



Code of Behaviour

Introductory Statement

This policy was formulated by the staff and B.O.M. of S.N. Chóbh Chionn tSáile

Rationale

It is necessary to review a Code of Behaviour at this particular time in order to

- To ensure an orderly climate for learning in the school
- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:*
 - A. *The standards of behaviour that shall be observed by each student attending the school;*
 - B. *The measures that shall be taken when a student fails or refuses to observe those standards;*
 - C. *The procedures to be followed before a student may be suspended or expelled from the school concerned;*
 - D. *The grounds for removing a suspension imposed in relation to a student; and*
 - E. *The procedures to be followed in relation to a child's absence from school.*
- To ensure existing policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.*

Relationship to characteristic spirit of the school

MISSION STATEMENT

Recognising the uniqueness and importance of every human being, the School aims at promoting the full and harmonious development of each child through the development of the physical, emotional, intellectual and spiritual needs of the child.

- Oilíunt fhóna, criostúil, ghaelach a chur ar na páistí
- Meas ar ár ndúchas agus ar ár gcultúr a chothú
- Atmosféar Gaelach a chothú sa scoil
- Na páistí a ullmhú chomh maith agus is féidir é don dara leibhéal
- Cothrom na Féinne do pháisti, do mhuinteoirí agus do thuismitheoirí

Aims

The school hopes to achieve the following by introducing this policy

- To ensure an educational environment that is guided by our mission statement
- To ensure the safety and well being of all members of the school community
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures.
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school

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1. Guidelines for behaviour in the school

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

The standards of behaviour the school wishes to promote are the following:

- Each pupil is expected to show respect for their own and others belongings and the property of the school;
- Each pupil is expected to attend school on a regular basis and to be punctual;
- Each pupil is expected to do his/her best both in school and for homework;
- Each pupil is expected to be well behaved and to show consideration for other children and adults;
- Factors influencing children’s behaviour may sometimes need to be considered and accommodated on an individual basis.

Prior to registering a pupil, the principal teacher will provide the parents of the child with a copy of the school’s code of behaviour and that the principal ‘may, as a condition of so registering such child, require his or her parents to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child’.

2. Whole school approach in promoting positive behaviour

The elements of our whole school approach to behaviour include

- An ethos, policies and practices that are in harmony
- A teamwork approach to behaviour
- A whole-school approach to curriculum and classroom management
- An inclusive and involved school community
- A systematic process for planning and reviewing behaviour policy
- A whole school approach to promotion of positive behaviour is essential. The following measures are in place in our school to ensure that such an approach is taken:

Staff

The staff of S.N. Chóbh have over the past term familiarised themselves with the new guidelines of the NEWB to deepen their understanding of the factors that effect behaviour and that help students to change behaviour.. All staff are aware of the new code of behaviour and through the curricular subjects teach the code to the children (S.P.H.E.). Classroom rules have been developed with the children and have been displayed throughout the school. (Visual Arts).

The school’s SPHE curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

- New teachers are informed and supported by being provided with the policy documents.
- Parents of newly enrolled children are informed about the curriculum and their part in supporting it on enrolment by means of our information booklet.
- Activities including circle time are used in developing these skills in children.

Board of Management

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

The Board makes sure that all members of the school community have the opportunity to be involved in work on the code of behaviour. The Board of Management should formally record the adoption of the code of behaviour, the commencement date and decisions about when the code will be reviewed.

- The Board of Management is consulted in reviewing and re-drafting of the code of behaviour.
- * The Board of Management supports the code of behaviour in the school on an ongoing basis at board meetings and as issues arise.
- Procedures are in place for the Board of Management to deal with serious breaches of behaviour (Chapters 10, 11 & 12 of Guidelines).

Parents

Our code of behaviour will be more likely to work well where parents fully support its implementation through a co-operative approach

- Circulation of a draft policy to parents, to make suggestions based on this draft policy, ensures that all elements of the school community are consulted. Please note final authority rests with the board in accepting or rejecting such amendments.
- The code of behaviour is communicated to parents on the enrolment of their child by way of an information booklet, which contains the Code of Behaviour. Parents sign their consent to abide by the terms of the C.O.B. and these signed, dated, consent forms are safely stored in the school.
- Parents support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour by the following:
 - Parents ensure their children attend school regularly and punctually at the prescribed times;
 - Parents encourage their children to do their best and to take responsibility for their work;
 - Parents are aware of and cooperate with the school's rules and system of rewards and sanctions;
 - Parents attend meetings at the school if requested;
 - Parents help their children with homework and ensure that it is completed;
 - Parents ensure their children have the necessary books and materials for school;
 - Parents ensure the maintenance of high standards of behaviour by ensuring, encouraging, showing, attending and helping.

