



## Holy Family School for the Deaf Navan Road, Cabra, Dublin DO7 TH79

### Code of Behaviour: Post Primary Section

#### 1. Introduction

**Mission:** Our mission, in co-operation with our wider school community and influenced by the Christian values of Truth, Justice and Peace, is to create a safe and cherishing environment which meets the language, communication and educational needs of each of our students. Holy Family School for the Deaf will endeavour to provide the best possible education, to encourage our students to strive and reach their full potential, physically, emotionally, intellectually, socially and spiritually.

**Our Commitment:** To provide and nurture this safe and cherishing learning environment, we are committed to promoting and acknowledging positive behaviour; to developing a school community in which all its members -pupils, staff, parents and Board of Management (BOM) treat each other with kindness and respect.

It is important that we have clear guidelines about what constitutes acceptable student behaviour, so as to ensure the safety, welfare and progress (both curricular and extra-curricular) of all our students. Therefore, as a school we will endeavour to always promote, acknowledge and encourage good behaviour, attitude and development. School rules and other information on bullying will be provided to pupils in an accessible, Deaf friendly, age appropriate format and displayed around the school buildings.

Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. Towards this end the school will use practices such as **Restorative Practice (RP)** as a way to address conflict in order to build positive relationships and create a sense of community. The aim of restorative practice is to manage conflict and tensions by repairing harm.

**Admission:** The Admission of a student by **Holy Family School for the Deaf** is conditional upon the acceptance of this Code of Behaviour by the student and their parents or guardians. Please refer to Admissions Policy of Holy Family School for the Deaf

## **The Code of Behaviour applies at all times the student is:**

- At school, representing the school or wearing the school uniform
- Travelling to and from school
- Associated with school e.g. School Outings & activities
- Outside of school time where the conduct of a student affects the welfare of a member/members of the school community or brings the school into disrepute

## **The Role of Parents/Guardians**

In the belief that the most effective schools tend to be those with the best relationship with parents, every effort will be made by the Principal and staff to ensure that parents are kept well informed and that the school provides a welcoming atmosphere towards parents.

The support and co-operation of parents are essential to the effective operation of the Code of Behaviour. Parents are invited to keep in close contact with the school and co-operate in all aspects of their son's or daughter's education. Parents/Guardians will be informed at an early stage if a problem occurs.

## **2. The aim of our Code of Conduct is:**

- To guide the students in developing an inner sense of Christian values.
- To develop a harmonious relationship between the students, their peers and staff
- To create a climate in which the student's self-esteem is nurtured and socially acceptable behaviour is developed.
- To encourage students to take a personal responsibility for their learning and their behaviour.
- To create a comfortable environment by identifying and supporting good behaviour while also identifying, recording and supporting means of correcting poor behaviour.
  - To outline the strategies to be used to prevent behaviour that falls short of expectations and to outline the structure of fair, consistent and agreed consequences and interventions that will be used in response.
- To encourage a structure of effective communication and co-operation between home and school to the betterment of a student's behaviour.

- To ensure that prospective parents of students in our school have a clear picture of the standards of behaviour required from the students and the input required from parents in ensuring the highest standards of behaviour from the students.

## **2. Promoting Positive Behaviour**

*The **quality of relationships** between teachers and students is one of the most powerful influences on student behaviour. The quality of daily interactions both inside and outside the classroom is central to our efforts to promote good behaviour.*

Our School has in place, a variety of rewards to recognise and mark achievements and effort including:

- A quiet word of acknowledgement for a student by a teacher or senior staff member.
- Praise for effort, co-operation or achievement in class
- A positive note in the student's Diary to be recognised by a parent or guardian
- Students' School Term Reports
- Commendation on the web site and public display in the social area
- Students' accomplishments are recognised in whole School Gatherings/during School Liturgies.
- The awarding of prizes for excellence in achievement or contribution to school life at the annual Awards Ceremony.
- Extra-Curricular activities which promote and encourage involvement and participation

### **2.1 Students with Special Educational Needs & The Code of Behaviour**

Holy Family is an inclusive school and as such many of our students have Special Educational Needs (SEN).

