelines for Schools p 82 under the following headings)

1. The nature and seriousness of the behaviour
2. The context of the behaviour
3. The impact of the behaviour
4. The interventions to date
5. Whether expulsion is a proportional response
6. The possible impact of expulsion

**Procedures in Respect of Expulsion**

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

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

The Principal will:

* Inform the parents/guardians 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/guardians 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/guardians 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/guardians that the Board of Management is being asked to consider expulsion.
* Ensure that the parents/guardians 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/guardians.
* Notify the parents/guardians of the date of the hearing and invite them to the hearing.
* Advise the parents/guardians that they can make a written and oral submission to the Board of Management.
* Ensure that the parents/guardians 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/guardians 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 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/guardians 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.

**Confirmation of the Decision to Expel**

* Where the 20-day period following notification to the EWO has elapsed and where the Board of Management remains of the view that the pupil is to be expelled, the Board should formally confirm the decision to expel. This task may be delegated to the Chairperson or the Principal.
* Parents/guardians should be notified immediately that the expulsion will now proceed.
* The Parents should be told of the right to appeal and be supplied with the standard form on which to lodge an appeal.
* A formal record should be made in the minutes of the Board of the decision to expel a pupil.

**Appeals**

A parent/guardian may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may be brought by the NEWB (TÚSLA) on behalf of a pupil. The process begins with the provision of mediation by a mediator nominated by the Appeals Committee (DES).

**SUMMARY:**

The procedures will include:

1. A detailed investigation will be carried out under the direction of the Principal.
2. A recommendation to the Board of Management to expel the pupil is made by the Principal.
3. Consideration by the Board of the Principal’s recommendation and the holding of a hearing.
4. The deliberations of the Board will be recorded, and the actions proposed following such a hearing.
5. Consultations will be held with the Education Welfare Officer.
6. Confirmation of the decision to expel will be recorded and communicated to the parents/guardians and TUSLA in writing.
7. The parents/guardians may appeal the decision to the Secretary General of the DES.

**This policy was drawn up and written by Mrs Catherine McIntyre (Principal of Glencastle National School) after extensive consultation with all members of the school teaching staff, Board of Management and Parents in October/November 2022.**

***The policy was ratified by the staff, Board and parents on 2nd February 2023***

***Tom Mc Andrew Chairperson***

***The policy will be reviewed in October 2025***

**List of Appendices**

* Appendix A: Incident Report Form
* Appendix B: Behaviour Checklist & Code identifiers
* Appendix C: Reminder letter to parents
* Appendix D: Teacher’s checklist for children showing changes in behaviour
* Appendix E: Example of Behaviour Management Plan Template .

Appendix A (page 1 of 3)

**INCIDENT REPORT FORM**

Date of Incident: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_ Time of incident: \_\_\_\_\_\_\_\_\_\_

Misdemeanour Code(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Details of incident: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff members present: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other witnesses: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Was incident a health and safety risk: Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_

If yes, to whom? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If physical hurt or injury was caused, please describe injury briefly: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Action Taken:**

Principal informed Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_

Parents informed Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_

Parents asked to visit school Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_

Teacher/Parents meeting held Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_

Principal/ Parents meeting held Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_

Further action:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Was child suspended? Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_

Date(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If child was suspended, was suspension reported to TUSLA ?

Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix B: Glencastle National School’s Code of Behaviour**

**Behaviour Checklist**

**Minor breaches of discipline:** Code

• Interrupting class work M1

• Running in school classrooms M2

• Being discourteous or unmannerly M3

• Arriving late for school regularly M4

• Not wearing correct uniform M5

• Not completing homework without good reason M6

• Repeated infringement of yard rules M7

• Refusing to carry out a specific instruction M8

• Refusing to do assigned schoolwork M9

• Not having homework signed by parent when requested to do so M10

**Serious breaches of discipline:**

• Repeated reoccurrence of minor misbehaviour S1

• Leaving classroom without permission S2

• Bullying, including cyber bullying, racism or homophobia, first offence S3

• Regularly being disruptive in class S4

• Telling lies S5

• Fighting S6

• Stealing or damaging other pupil’s property S7

• Disobeying any reasonable request of staff member S8

• Bringing a weapon, drugs or alcohol into school S9

• Using unacceptable language or discussing inappropriate topics in school. S10

• Endangering self or fellow pupils in the school environs S11

**Gross breaches of discipline**

• Repeated occurrence of serious breaches of discipline GB1

• Leaving the school grounds without permission GB2

• Bullying, including cyber-bullying, racism or homophobia repeated offence GB3

• Bringing a weapon, drugs or alcohol in to school GB4

• Constantly disrupting the order and work of the class GB5

• Wilfully causing damage to school property or buildings GB6

• Striking or any act of violence inflicted or gross form of embarrassment with intent on any member of the school community GB7

