





# Code of Behaviour

## Introductory statement

Our Code of Behaviour reflects the values and ethos outlined in our Mission Statement:

*Scoil Oilibhéir aims to nurture responsible, capable, resourceful and caring people, who live their lives in a Christian way, respecting and valuing difference. This whole school experience will foster both a love of learning and an awareness of our culture and traditions, thus enabling all who learn and work here to live good and wholesome lives.*

We are currently in the process of introducing and developing a Restorative Practices ethos in Scoil Oilibhéir and endeavour to embed it both within and throughout our school community, thereby allowing all stakeholders to have an equal voice and to be heard fairly. Restorative language, restorative conversations and restorative circles will be used to achieve our aim of becoming a Restorative School. Restorative practices enable us to develop and sustain a strong, forward thinking, optimistic and inclusive school community by actively developing good quality relationships coupled with clear expectations and limits. Our Code of Behaviour is reflecting the ethos and values that underpin Restorative Practice.

The Code of Behaviour was prepared in accordance with NEWB guidelines. The entire school community including Board of Management, principal, teachers, SNAs, other school staff, parents and pupils were consulted.

- Code of Behaviour audited, reviewed and updated 2008 – 2010
- Code of Behaviour audited, reviewed and updated 2020 - 2022

## **Rationale**

Under the Education Welfare Act, 2000, Section 23 (1) schools are obliged 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 expectations of behaviour that shall be observed by each pupil attending the school
- b. The steps that shall be taken when a pupil refuses to observe those standards
- c. The procedures to be followed before a pupil may be suspended or expelled from Scoil Oilibhéir
- d. The reasons for removing a suspension in relation to a pupil
- e. The procedures to be followed in relation to a child's absence from school.

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

Scoil Oilibhéir aims to provide a caring environment where management, staff and parents work in partnership through mutual respect to develop the spiritual, personal and academic potential of each child according to their talents, skills and abilities. Respect for others and co-operation amongst pupils, parents, staff and the Board of Management are the guiding factors in our Code of Behaviour.

## **Aims**

- to enable the school to function in an orderly and harmonious environment.
- to ensure safety and well-being of all members of the school community by encouraging an atmosphere of respect, tolerance and consideration for others.
- to promote positive behaviour and self-awareness valuing the differences between children and the need to accommodate these differences
- to enable parents/guardians and pupils to understand the systems and procedures that form part of our Code of Behaviour and to ensure their co-operation in the application of these procedures.
- to ensure that the system of expectations, rewards and sanctions are implemented in a fair and consistent manner throughout the school

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### **1. Guidelines for Behaviour**

The Education Welfare Act, 2000 Section 23, states that the Code of Behaviour shall specify “the standards of behaviour that shall be observed by each pupil attending the school.”

Scoil Oilibhéir recognises that there are times and factors in a child’s life that may influence their behaviour. These will be taken into consideration and the child and his/her behaviour

may be understood and accommodated as a result.

Class teachers, SETs and SNAs will ensure that the standards and expectations are communicated in a way that pupils with special educational needs can understand.

While the standards are common to everyone in the school, expectations will reflect the age and stage of development of the pupils.

In compliance with Section 23 (4) of the Education Act, prior to registering a pupil, parents/guardians will be made aware of how to access the school's Code of Behaviour and on application, parents/guardians will be asked to confirm in writing that they accept the school's policy *'and that they shall make all reasonable efforts to ensure compliance with such code.'*

## **2. Roles and Responsibilities in whole school approach to promoting positive behaviour**

Staff members, supported by the Board of Management, adopt positive strategies to discipline within the school. Children are encouraged and praised for their efforts in maintaining discipline. The elements of a whole school approach to positive behaviour include:

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

### **Teachers**

- ✓ At the beginning of each school year all class teachers review the Code of Behaviour and through discussion with their pupils, devise a set of positive class expectations/agreement/contract. These expectations will be displayed in the classroom and an information letter with these expectations will be sent home to parents for them to read over with their child/ren and for both pupil and parent to sign.