To avoid conflict and to better understand their students, teachers are asked to familiarise themselves with the IEPs of students with SEN in their classes.

Student's understanding may need to be checked from time to time, especially where a student with SEN is acting in a way, which is not in accordance with the Code of Behaviour.

For some pupils, opportunities may be needed to practice observing the rules with feedback on their progress. For others, simply going through the code, using a question and answer session, may be sufficient for the student.

### 3. Structures & Supports

To assist pupils to understand and enact the Code of Behaviour our school has in place the following support structure:

**Class Tutor:** each post primary class group has a dedicated class tutor. The role of the class tutor is to:

- support the wellbeing of the pupils in his or her class group,
- support the class to understand the school's Code of Behaviour
- deal with first reports of pupils in breach of the Code of Behaviour.
- liaise with parents and the Boarding reporting issues of concern.
- liaise with Junior & Senior Year Heads and Deputy Principal

**Senior and Junior Year:** The Junior Year Head takes responsibility for 1<sup>st</sup>, 2<sup>nd</sup> 3<sup>rd</sup> & 4<sup>th</sup> year classes. The Senior Year Head takes responsibility for TY, 5<sup>th</sup> & 6<sup>th</sup> year class groups. Their role is to:

- support the Class Tutor in responding to reports of low level misbehavior on request.
- respond to reports of Medium Level or Serious Level of behaviour.
- Devise and support the implementation of Behaviour Managements Plans
- Decide on appropriate rewards or sanctions in-line with Code of Behaviour and in collaboration with class tutor.
- Arrange for the supervision of detention
- Report issues of concern to parents/guardians & Boarding
- Report to and liaise with the Principal & Deputy Principal

**Student Support Team:** The Post Primary Student Support Team remit is pastoral care. Permanent Membership of the team includes the School Counsellor, Principal, Deputy Principal, Senior and Junior Year Heads, Speech & Language Therapist and the Boarding Manager. Other school staff join specific meetings on invitation. The Team accepts referrals related to issues of pupil welfare and behaviour. Pupil behaviour can be an indicator of poor emotional or social wellbeing. Our teachers are encouraged to read behaviour rather than just manage it and refer issues of concern to the Student Support Team. The team will decide an appropriate course of action and put in place supports in consultation with parents/guardians. The SST may also make recommendations for

referral to professional services such as National Educational Psychological Service, CAMHS etc.

## **4. General Rules**

### **4.1 Respect and Good Manners**

It is expected that all members of the school community treat all members of our school community with respect. Students are expected to take direction and instruction from all staff members and from those in a position of leadership, while at school, outside school, while in uniform and during school-related activities. Students shall treat other students with great consideration.

For Example:

- Students are expected to communicate with each other with respect. and to respect each others' chosen mode of communication
- Students are expected to make way for staff members, other adults and each other on corridors and open doors to allow them to pass through first.
- Good manners and courtesy are expected to be shown at all times between all members of the school community at school or on school activities. Signs or comments, which may be construed as offensive whether racial, sexual or otherwise are not allowed. A sexual assault, or a mock sexual assault, or a serious threat of a sexual assault, may lead to suspension or expulsion, even for a once off event.
- Students should learn to resolve conflicts in a mature way, by talking through the issues of conflict or by involving (or consulting with) an interested adult. Our school promotes restorative practice, as one means of resolving conflict in our school.
- The use of violence, or the serious threat of violence, is not acceptable. Violent conduct could lead to a suspension or even (in the case of a serious assault) to expulsion – even for a once off event.
- Students are not allowed to use bad language.

#### **4.1.1 Bullying**

Bullying is repeated aggression, verbal, psychological or physical conducted by an individual or group against others.

- Bullying will not be tolerated and is always regarded as a serious offence.
- Students are encouraged to tell if they are bullied.