Pupils

Students of S.N.Chóbh Chionn tSáile support the code of behaviour and have helped to develop it. Through devising classroom and school rules and actively promoting their school code through their art, SPHE and Religion.

- Pupils play an important role in the ongoing implementation of the code through such activities as 'buddy systems, peer support and reviewing the code with their teachers as new situations arise.

3. Positive strategies for managing behaviour

- Children should be at school on time each day.
- No child should leave the school during the school day without the permission of the teacher and written consent from the parent/guardian.
- Children are expected to display courtesy to each other and also to all adults with whom they come into contact with in the school.
- Children are expected to be truthful and honest.
- It is expected that the instructions of the teachers will be obeyed at all times.
- When moving within the school, the children are expected to walk and show concern to others, especially younger children.
- School property and furniture must be respected.
- Children should have a lively regard for their environs and at all times try to keep the school clean and litter free.
- School rules must be adhered to at all times.

Classroom

In the classroom we must be aware of the right of every child to education. Therefore, it is important that disruptive behaviour be discouraged and that parents help teachers in identifying and solving same.

Behaviour which is disruptive could be defined as follows:

1. *Repeated talking and impudence*
2. *Use of bad language*
3. *Inappropriate movement around the class*
4. *Refusal to follow instructions.*

Bullying (as defined in the Anti-Bullying Policy) of other children, either directly or by threat, cannot be tolerated in the classroom.

Every child is expected to do the work set out for both class and homework. Repeated lack of effort on the part of a child is something which disrupts the smooth running and progress of the class.

Playground(s)

The positive strategies which we, as a staff, implement to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour include:

- A concise set of playground rules which emphasise positive behaviour makes it clear what activities are permitted. Games involving pulling, dragging or other activities which are not appropriate and which are deemed liable to cause injury to others are not allowed.
- Bullying (as defined in the Anti-Bullying Policy) of other children, either directly or by threat, cannot be tolerated in the playground.

- A rota for the supervision of the playground is in place and S.N.A.'s are involved in the supervision under the guidance of a teacher. All children are visible at all times in as far as possible.
- Teaching playground games to children is incorporated into their P..E. programme.
- Zones within the playground are organised on a class basis.
- On wet days, children are supervised in their classrooms.
- Arrangements are in place for supervision of pupils going to and returning from the playground.
- Children who leave the playground to use the toilets which are located in the staff room building and spare room building.
- Incidents of misbehaviour are reported and recorded by the class teacher.

Other areas in the school

1. Corridor – An area of concern that has been identified is the movement through the corridor.
2. Grass areas/steps – strategies are in place to prevent access to these areas.

4. Rewards and Sanctions

Rewards and acknowledgement of good behaviour

Good news is recognised and acknowledged in the school. Through 'student of week' certificates, homework vouchers etc.

Good news is generally conveyed to parents through the children, Parent/Teacher meetings and year end reports, termly newsletter and school website.

Strategies for responding to inappropriate behaviour

While the individual rights of each child in the school are respected, at no time can any individual be allowed the right to supersede the rights of the majority of the children. The rights of the teachers to work in as stress-free a situation as can be provided must also be borne in mind. With this in mind, the following sanctions are recommended:

Strategies for Dealing with Unacceptable Behaviour

- Reasoning with the pupil.
- Verbal reprimand (including advice on how to improve).
- Temporary separation from peers, friends or others.
- Temporary loss of privileges e.g. loss of playtime for 10 minutes (with supervision), not allowed to participate in classroom duties etc.; Homework at week-end (as homework off on Friday is a privilege).
- Referral to Principal.
- Child will be asked to write a report of unacceptable behaviour where appropriate and the report will be signed by a parent.
- In all cases, other than minor breaches of school discipline, the teacher will contact the parent to discuss.

- Parents are asked to sign homework journal each day. If homework is not completed, a note from parent is required.
- Failure to do homework may result in detention at break time.
- Detention during break (child will be supervised in a classroom by one of the teachers on supervision duty).
- In all cases, other than minor breaches of school discipline, parents will be contacted in advance of sanction.
- Suspension (temporary).

Students with Special Needs

Sanctions may be needed to help a student with special educational needs to learn about appropriate behaviour and skills, as in the case of any student. However, teachers should take particular care that they help the student with special needs to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable. The school and classroom practices that support good learning behaviour are valid for all students including those with identified special educational needs.

Applying sanctions in response to behaviour that takes place outside school

The standards and rules contained in the Code of Behaviour would usually apply in any situation where the student, although outside the school, is still the responsibility of the school. Examples include school tours, games and extracurricular activities and attendance at events organised by the school.