- ✓ Positive behaviours and building relationships are promoted by the Principal and Deputy Principal during assemblies, the intercom system and through regular visits to the classrooms.
- ✓ A positive and consistent approach is adopted when listening to children expressing how they feel and addressing an unmet need.
- ✓ Teachers ensure they communicate to parents/guardians any concerns in relation to their child's behaviour and well-being.
- ✓ Meetings between class teachers, previous class teachers and SETs will ensure that any child with behavioural issues will be discussed professionally.
- ✓ Teachers and duty teachers on same corridors will inform each other of any behavioural issues in their classroom. Substitute teachers will also be informed by corridor teachers.
- ✓ The SPHE curriculum is used to support the Code of Behaviour. It aims to help our children develop effective communication skills, appropriate ways of interacting and behaving and conflict resolution skills.
- ✓ Termly CPHs are allocated to ensuring that all staff members will have opportunity to consult, collaborate and discuss the terms of the Code of Behaviour.
- ✓ The Padlet will include all appendices which teachers will use at their own discretion.
- ✓ Teachers receive a blue Behaviour Record folder containing blank record templates and Behaviour reflection sheets.
- ✓ Practical Strategies for managing behaviour will be on the Padlet.
- ✓ New and temporary staff is made aware of our Code of Behaviour through the welcome pack provided for them on arrival at the office.
- ✓ Please refer to our SNA Policy or more information on the role of the SNA in supporting our Code of Behaviour.

*Appendices supporting this policy will be on the Padlet and SharePoint.*

[https://padlet.com/d\\_elliffe/enww51h312n6zwp9](https://padlet.com/d_elliffe/enww51h312n6zwp9)

## **Board of Management**

The Board of Management provides a supportive role to the principal and the teaching staff in the consistent implementation of the school's Code of Behaviour.

The Board of Management actively promotes proactive staff involvement in behavioural concerns and will support the staff in implementing the Code of Behaviour by providing opportunities for staff development in understanding behaviour and its management.

- ✓ The Board of Management will follow procedures in dealing with serious breaches of behaviour as outlined in this policy.

## **Parents**

Scoil Oilibhéir strives to foster a positive relationship between staff and parents. Parents are actively involved in the school in a variety of ways e.g., FOSO, school activities, Board of Management, policy collaboration. Parental support is vital for the promotion of positive behaviour and the maintenance of high expectations of behaviour.

- ✓ On enrolment parents/guardians will be asked to confirm in writing that they accept the school's Code of Behaviour policy.
- ✓ Parents are informed that a copy of the Code of Behaviour is available for viewing on the school website.
- ✓ Parents are asked to sign the Class Expectations/Agreement/Contract at the start of each school year.
- ✓ Parents are informed of Parent and Pupil Expectations on Aladdin at the start of each school year.
- ✓ At the beginning of each school year, each class teacher sends an information letter to the parents of pupils in their class in which behaviour expectations are outlined. Parent and pupil are asked to sign this.
- ✓ The homework journal is an important means of communication between parents and teachers from 1<sup>st</sup> to 6<sup>th</sup> class and it will be used when necessary. Infant teachers communicate with parents in person or by phone call.
- ✓ Behaviour Reflection sheets/My Think Sheet is used to encourage children to reflect on their behaviour. Parents are asked to sign these forms when they are sent home.

## **Pupils**

Pupils play an important role in the on-going development and implementation of the Code of Behaviour by being involved in discussing and choosing class expectations and in understanding the needs for these expectations to create a positive learning environment.

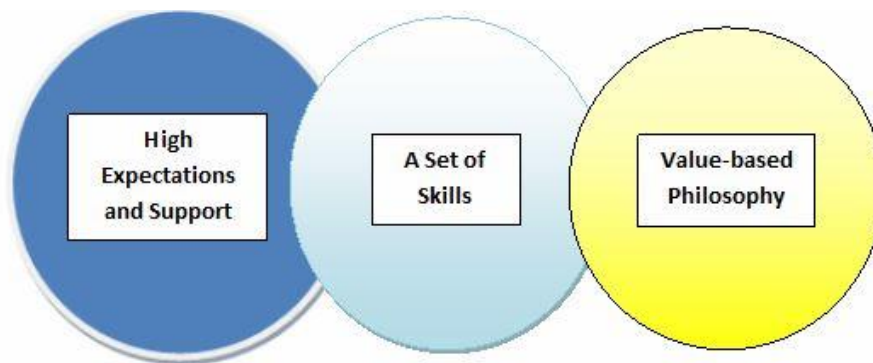
- ✓ Each pupil is expected to always follow the school and class expectations and the school's Code of Behaviour, during all school activities both in school and outside.
- ✓ Pupils are asked to sign the Class Expectations/Agreement/Contract at the start of each school year.