*(Our school has developed a comprehensive Anti-Bullying policy that is made available on our website and by request from the school office.*

#### **4.2 Attendance & Punctuality**

*A commitment to good attendance and punctuality creates a positive learning environment for all. Students are expected to attend school as outlined in the school calendar and to attend all timetabled classes to maximise learning potential and to get the best out of their experience of school life.*

- Students are expected to attend school every day and be punctual at all times. Class commences at 9.00am.
- Students should be on the premises at 8.50am to access lockers and attend assembly.
- Students must remain within the school boundaries at all times, i.e. from the time they arrive in the morning until they leave to go home in the afternoon unless they have specific permission to be elsewhere.
- Students who are 18 years or final year students with parental consent, and the consent of the principal may leave the school grounds to visit the local shops at the 1pm lunch break. Student must return in time for class. Failure to return on time or reports of inappropriate conduct will result in loss of this privilege.
- Students shall not absent themselves from class without the express permission of the Principal or the Deputy Principal or, in the event of their unavailability, the teacher of the class from which they will be absent.
- Non-attendance/mitching from school is considered a serious offence and is reported to parents/guardians and to the Educational Welfare Officer, TUSLA.
- Parents/ Boarding Management should avoid making appointments for their son or daughter e.g. dentists/doctors during school hours where possible
- Explanatory notes, written, dated and signed by a parent/guardian/ boarding staff or email or text message to the school mobile are needed in the case of the following.
  - (a) To explain a student's absence from school.
  - (b) To obtain permission to leave school during the day.
  - (c) To explain late arrival in school.
  - (d) To be excused from P.E. / Swimming
  - (e) To explain why incorrect uniform is being worn.
  - (f) To inform the school of any changes in transport arrangements.
  - (g) To inform the school if the child is to leave the school with anyone other than a parent/guardian.

## **There is a pull out note section in the Student Diaries for this purpose.**

*The Education Welfare Act 2000 specified in section 18 that parents must notify the school where a child is absent from the school during part of a school day or for more than a school day*

*The same Act also specifies in section 21 that the Principal must inform TUSLA when, among other things (a) a pupil has been suspended for more than 6 days and (b) when a pupil is absent for a total of 20 school days.*

### **4.3 School Transport Arrival and Dismissal**

- In line with Bus Éireann policy students on school transport are expected to remain in their seats, wear safety belts and behave in an acceptable manner on the school bus. Failure to do so could result in transport being withdrawn.
- Students are expected to behave in an orderly fashion on arrival at and leaving school, and follow the instructions of staff on bus duty.
- Students should not remain on the school premises after school activities are finished. Boarding pupils should proceed without delay to the Boarding residences.

### **4.4 Behaviour in Class**

Students are expected to:

- Arrive on time for class
- Students should have Chromebooks, text books, folders, pens, pencils and any other equipment needed.
- When the teacher communicates to the whole class, students are expected to remain silent, attentive and concentrate.
- Respect the rights of other students to learn and avoid disrupting the work of the classroom.
- Follow teacher and SNA instructions
- Students should not leave the class without the teacher's permission.
- Students are asked to record all homework in his/her Diary or digitally.
- Students should not begin to pack away until told to do so by the teacher.
- Chewing gum and food are not permitted in classrooms
- Students should clear desks and any litter should be picked up.
- Students should leave the room in an orderly and quiet manner.

#### **4.4.1 Behaviour in the Lunchrooms, Supervision, School Yard and on the Corridors**

- Students are expected to go to and from their classrooms in an orderly manner.
- Students must stay within the specified area.
- Students must follow supervising teachers and SNA instructions.
- Rough play is unacceptable.
- Any form of bullying during break times or in transition from class to class is unacceptable.
- Pupils are expected to bring a healthy lunch to school every day

#### **4.4.2 Behaviour at Sports**

- Students must have appropriate PE uniform or clothing as advised by PE teacher
- Students must take an active part unless excused for medical reasons.
- Boys and girls must use designated changing rooms.
- Students must follow the instructions of the staff in charge and engage in activities in a safe and respectful manner.