Where a student is alleged to have engaged in serious misbehaviour outside school, when not under the care or responsibility of the school, a judgement would have to be made that there is a clear connection with the school and a demonstrable impact on its work, before the Code of Behaviour applies. The school authorities may need to get legal advice where the situation is complex.

The Board of Management hereby delegates the powers of discipline to the Principal or teaching staff.

Managing aggressive or violent misbehaviour

Through the Special Educational Needs Organiser, appropriate help is sought from services available in the cases of pupils with serious emotional and behavioural problems.

In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff, parents are immediately contacted and a temporary suspension may be considered.

5 (a) Suspension

This school is required by law to follow fair procedures when proposing to suspend a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

- inform the student and their parents about the complaint
- give parents and student an opportunity to respond.

Inform the student and parents

The school will inform the student and their parents about the complaint and how it will be investigated, and that it could result in suspension.

The school may inform parents by phone or in writing, depending on the seriousness of the matter. Informing parents in writing has the benefit of ensuring that there is a formal and permanent record of informing the parents. It also ensures that parents are clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehavior.

Give an opportunity to respond

Parents and student will be given an opportunity to respond before a decision is made and before any sanction is imposed.

The school will arrange a meeting with the student and their parents in order to provide an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for our school to explore with parents how best to address the student's behaviour. If a student and their parents fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school will record the invitations made to parents and their response.

Procedures in relation to immediate suspension

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, 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. All of the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, should be open-ended. In the case of an immediate suspension, parents will be notified, and arrangements made with them for the student to be collected. The school will have regard to its duty of care for the student. In no circumstances will a student be sent home from school without first notifying parents.

The period of suspension

A student will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. The Board of Management will provide guidance to the Principal concerning the kinds of circumstances under which suspensions of longer than three days might be approved.

If a suspension longer than three days is being proposed by the Principal, the matter should be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

However, the Board of Management may wish to authorise the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.

The Board of Management will normally place a ceiling of ten days on any one period of suspension imposed by it. The Board will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the *Education Act 1998*.

These provisions enable the school to give the student a reasonable time to reflect on their behaviour while avoiding undue loss of teaching time and loss of contact with the positive influences of the school. They recognise the serious nature of the sanction of suspension and ensure that this seriousness is reflected in school procedures. The provisions mean that the Board of Management takes ultimate responsibility for sanctions of significant length, especially where such suspensions might reach twenty days in one school year and therefore might lead to an appeal.

Appeals

The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a student. In the case of decisions to suspend made by the Board of Management an appeals process may be provided by the Patron.

Appeal

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, or a student aged over eighteen years, 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 parents are being formally notified of such a suspension, they and the student will be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the *Education Act 1998*, and will be given information about how to appeal.

Implementing the suspension

Written notification

The Principal will notify the parents and the student in writing of the decision to suspend. The letter will confirm:

- the period of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Science (*Education Act 1998*, section 29). The letter will be clear and easy to understand. Particular care should be taken in communicating with parents who may have reading difficulties, or whose first language is not the language of the school.

Engaging with student and parents

Where a decision to suspend has been made, it can maximise the impact and value of suspension if the Principal or another staff member delegated by the Principal meets with the parents to emphasise their responsibility in helping the student to behave well when the student returns to school and to offer help and guidance in this.

Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

Grounds for removing a suspension

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the *Education Act 1998*.

After the suspension ends

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

Re-integrating the student

The school will have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Successful re-integration goes beyond academic work. A suspended student may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour. Where possible, the school will arrange for a member of staff to provide support to the student during the re-integration process.

Clean slate

When the sanction, including suspension, is completed, a student will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed once the sanction has been completed the school will expect the same behaviour of this student as of all other students.

Records and reports

Records of investigation and decision-making-

Formal written records will be kept of :

- *the investigation (including notes of all interviews held)*
- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension.

Report to the Board of Management

The Principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

Report to NEWB

The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (*Education (Welfare) Act, 2000, section 21(4)(a)*).

Review of use of suspension

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

5 (b) Expulsion

Procedures in respect of expulsion

The school is required by law to follow fair procedures as well as procedures prescribed under the *Education (Welfare) Act 2000*, when proposing to expel a student.

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal;
2. A recommendation to the Board of Management by the Principal;
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing;
4. Board of Management deliberations and actions following the hearing;
5. Consultations arranged by the Educational Welfare Officer;
6. Confirmation of the decision to expel.

The Board of Management is the decision-making body in relation to expulsions.