### ***Pupils with Special Needs***

All pupils are required to comply with the Code of Behaviour. However, the school recognises that pupils with special needs may require assistance in understanding certain expectations. Planning to encourage positive behaviour will be included in the pupil's Student Support Plan which is drawn up in consultation with parents/guardians and the class teacher, Special Education Teacher and/or the Principal. Staff will work closely with parents to ensure that optimal support is given. Cognitive development will be considered at all times. Professional advice from psychologists and the NCSE will also be taken into consideration.

The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the expectations and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

### **3. The Restorative Approach**





### **Restorative Questions to Address Harm**

- What happened?
- What were you thinking of at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen next?

Restorative Values include:

- Respect
- Interconnectedness
- Fairness
- Accountability
- Honesty
- Collaboration
- Problem-Solving

#### **4. Expectations and Guidelines in whole school approach to promoting positive behaviour**

##### **School Grounds**

Scoil Oilibhéir's 3Rs (Respect, Responsibility, Reaction) underpin all behavioural expectations of children in the school environment, on and off school grounds.

- ✓ Pupils are expected to walk in pairs to and from their classroom keeping to the left on stairways and corridors.

- ✓ Pupils are expected to always be in pairs when undertaking an errand out of their classroom.
- ✓ Pupils are expected to walk about the school in a quiet orderly manner.
- ✓ Pupils are expected to always show respect for school property and the property of others.
- ✓ Pupils are encouraged to display courteous behaviour e.g. standing back to let adults by at doorways, greeting teachers and other adults. (as gaeilge as much as possible)
- ✓ When visiting another class children will knock and wait for the teacher to grant them permission to enter. (Knock and enter)
- ✓ Pupils will be escorted to and from Cill Barra by the Cill Barra teacher.

## **Classroom**

Behavioural expectations are established in each class that are consistent with the ethos as expressed in the Code of Behaviour and which sets a positive and inclusive atmosphere for learning. Pupil input is enlisted in devising the class expectations/agreement/contract. Children will be made aware of the consequences for not meeting expectations. The class expectations/agreement/contract is displayed and sent home for parents to sign at the beginning of the school year. Teachers ensure that pupils contribute to, have a clear understanding of and are frequently reminded of how they are expected to behave. Positive language will be used in devising all expectations.

Classroom expectations will include the following:

- ✓ Treat others with respect, kindness, understanding and empathy.
- ✓ Always try your best.
- ✓ Be honest. Tell the truth.
- ✓ Respect the belongings of others. Share.
- ✓ Wait our turn when the teacher or other children are speaking.
- ✓ Keep your desk area neat and tidy.
- ✓ Remain in your seat unless given permission to move or if a teacher has to leave the room.
- ✓ Practise good respiratory hygiene.
- ✓ Practise good hand hygiene and always use your washbag.
- ✓ Respect the personal space of others.
- ✓ Be mindful of the feelings of others.
- ✓ Be mindful of the needs of others.

## **The Playground/Yard**

All pupils will adhere to the following expectations in the playground:

- ✓ Play within class designated areas.
- ✓ Always play safely, no rough play.
- ✓ Running allowed only in designated area.
- ✓ Once the bell goes at the end of break children will 'freeze'. They will wait for the class to be called and then walk quietly to their line.
- ✓ Certain games deemed dangerous e.g. Bulldog are not allowed to be played in the yard.
- ✓ Toilet in the halla is to be used if needed. Infants – 2<sup>nd</sup> will be escorted by two older children. 3<sup>rd</sup> - 6<sup>th</sup> will go in pairs.
- ✓ Senior children will go in pairs to the kitchen if an ice pack is required.
- ✓ If the behaviour of a child is deemed to be unsafe or disrespectful by the teacher on duty, the child may be isolated from their peer group to the wall at the entrance to the yard.

### **Wet Days/In Class breaktimes**

Pupils will have access to activities such as reading, drawing, games, cards etc when it is not possible to go outside.