• A serious threat of violence against another pupil or member of staff GB8

• Transmitting, recording or bringing to school any digital material that may be offensive or injurious to any member of the school community GB9

• Supplying illegal drugs to other pupils in the school GB10

• Sexual assault. GB11

**Glencastle National School’s Code of Behaviour**

Appendix C

**Reminder Letter to Parents regarding the school’s Code of Behaviour**

Dear Parent(s) / Guardian(s),

Please talk to your child and remind him /her of the importance of keeping the following rule(s):

❑ Behaving in class

❑ Behaving in yard.

❑ Not deliberately hurting others.

❑ Listening and paying attention.

❑ Having respect for all members of the school community.

❑ Having respect for school property, their own belongings and others.

Teacher’s comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

I have spoken to my child about the above rules and he / she promises to try harder.

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_\_

**Glencastle National School’s Code of Behaviour**

Appendix D

**Teacher’s Checklist for children showing a change in behaviours**

**Has the child recently experienced?**

❑ Bereavement

❑ Family disharmony or marital breakdown

❑ Loss of friends / pet

❑ Some unusual event

❑ Is the child new to school or in transition from classroom to classroom

❑ Been involved in a cycle of bullying

❑ Experienced medical difficulties

❑ Been in an accident of any kind

**Has the child’s behaviour changed to show?**

❑ Change from outgoing to withdrawn or reserved to wild

❑ Trying to escape – poor attendance, running away

❑ Breaking rules frequently

❑ Taking risks

❑ Changes in self-care – poor hygiene, disturbed eating habits, irregular sleep ❑ Problems with bowel or bladder control

❑ Experimentation with harmful substances

❑ Entering into conflict frequently

❑ Low trust of adults

❑ Self-harm

❑ Poor concentration, attention and organisational skills at school

❑ Excessive anxiety around school – being perfectionist / withdrawing totally

❑ Frequent outbursts of anger for no apparent reason

**The child exhibiting any of the above behaviours needs to talk to a significant adult (teacher, parent, doctor) and express their feelings. Parents should be encouraged to seek the advice of a doctor for their child.**

**Glencastle National School’s Code of Behaviour**

Appendix E

Behaviour Management Plan (page 1 of 1)

(Drawn up by Teacher and Parents in consultation)

Pupil’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expectations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is expected to do his/her best

always. S/he is also expected to achieve the following goals:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The pupil and the teacher have agreed to the following positive outcomes if the goals are met:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The pupil will receive the following incentives:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONSEQUENCES**

There will be consequences for serious unacceptable behaviour such as fighting with

fellow pupils, violent behaviour towards others including staff, showing serious

disrespect as outlined in the school’s Code of Behaviour. Sanctions will also be

applied for failure to meet the expectations outlined above. These will be:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other interventions applied with this plan will include:

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This plan will be monitored by the teacher, pupil, principal and parents/guardians It will be reviewed in \_\_\_\_\_\_ weeks to assess the pupil’s progress towards reaching his/her goals.