#### **4.5 Respect for Property and the Environment**

- Students are expected to respect the property of the school and the personal property of each person in the school
- Students must not throw papers, litter, etc.in the school buildings or grounds.
- It is not permitted to eat or drink except in the designated areas of the school.
- Damage to classrooms, furniture and fittings and the writing of graffiti are serious offences in the school.
- All breakages or damage to property must be reported immediately to a member of staff.  
Students may be asked to pay for such damages.

#### **4.6. School Uniform**

*Dress and Personal Appearance reflect a pupil's self-esteem and his or her consideration of others. It is essential that students maintain a high standard of personal appearance when wearing the Holy Family School for the Deaf uniform.*

Dress must be clean and tidy. A high standard of personal appearance and hygiene is required.

- Students must wear the required uniform during ALL school activities. Please ensure shoes are plain black in colour. Sportswear is reserved for the appropriate occasions.
- The uniform should be worn properly and only items of uniform should be visible.
- Hair must be kept clean, neat and tidy. The school authorities' decision on what hair colour is deemed acceptable is final.
- Unobtrusive ear-rings may be worn and must not constitute a health and safety risk during school activities. The wearing of other body or facial piercings is not allowed in our school. Industrial bars and nose rings are not allowed.
- No **obvious** Make Up is permitted.
- All items of uniform must be marked clearly with the owner's name.

**The decision of the Principal or Deputy Principal will be final in the interpretation of the rules in relation to Uniform and Appearance.**

#### **4.7 Use of Mobile Phone and/ or Electronic Devices**

The use of mobile phones /electronic devices within school time is strictly forbidden unless allowed by the teacher or Principal for educational or other purposes. Failure to comply will involve confiscation of same and reclaim of the mobile phone /device from the Principal by parents/guardians. Parents/Boarding staff should not contact their children directly during school time but may do so through the school office if required.

Pupils are expected to: store their mobile phone in their locker or in the school office.

Please refer to the **Holy Family School for the Deaf 'Acceptable Use/Social Media Policy**

#### **4.8 Hearing Aids and Assistive Technology**

We strongly encourage all students to wear their hearing aids/cochlear implants and avail of assistive technology (FM, Soundfield systems) as deemed necessary by their audiologist and the school's Educational Audiologist.

#### **4.9 Smoking, Gambling, Alcohol, Drugs and Solvent Abuse**

- In keeping with legislation, smoking is prohibited on the school premises, when students are involved in school-related activities or while wearing school uniform.
- Possession of cigarettes, e-cigarettes and lighters by students is not allowed. In the first instance where a student is found smoking, his/her parents will be contacted.
- All forms of gambling, including on line gambling is prohibited.
- The possession or consumption of alcohol is expressly forbidden.
- The possession, use, promotion, offer for sale, or sale of controlled drugs or solvents is forbidden and liable to serious disciplinary action including expulsion.

### **5. Interventions and Consequences**

*Students who consistently display negative behaviour are encouraged by staff to adopt more positive behaviour patterns*

**The purpose of a sanction is to bring about a change in behaviour by:**

- Helping students to learn that their behaviour is unacceptable.
- Helping them to recognise the effect of their actions and behaviour on others.
- Helping students to understand that they have choices about their own behaviour and that all choices have consequences.
- Helping them to learn to take responsibility for their behaviour.

**A sanction may also:**

- Reinforce the boundaries set out in the Code of Behaviour.
- Signal to other students and to staff that their wellbeing is being protected.

**In instances of more serious breaches of school standards, sanctions may be needed to:**

- Prevent serious disruption of teaching and learning
- Keep the student, or other students or adults, safe

## Unacceptable Behaviours and Corresponding Consequences

### *Low Level Misbehaviour:*

#### **Examples:**

- conflicts and tensions between members of the school community,
- no homework,
- incomplete homework,
- unsatisfactory standard of work,
- missing proper materials for class,
- not following classroom etiquette,
- being late for class,
- eating in class or chewing gum,
- littering, etc.