- ✓ Pupils are expected to remain in their classrooms supervised by a teacher on the corridor.
- ✓ SNAs will remain in their classroom with their child/ren.
- ✓ Pupils are expected to stay in their seats unless they have permission to move.
- ✓ Pupils are not allowed to use the internet during breaktimes.
- ✓ Objects such as scissors, compasses, tin whistles and recorders are not permitted to be used during breaktimes.

### **Out of School Activities**

The expectations contained in the Code of Behaviour apply in any situation where the pupil, although outside of the school grounds, is still the responsibility of the school. e.g. School tours, retreats, sporting matches, concerts, church visits, swimming pool, training etc.

## **5. Positive strategies for managing behaviour - Rewards**

Good behaviour is recognised and acknowledged in our school. Children are encouraged and praised for their efforts in maintaining expectations. The following list is a selection of strategies which may be used by teachers to affirm and promote positive behaviour in the classroom:

- A quiet word or gesture to show approval.
- A comment on a child's exercise book or on Seesaw.
- A visit to another class or the Deputy Principal or Principal for commendation.
- Praise in front of the class.
- Awards e.g. Star of the Week, Student of the Week, Best Listener, Most Improved Student.
- Attendance Awards
- Token Economies (Individual/Group points systems), e.g. Class Dojo, class jar, raffle tickets, gold coins, marble jars, class charts.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent/guardian.
- A small gift/prize
- Homework Pass
- Privileges e.g. golden time, treat, extra PE/Art, games hour

See also the Padlet for Practical Strategies for Behaviour Management

The following strategies are implemented to promote good behaviour, to prevent behavioural difficulties and to deal with unacceptable behaviour in the school yard/playground.

- Children in the yard and green/tyre play area are supervised at all times by a teacher, assisted by SNAs where needed.
- While the SNAs assist with yard supervision, the teacher on duty is responsible for disciplinary matters and SNAs will refer children to the teacher.
- In the event of misbehaviour during break times on yard, the teacher on duty will address the issue.
- Class teachers are informed of misbehaviour(s) by the supervising teacher.
- All misbehaviours in the yard are recorded in the Red Yard Book.
- The Deputy Principal visits classrooms to deal with incidents from the Red Yard Book. Any incidents are then recorded in the Behaviour Record Sheets in teacher's own class.
- The Deputy Principal and/or Principal will be informed of serious incidents of misbehaviour. Parents will be notified if deemed necessary.

## **6. Strategies for dealing with unacceptable behaviour - Sanctions**

Despite the best efforts of teachers and staff, inappropriate behaviour happens. Even minor breaches of the Code of Behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of a pupil's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of pupils, teachers and all staff.

Scoil Oilibhéir promotes a problem-solving approach, Restorative Practice when dealing with inappropriate behaviour.

Three levels of unacceptable behaviour are recognised by Scoil Oilibhéir. They are:

- **Minor**
- **Serious**
- **Gross**

*It is important to note that the lists below are not exhaustive and that other unacceptable behaviours may be added or included at the school's discretion.*

### **Examples of Minor misbehaviour**

- Disrupting class work by:
  - Talking when the teacher or another pupil is talking, interrupting the teacher, shouting out answers, talking over another pupil, talking out of turn.
  - Pupils not listening to instructions, fidgeting with stationery etc.
  - Laughing/sniggering/sneering at other children.
  - Throwing objects, making noise, swinging on chairs.
  - Getting out of seat and moving around the classroom without permission.
  - Taking other pupil's property.
  - Not following teacher's instructions.
  
- Scribbling/drawing on schoolbooks, classroom equipment and furniture.
- Not completing homework, classwork assigned.
- Commenting negatively on another pupil's work.
- Not being truthful.

- Littering.
- Lack of compliance with school policy on hair, make-up, jewellery and uniform.
- Being discourteous or unmannerly.
- Name calling
- Unruliness in the classroom, on stairs or in corridors.
- Deliberately not respecting other people's space.
- Deliberately not following respiratory and cough etiquette.
- Deliberate misuse of sanitiser, wipes, soap, handtowels etc.