We have read and agreed to the plan:

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Pupil Date

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Parent/Guardian Date

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Parent/Guardian Date

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Teacher Date

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Principal Date

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| Appendix F- The Challenging Behaviour Matrix |

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| Categories | | Examples of Behaviour Displayed |
| 1 | Self-Injurious  Behaviour: | **Skin Picking or peeling, scratching, pinching. Cutting, biting, head / body banging, punching, slapping, hitting, kicking self against others and objects. Self-injurious behaviour:** Skin picking or peeling, scratching, pinching. Cutting, biting,  head/body banging, punching, slapping, hitting, kicking self against others and  objects;  1. Take to safe environment and remove potential dangers e.g. shoe,   scissors  etc  2. Distraction techniques and positive engaging activities of the child .i.e  preferred room, sensory; preferred activity-music etc  3. Introduce the sensory programme which is already in place by the  Occupational Therapist-heavy blanket, weights, pressure points  4. Re-introduce child back to class only when calm and ready to participate  **Digit chewing, eye gouging, hair pulling, stuffing fingers in body openings,  mouthing, eating inedible objects, self-induced vomiting,  deliberate breath  holding.**  Digit Chewing: Chewy Tubes  Eye Gouging: 1.  One staff member will stay with the Pupil                        2. One staff Member will go to the Principal                        3. Principal will seek medical advice                        4. Incident will be recorded  Hair Pulling:   1. Calm the Pupil & talk to them                        2. Comfort the Pupil                        3. Take note of cause to prevent future incidents                        4. Incident to be recorded  Self-Induced 1. One staff member to stay with Pupil  Vomiting:       2. One staff will clean up bearing in mind health & Safety                       3. Principal to be alerted                        4. Incident will be recorded  Inedible         1. Encourage Pupil to remove object if in mouth |

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|  |  | Objects:         2. If not co-operative adult will have to remove object                       3. If object is swallowed adult will stay with Pupil while other will                           Seek medical help                        4. Incident to be recorded  Mouthing:      1. Encourage Pupil to remove object. Adult may have to remove                       2. Incident to be recorded  Deliberate      1. Try to calm the Pupil be talking to them – Distract them by  Breath                giving them activity / food / drink  Holding:         2. Tickle them. If this isn’t working alert Principal. |
| 2 | Aggressive  behaviour that  physically harms  others: | **Pinching, biting, and scratching others. Punching/slapping/pushing or pulling.  Kicking, head butting people. Pulling hair. Choking / throttling.**  1. Use verbal / sign / visual / Gestures to say a definite NO. Make clear to Pupil  that this is not appropriate behaviour  2. Withdraw self or move injured Pupil. Don’t pay too much attention to the incident (as this may cause the incident to be repeated). Do not feed the  inappropriate behaviour  3. Remain calm  4. Explain (according to ability) to the Pupil causing the incident why this behaviour is not acceptable  5. later when all is calm Pupil causing injury must apologise  6. Serious injury (cuts etc) deal with serious injury according to school policy 7. For small incidents keep a brief account in the classroom – bigger incidents  recorded in office records  **Using objects as weapons against people e.g.  (Knife or other hand held object).  Throwing things at people. Tearing other peoples clothes**  Stabbing: Physical intervention to prevent further  1. Attack  2. Distract where possible  3. Call for help  4. Stay calm – talk to aggressor in soothing voice  5. Sound alarm  6. Be aware of behavioural plan that is in place for that Pupil and follow  recommendations  7. When help arrives – first aid intervention for victim  8. De – briefing  9. Talk to Principal & Parents  10. Follow school policy on reporting incident of this Kind  **Throwing objects at people:**  1. Where possible ignore what’s being thrown if it isn’t causing distress or injury 2. Try to distract the Pupil from the behaviour  3. Have the Pupil removed for a short period  **Tearing other peoples clothes**  1. Stay calm  2. Distract if possible  3. Knowledge of Pupil’s behavioural plan should indicate what responses is  appropriate i.e. clothes target or person.  4. Person being targeted remove if member of staff  5. Remove student tearing clothes to other area, if other student is being  attacked |
| 3 | Non-compliance: | **Lying down, disobedience, non co-operation, resistance to teaching or contact with  adults. Refusing to do things.**  **Lying Down:**  1. Ignore/ walk away but observe discreetly  2. Third party intervention  **Disobedience:**  1. Give space for a few minutes then repeat request (in a different coaxing way) **Non Co-operation:** |