#### **SAMPLE CONSEQUENCE**

- Reasoning with the student.
- Informal warning
- Restorative conversation to encourage reflection on misbehaviour using the lens of RP.
- Temporary separation from peers.
- Loss of privileges.
- Detention during break.
- Communication with parents.
- Clarification of expected behaviour moving forward.

### *Medium level Misbehaviour*

- Being inattentive in class
- Failure to respect the chosen communication modes of others
- Being late for school (if not using school transport) or class
- Not wearing the school uniform
- Scribbling or otherwise defacing books or copies
- Inappropriate rough behaviour in class
- Throwing paper or other objects
- Not doing homework consistently
- Occasional temper tantrums
- Spitting on school grounds
- Other misbehaviours of a similar nature
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#### **SAMPLE CONSEQUENCE**

- Formal reprimand

- Use of the ladder of referral i.e. to the Junior/Senior Year Heads, to the Deputy Principal or to the Principal who decide on appropriate action.
- Restorative meeting to encourage/facilitate further reflection and follow up, using the RP lens.
- Detention.
- Privileges may be withdrawn
- A student may be disallowed take part in any non -educational extracurricular school activities.
- A Behaviour Management Plan may be implemented. The student may be ‘on report’ Teachers will record behaviours during the school week to submit to the Junior/Senior Heads.
- Parents may be contacted and may be asked to a meeting in school to outline the difficulties and to discuss strategies for improvement.
- Possible referral to Student Support Team.
- All details will be recorded on the students file

#### ***Serious Level Misbehaviour***

- Any minor misbehaviour which persists
- Persistent infringement of school rules
- Constant and deliberate disruption of lessons
- Refusing to do class work
- Refusing to follow the instructions of teachers or SNAs
- Once off occasion of contempt/disrespect towards a teacher or SNA
- Violent /Aggressive behaviour towards a member of the school community
- willful damage to school property or the property of another student,

#### **SAMPLE CONSEQUENCE**

- Use of the ladder of referral i.e. to the Senior/Junior Year Heads, to the Deputy Principal, to the Principal who decide on appropriate action.
- Restorative conference (student, Class tutor, SNA, Senior/Junior Year Heads, Principal and parent(s)/guardian(s)) and Boarding staff where relevant, to develop awareness of harm caused and to bring to student’s attention, that every action has a consequence.
- Parents attend a school meeting.

- Referral to the Student Support Team for evaluation of suspected learning behavioral or emotional difficulty.
- Type of sanction applied is left to the discretion of Senior/Junior Year Heads /Deputy Principal/Principal, which possibly could include detention, suspension or a recommendation for expulsion.
- All details will be recorded on the students file.

*Note: These lists of misbehaviours are not an exhaustive list.*

## **Support and intervention**

When dealing with serious/persistent behavioural issues the following are the broad aims of the school's approach:

- To establish a corrective and monitoring process as a first step.
- To bring about improved behaviour and attitude to work.
- To endeavour to help the student understand and acknowledge the unacceptable nature of his/her action(s).
- To encourage him/her to be a partner in the process of formulating a way forward.
- To involve parent(s)/guardian(s) in formulating and enacting corrective strategies.
- To seek to explore/ address underlying personal difficulties that may be a contributing factor in a student's misbehaviour.
- To seek to assist a student to create and live a healthy, positive and balanced lifestyle.
- To protect and uphold the rights of other students and teachers

## **Detention Policy**

Detention is one element of our Disciplinary Structure and it is essential that our school receives the support of parent(s)/guardian(s) in this matter.

- Students will not be excused from Detention due to Choir, matches or outings etc. The onus is upon the student to refrain from misbehaviour that may lead to Detention.
- Failure to attend Detention will result in two Detentions being imposed. Subsequent failure to attend will lead to more serious sanctions.
- Permission to defer a Detention must be sought and received from the Senior Heads or Deputy Principal in advance of the Detention. Such a deferment will only be granted in exceptional circumstances.
- Failure to fulfil a Detention properly e.g. not wearing full school uniform, being late, lack of work, misbehaviour will not be accepted. At a minimum, this will result in the Detention being fulfilled properly at a future date.
- Detention is scheduled during the school day at mid-morning and lunchtime breaks and as per the school protocol on detention.