It is a matter for each Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

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

In investigating an allegation, in line with fair procedures, the Principal will:

- inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion;
- give parents and the student every opportunity to respond to the complaint of serious Misbehavior before a decision is made and before a sanction is imposed;
- * Parents will be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know. This also ensures that parents are very clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

Parents and the student will have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed. Where expulsion may result from an investigation, a meeting with the student and their parents is essential. It provides the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It will also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour.

If a student and their parents fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school

authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation issued to parents and their response.

Step 2: A recommendation to the Board of Management by the Principal

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal will:

- inform the parents and the student that the Board of Management is being asked to consider expulsion
- ensure that parents have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as are given to parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to the Board of Management
- ensure that parents have enough notice to allow them 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 fair procedures. The Board will undertake its own review of all documentation and the circumstances of the case. It will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the student).

Where a Board of Management decides to consider expelling a student, it will hold a hearing.

The Board meeting for the purpose of the hearing will be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents or a student aged eighteen years or over will put their case to the Board in each other's presence. Each party will be allowed to question the evidence of the other party directly. The meeting will also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board will take care to ensure that they are, and are seen to be, impartial as between the Principal and the student. Parents may wish to be accompanied at hearings and the Board will facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board will ensure that the Principal and parents are not present for the Board's deliberations.

Step 4: Board of Management deliberations and actions following the hearing

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

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (*Education (Welfare) Act 2000*, s24(1)). The Board of Management will refer to National Educational Welfare Board reporting procedures for proposed expulsions. The student

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

An appeal against an expulsion under section 29 of the *Education Act 1998* will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (*Education (Miscellaneous Provisions) Act 2007, s4A*).

The Board will inform the parents in writing about its conclusions and the next steps in the process.

Where expulsion is proposed, the parents will be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5: Consultations arranged by the Educational Welfare Officer

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student and anyone else who may be of assistance
- convene a meeting of those parties who agree to attend (*Education (Welfare) Act 2000, section 24*). The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation should focus on alternative educational possibilities.

In the interests of the educational welfare of the student, those concerned should come together with the Educational Welfare Officer to plan for the student's future education.

Pending these consultations about the student's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (*Education (Welfare) Act 2000, s24(5)*). A Board may consider it appropriate to suspend a student during this time. Suspension will only be considered where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal). Parents will be notified immediately that the expulsion will now proceed. Parents and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the student.

Appeals

A parent, or a student aged over eighteen years, 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 also be brought by the National Educational Welfare Board on behalf of a student.

The appeals process

The appeals process under section 29 of the *Education Act 1998* begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science). For further details about the Appeals process, including requirements for documentation, and the steps in the process the school will refer to current DES guidance.

Appeals

Under Section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Accordingly, schools should advise parents of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

- The Board of Management will inform parents of their entitlement to appeal a decision of the Board in relation to suspension or expulsion. Parents will be given a copy of Circular 22/02 and related forms.
- The Board of Management will prepare a response if and when an appeal is being investigated by the Dept. of Education and Science.

6. Keeping records

All records written in a factual and impartial manner, are securely stored in the school in accordance with our Data Protection Policy.

Class Records

Individual class teacher records incidents and misbehaviour and reports these matters to the parents at parent/teacher meetings and in year end reports. Serious misbehaviour is reported to the principal.

Playground Incidents

Playground incidents of misbehaviour are recorded by individual teachers and the principal is kept informed.

School Records

Records of serious incidents, including records and copies of communications are securely stored by the principal.

7. Procedures for notification of pupil absences from school

In the event of a pupil being absent through illness or for any other reason, the class teacher should be informed **by note** on the pupil's return to school. If it is anticipated that the absence will be of a lengthy duration, the class teacher should be informed by note as soon as possible.

Each child, to whom the School Attendance Act applies (that is, those between the ages of 6 and 15) is obliged by law to attend school every day on which the school is in operation unless there is a reasonable excuse for not attending. The school authorities are obliged to notify the National Education Welfare Board for any pupil absent from school for 20 days or more.

When it is necessary for a pupil to leave school early, a note must be sent to the class teacher. Parents/guardians are asked to call personally to the classroom to collect the child. Any person collecting a child on behalf of the parent/guardian should present written authorisation with a telephone contact number.

8. Reference to other Policies

Other school policies that have a bearing on the code of behaviour are checked:

- o SPHE plan
- o Anti-bullying
- o Harassment
- o Sexual harassment
- o Enrolment
- o Record keeping
- o Home / School links
- o Health & Safety
- o Equality
- o Special Educational Needs
- o Attendance Policy.

Success Criteria

Practical indicators of the success of this policy include:

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

Roles and Responsibility

All staff members share the responsibility of implementing the Code of Behaviour with the support of the Board of Management.

Reviewed and Ratified by the Board of Management - 2nd May, 2017