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|  |  | 1. Modelling good behaviour and making it seem fun / sing song. (Begin task  yourself and encourage child to join in)  **Resistance to teaching:**  1. Switch subject matter and then expand when he / she starts to co-operate If resistance is extreme, give space and wait. Remain calm and consistent and avoid  escalation / confrontation. |
| 4 | Disruptive,  Nuisance or  Threatening  behaviour to  others | **Shouting, screaming, swearing, verbal abuse and curses. Gestures or threatens  harm. Mocking, sneering, deriding, personal targeting.**  **Distracted teases, pesters (repetitive), argues, interrupts, and obstructs,  nonsensical verbalisations. Set off fire alarm, taking food and/or drink from others.** You will probable know the Pupil well and you will have a good idea why they are  shouting / screaming etc. Immediate action will be taken based on your previous  experience with this Pupil.  Depending on the Pupil you might:  1. Remove Pupil from the classroom to the quiet room  2. Attempt to distract Pupil with headphones and music they like / a preferred  activity they enjoy etc.  3. Give no attention to the behaviour  4. Ascertain why Pupil is shouting / screaming etc in all cases but especially in  the case of Pupils who do not usually exhibit this behaviour as something  could have happened to the Pupil.  **Gestures or threatening harm:**  1. Ignore behaviour while ensuring that all Pupils are safe and no injury can be  perpetrated by the Pupil.  **Sneering, deriding, personal targeting:**  1. Correct the Pupil. Let Pupil know that behaviour is not appropriate and model  a more appropriate response where possible  **Hypersensitive, unpredictable behaviour.**  1. Portrayal that this is not appropriate behaviour i.e. list of classroom rules,  pecs, verbal instruction in whatever form of communication is necessary 2. Withdrawal of favours i.e. computer time withdrawn from group / whatever  pinches  3. Go to the positive for day – show ideal – verbal / picture of desired behaviour  and praising it i.e. reinforcement chart i.e. if you sit for x no of minutes – get  reward  **Taking food / drinks from others:**  1. Introduce more critized approach i.e. swapping chocolate / tayto's using  language.  **Hyperactive:**  1. Introduce programme to accommodate the need e.g. do jobs after deskwork **Unpredictable table:**  1. Use equipment / resources to make full – out lens severe plastic cup / small  amounts of liquid. Withdrawal of potential missiles etc. Minimise risk – children work in booths – space between students. |
| 5 | Absconding: | **Wandering within internal environment or unsupervised area. Running away,  trying to, or, absconding from facility.**  1. Communicate with Pupil as to what Pupil is meant to be doing. 2. Escort Pupil back to where they are suppose to be  3. If Pupil is unwilling to respond to direct contact class teacher or Principal  review procedures around that Pupil moving around the school.  Running Away etc:  Assuming that you are well familiar with the Pupils motive behaviour etc you might: 1. Run after Pupil with purpose of escorting Pupil back to where they should be. 2. Call Pupil  3. If Pupil is in a safe environment wait for Pupil to stop running i.e. Deprive |