## **Suspension Policy**

The Board of Management has the authority to suspend a student. This authority is delegated in writing to the Principal within the limits stated by the Board. The Principal or in her absence the Deputy Principal has the authority, delegated by the Board, to suspend a student for up to three days. Permission must be granted by the Board for a suspension beyond three days. Suspension may be imposed for accumulated and persistent misconduct on the part of a student or for a single incident of serious misbehaviour.

The purpose of Suspension is:

- To impress on a student and his/her parent(s)/guardian(s) the seriousness of the behaviour.
- To give the student time to reflect on the link between his/her action and its consequences and to reflect, in consultation with his/her parent(s)/guardian(s), on his/her response to the situation.
- To help him/her realise that even more serious consequences may ensue if this behaviour is not modified.
- To enable the school to set behavioural goals with the student and his/her parents.

- To give staff time to plan ways of helping the student to change the unacceptable behaviour.
- To allow time for an investigation into the incident.
- To show support for person or persons who may have suffered by his or her actions
- To help a student address issues, it may be necessary to use additional professional supports e.g. National Educational Psychological Service, CAMHS, etc.

The Principal and in her absence the Deputy Principal reserves the right, in certain situations, to impose an immediate suspension. The kind of behaviour that might result in an immediate suspension being imposed is an action or actions that:

- Seriously compromises the maintenance of a safe environment
- Seriously undermines the authority of school staff
- Seriously undermines the education of other students or a teacher's ability to effectively educate other students.

### **Procedures in respect of Suspension:**

When investigating serious misbehaviour that could warrant suspension, the student and his/her parent(s)/guardian(s) will be informed about the complaint and given the opportunity to respond before any decision is made or a suspension is imposed.

Where the Principal considers an immediate suspension is warranted a preliminary investigation will be conducted to establish the case for the imposition of the suspension.

The formal investigation will immediately follow the imposition of the suspension. In the case of an immediate suspension, parent(s)/guardian(s) will be notified and arrangements made with them for the student to be collected.

When a decision is made to suspend a student the Principal or Deputy Principal will notify the parent(s)/guardian(s) and student in writing of the decision. The letter will confirm:

- The period of the suspension and the dates on which the suspension will begin and end
- The reason(s) for the suspension;
- The expectations of the school in relation to the student's return to classes
- The expectations of the student while on suspension
- The provision for an appeal to the Board of Management
- The right to appeal to the Secretary General of the Department of Education and Skills where relevant.
- The school is obliged to inform TUSLA if the suspension is longer than 6 days or if the student had been suspended for a cumulative total of more than 20 days during the school year.

## **Appeal**

The parent(s)/guardian(s) of a student, upon who the sanction of Suspension has been imposed, may appeal the Suspension to the Board of Management. However, the Principal may require the student to remain out of school pending the outcome of the appeal, if, in the opinion of the Principal, such an action is appropriate to ensure that good order and discipline are maintained and/or that the safety of students is secured. If the appeal is subsequently upheld, the Suspension will be expunged from the student's record. Suspension over 20 days cumulative in a school year may be appealed to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29).

## **Expulsion**

**Authority to Expel:** Only the Board of Management has the authority to expel a pupil. This is an authority which it will not delegate.

**Efforts to Resolve Unacceptable Behaviour:** Expulsion will only be proposed as a proportionate response to a pupil's behaviour. Expulsion will only be proposed in extreme circumstances when all efforts to improve the pupil's behaviour have been exhausted. Such efforts might include the following:

1. Meeting with the parents and the pupil to find ways of helping the pupil to change his/her behaviour
2. Ensuring that discussions have been held with the pupil and his/her parents regarding the behaviour that the school considers unacceptable and alerting the pupil and his/her parents that such behaviour may lead to permanent exclusion
3. Providing formal verbal and written warnings at appropriate times when trying to resolve unacceptable behaviour and providing clear expectations of what would be required of the pupil in the future
4. Ensuring that all procedures, supports, sanctions, referrals, actions under the Code of Behaviour have been applied and documented in writing
5. Ensuring that all appropriate support personnel, both internal and external, have been involved (e.g. class tutor, Year heads, Deputy Principal, Student Support Team etc. – e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education)

**Grounds for Expulsion:** The following behaviours may be grounds for expulsion:

1. The pupil's behaviour is such that it is a persistent cause of significant disruption to the learning of others and/or to the teaching process
2. The pupil's continued presence in the school constitutes a real and significant threat to the safety of members of the school community

3. The pupil's behaviour is uncontrollable and is not amenable to any form of school discipline or authority
4. The guarantees of the pupil and her parents to reasonable behaviour following repeated suspensions are not forthcoming or met.
5. The pupil is responsible for serious damage to property
6. The pupil arrives in school under the influence of alcohol or drugs

**Automatic Expulsion:** The following first time offences may be grounds for automatic expulsion. The offences include but are not limited to the following:

1. A serious threat of violence against another pupil or a member of staff
2. Gross insubordination to the principal or to a member of staff
3. Serious assault
4. Sexual assault
5. Having and/or supplying illegal drugs to other pupils in the school or supplying drugs outside of school
6. Serious burglary or theft
7. Major damage to school property
8. Possession of / brandishing of an offensive weapon

**Procedures for Expulsion:** The procedural steps will be fully recorded and documented and will include:

**1. A detailed investigation carried out under the direction of the principal**

1.1. The principal will meet the parents and the pupil to inform them about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion. This information will also be provided to the parents in writing

1.2. The principal will give the parents and the pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed. She will listen to their side of the story, answer their questions and explore with the parents how best to address the pupil's behaviour.

1.3. If the pupil and his/her parents fail to attend a meeting, the principal will re-schedule the meeting and advise the parents in writing of the seriousness of the matter, of the importance of attending, and of the duty of the Board of Management to make a decision in response to their daughter's inappropriate behaviour.

**2. A recommendation to the Board of Management by the principal to consider expulsion**

2.1. The principal will inform the parents and the pupil of her recommendation to the BOM

2.2. The principal will provide written records of allegations, investigation and grounds for recommendation to both the parents and to the BOM

2.3. The principal will invite the parents to a hearing by the BOM, advising them of their right to make a written or an oral submission, advising them of their right to be accompanied, giving them adequate notice to prepare their submission

### **3. Consideration by the Board of Management of the principal's recommendation and the holding of a hearing**

3.1. The Board of Management will review all documentation and the circumstances of the case to satisfy itself that the investigation was conducted in line with fair procedures and the principles of natural justice

3.2. The BOM will ensure that no party who has had any involvement with the case should be present at their deliberations (e.g. a member of the Board who may have made an allegation about the pupil)

3.3. At the hearing, both the principal and the parents will put their case to the Board. Each party may question the evidence of the other party directly. The parents may use the hearing to make their case for lessening the sanction.

3.4. The Board must ensure that they are seen to be impartial. Following the hearing, neither the principal nor the parents may be present for the Board's deliberations.

### **The Board of Management deliberations and actions following the hearing**

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

4.2. If the Board decides that the pupil should be expelled, it must notify the Educational Welfare Officer (EWO) in writing, stating its reasons [Education (Welfare) Act 2000, Section 24(1)].

4.3. The Board should refer to the National Educational Welfare Board (NEWB) reporting procedures for proposed expulsions.

4.4. The pupil cannot be expelled before the passage of twenty school days from the date on which the EWO will receive from the Board the written notification of the proposed expulsion.

4.5. The Board should inform the parents in writing of its decision and of the next steps in the process. Where expulsion is proposed, the parents should be told that the Board of Management will now inform the EWO.