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|  |  | Pupil of re – enforcer  (running after the Pupil) |
| 6 | Psychological  Disturbance | **Emotional instability, low function tolerance, wants excessive praise and resents  attention to others.**  1. Stay calm & keep environment calm if possible.  2. Include Pupil in group activities as much as possible  3. Keep Pupil busy  4. When you feel the behaviour is about to occur or when it occurs a swift  change of environment may reduce the impact or stop it altogether. 5. All staff working with the Pupil should be aware of the circumstances or  conditions that may lead to them displaying this type of behaviour and avoid  it where possible.  6. Have a reward system that works for the Pupil and a time out corner that  they have access to.  7. Have lots of variety in their programme.  8. Have activities they enjoy programmed into their timetable.  9. Allowing them listen to stories or music with headphones cuts them off from  stimuli that may agitate them or alternatively allows the Teacher / SNA work  with the other Pupils without interruption. |
| 7 | Ritualistic /  Stereotypical  behaviour | **Ritualistic (e.g. closes / opens doors, rearranges furniture, hoards rubbish) and  stereotypical behaviour (body rocking, finger tapping, hand waving)** 1. Keep Pupil constructively engaged where possible.  2. Include time out or personal choice activity between each Teacher directed  activity.  3. Have O.T. advice on S.I. programme or sensory diet that may help. (Chewy  Tubes)  4. Have O.T. advice on work station i.e. table / seating for the Pupil. 5. Including some type of relaxation in their day may help – soothing music /  music therapy / swimming / reflexology / foot spa etc.  6. Remove where possible objects of obsession i.e. lock on press door etc. |
| 8 | Inappropriate  Sexual Behaviour | **Stripping. Inappropriate exposure of body, masturbation, sexual advances. Unsafe  sexual behaviour and practices.**  1. Keep hands otherwise engages where possible.  2. clothes that are not easily removed should be recommended for Pupil i.e  dungarees, belt, leotard etc.  3. If possible don’t react to inappropriate sexual behaviour in an obvious way as  it may reinforce it – try to distract and transfer their attention onto  something more socially acceptable.  4. Seek professional advice (psychologist, O.T) |
| 9 | Destruction of  property | **Damage to property or school objects. Defaces, vandalises or destroys things e.g.  tears, cuts, burns, throw objects.**  1. Place anything that can’t be replaced out of reach.  2. Keep classroom free of clutter where possible.  3. Keep anything that may injure Pupil or other Pupils if used as a weapon out  of reach i.e. scissors.  4. Be conscious of personal space and be aware of signs of frustration that may  lead to this type of behaviour.  5. Have a plan in place to summons help and remove Pupil or other Pupils to a  safe place.  6. Have a reward system where good behaviour is rewarded and acknowledge. |
| 10 | Social  Inappropriate  Behaviour | **Defecating, smearing and, deliberate urinating. Soiling, wetting or vomiting when  upset. Distressed or agitated. Self induced regurgitation. Stealing, spitting and  inappropriate eating habits and eating things (e.g. rubbish, faeces, objects)** Assuming you know the Pupil well and have a good idea of what the motivation of  Pupil for doing it.  1. Correct Pupil. Show Pupil picture of toilet and use the word toilet 2. Remove Pupil to bathroom  3. Use vest / dungarees as preventative measure in future. |

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|  |  | 4. Clean up classroom  5. Praise Pupil when they use the toilet and keep themselves clean 6. ignore behaviour (not giving a re-enforcer for the behaviour) remove Pupil to  bathroom, use vest / dungarees clean up classroom  7. Focus on a positive activity  **Soiling wetting or vomiting when upset, distressed or agitated**  1. if you think that behaviour is attention seeking  don’t give a re-enforcer but  find positive things for the Pupil to participate in – swinging in the nest in the  playground – using computer etc at another time of the day.  2. Clean up Pupil and Classroom  **Self induced regurgitation**  1. Ignore behaviour do not re-enforce it  2. Clean up Pupil and classroom  3. Have programme of positive re-enforcer made up for Pupils which you  reintroduce later on in the day – not at the time of the regurgitation |
| 11 | Substance and  alcohol abuse | **Drinking alcohol – cider, beer, and spirits on school premises and within school  hours. Use of solvents (gas, glue), marijuana (grass, pot) or cannabis / hash, hash  oil.**  1. Make sure all dangerous substances are kept behind locked doors. 2. If a Pupil swallows something that could be dangerous  (a) Call for help.  (b) If Pupil is unconscious place in recovery position.  (c) Where necessary, administrate first aid but only if u know what you  are doing.  (d) Get professional medical assistance. |
| 12 | Temper tantrums | **Outburst of bad temper or petulance.**  1. Ensure safety of children by removing throwable objects from immediate  environment  2. Give child space and time to calm down  3. Distract if possible to diffuse tantrum  4. At a later stage encourage the child to acknowledge his / her inappropriate  behaviour, Teach / model acceptable behaviour  5. Identify possible triggers and try to reduce / eliminate. Decide what possible  message the child is trying to communicate. |
| 13 | Passive  challenging  behaviour | **Glaring, refusing to respond, averting gaze, isolating themselves, withdrawal.** 1. Allow withdrawal for short period then coax back with activity that they  enjoy.  2. Ignore glaring – don’t make eye contact especially if it’s used as a threat. 3. Respond for them if they refuses to respond – it may help to re-engage them. 4. Make note of time & place when this behaviour happens and see if there is a  pattern – is it only one person that gets this treatment? Does it happen at a  certain time of day when he may be tired or hungry?  5. What’s the response to the behaviour? Could this be reinforcing it? 6. If this type of behaviour occurs frequently relevant professional advice  should be sought. |