### **5. Consultations arranged by the Educational Welfare Officer**

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

a) make all reasonable efforts to hold individual consultations with the principal, the parents and the pupil and anyone else who may be of assistance and

b) convene a meeting of those parties who agree to attend.

5.2. The purpose of consultations and meeting will be to ensure the continuation of the pupil in education. The consultations may result in an agreed alternative intervention to avoid expulsion. Where such an alternative intervention is not an option, the focus should be on alternative educational possibilities

5.3. Pending these consultations, the Board may consider it appropriate to suspend the pupil. Such a suspension will only be considered where there is the likelihood that the continued 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 of staff.

## **6. Confirmation of the decision to expel**

6.1. When the twenty-day period following notification to the EWO has elapsed and if the Board remains of the view that the pupil should be expelled, the Board will formally confirm to the EWO the decision to expel.

6.2. The parents will be notified immediately and they will be told about the right to appeal and supplied with the standard form on which to lodge an appeal.

6.3. A formal, written record will be made of the decision to expel the pupil

**Appeals:** A parent, or pupil over the age of eighteen years, may appeal a decision to expel to the secretary of the Department of Education and Skills. An appeal may also be brought by the NEWB on behalf of a pupil.

**Formal Letter of Notification of Intention to Expel:** The Board's decision to expel a pupil will be notified formally to the parents and the formal letter of notification will include:

1. The effective date of the commencement of the expulsion (twenty days following notification to EWO)
2. The reason(s) for the expulsion
3. A statement that the Educational Welfare Officer has been informed of the decision to expel
4. The next steps in the process - brief outline of role of Educational Welfare Office upon her/his receipt of notification from the Board of its intention to expel
5. Where applicable, a statement that the pupil will be suspended from school and will be under the care and responsibility of the parents for the period of 20 days required by the Education Welfare Officer to examine alternative provisions for the education of the pupil

**Formal Letter of Confirmation of Expulsion:** When the twenty-day period following notification to the EWO has elapsed, the Board will confirm in writing to the parents that:

1. The expulsion has taken effect

2. The parents have the right to appeal to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29)

3. The Board will supply the parents with the standard form on which to lodge an appeal 36 Pupils Aged 18 or More: Occasions may arise when an adult pupil requests the school to restrict or limit communication with her parents or to limit parental involvement in matters relating to her education. In such circumstances, in relation to suspension or expulsion matters, the school will inform the parents of the pupil about the change in practice and the reasons.

**Involving the Gardaí:** If allegations are made to the school regarding the criminal behaviour of a pupil, in such instances, the principal may seek the advice of the juvenile liaison officer / or of another member of the gardaí.

**Requirement to leave:** For a serious breach of school discipline falling short of one for which expulsion is necessary, but such that the pupil cannot expect to remain a member of the school community, the pupil may be required to leave permanently. The pupil will be given reasonable assistance in making a fresh start at another school.

This Code of Behaviour for students was devised in consultation with the staff, students, parent(s)/guardian(s) and Management of Holy Family School for the Deaf. These Rules were drafted in the spirit and meaning of the Education Act 1998, the Education Welfare Act 2000, the EPSEN Act 2004, the United Nations Convention on the Rights of the Child 1989 and the Equal Status Acts 2000 and 2004.

The Board of Management reserves the right to add or make amendments to this code as it deems necessary

This policy replaces all earlier HFSD Code of Conduct Policies.

Ratification and Review

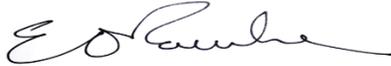
This plan was formally ratified by the Board of Management on **15<sup>th</sup> June 2021**

The plan will be implemented by the teachers and SNAs supported by the Board of Management from

It will be reviewed every 3 years.

Signed

Principal:



Eimear O'Rourke M. Ed

Date: **15<sup>th</sup> June 2021**

Chairperson: *Fr Paddy D. Boyle*

Fr Paddy D. Boyle

Date: **15<sup>th</sup> June 2021**