### **Examples of Serious Misbehaviour**

- Continuous disruption of class work (See above sub-list)
- Deliberate/Negative physical contact e.g. pushing, hitting, biting, spitting, kicking, tripping up, pulling hair, punching etc.
- Being disrespectful to the teacher/ignoring the teacher/staff member.
- Stealing from pupils/teacher/staff member.
- Screaming/shouting at another pupil/teacher/staff member.
- Spreading rumours/lies about another pupil/teacher/staff member.
- Telling serious lies.
- Threatening/intimidating pupils/teacher/staff member.
- Bullying – physical, verbal, emotional, cyber (Ref: Anti-Bullying Policy)
- Consistently not doing homework, classwork.
- Refusal to do work assigned/co-operate with teacher.
- Refusal to co-operate with SNA.
- Damaging, breaking, defacing school property or the property of others.
- Bringing/Using a mobile phone, smart watch or unauthorised electronic devices in school.
- Forging parent's signature.
- Gestures of defiance and use of bad or inappropriate language.
- Sexual harassment.
- Leaving school grounds without permission during the day.
- Frequenting school premises after school hours without appropriate permission.

### **Examples of Gross misbehaviour**

- Assault on another pupil/teacher/staff member – physical, verbal, emotional, cyber.
- Damage to children's, school or staff property.
- Theft of school or staff property.
- Deliberate spitting on another pupil/teacher/staff member.
- Consistent bullying of another pupil – physical, verbal, emotional, cyber.

- Smoking.
- Alcohol substance abuse.
- Bringing illegal substances to school.
- Setting fire to school property.
- Deliberately leaving taps on causing potential damage.
- Tampering with fire equipment.
- Repeated sexual harassment.
- Sexual assault.

## **7. Managing aggressive or violent behaviour**

School expectations are devised with regard to health, safety and welfare of all members of the school community.

- In the event of seriously violent or threatening behaviour causing a risk to the safety of other pupils or staff, that pupil will be removed from the room/area, or the room/area will be vacated by the other pupils and staff members. The pupil's parents/guardians will be contacted, and arrangements made for the pupil to be collected from the school as quickly as possible.
- Through the Special Educational Needs Organiser (SENO), appropriate support is sought from services available e.g. HSE, NEPS.
- The child is put on the Care Team if necessary and the relevant SEN personnel are involved with dealing with the case.
- Student Support Plans (SSP) are in place to support children in managing their behaviour and emotional regulation.
- The Deputy Principal acts as a mentor for particular children. He/she assists in the creation of Student Support Plans for specific children.
- Teachers are encouraged and facilitated in any way possible to partake in professional development in this area e.g. NCSE, PDST, Colleges of Education, ICEP courses, Education Centres, webinars and online courses.
- Newly Qualified Teachers who are partaking in the Droichead process receive support and advice in this area from members of the Professional Support Team.
- Where deemed necessary, protective garments are provided to staff.

8. Steps involved in dealing with Minor, Serious and Gross Misdemeanours

<b>MINOR</b>	<b>WITHIN CLASS</b>
<ol style="list-style-type: none"> <li>1. Reasoning with pupil</li> <li>2. Verbal Reprimand - warning</li> <li>3. Temporary separation from peers</li> </ol>	
<b>REPEATED MINOR</b>	<b>PHASE 1</b>
<ol style="list-style-type: none"> <li>4. Behaviour Reflection Sheet homework – signed by parent/s</li> <li>5. Loss of privileges – Individual (not whole class)</li> <li>6. Note home to parent/s</li> </ol>	
<ol style="list-style-type: none"> <li>7. Deputy Principal involved</li> <li>8. Contact parent/s by phone or meeting</li> <li>9. Principal involved – suspension may be considered at this point</li> </ol>	<b>PHASE 2</b>
<b>SERIOUS</b>	
<ol style="list-style-type: none"> <li>1. Deputy Principal involved</li> <li>2. DP Contact parent/s by phone or meeting</li> <li>3. Principal involved</li> <li>4. Principal/DP contact parent/s by phone</li> <li>5. Principal/DP meets parent/s</li> <li>6. Chairperson BOM informed and parents requested to attend a meeting</li> </ol>	<b>PHASE 1</b>
<b>GROSS</b>	
<ol style="list-style-type: none"> <li>1. Chairperson/Principal to sanction immediate suspension pending discussion with parents</li> </ol>	



<p><b>2. Expulsion will be considered in an extreme case</b></p> <p><i>(In accordance with Developing a Code of Behaviour: Guidelines for Schools NEWB 2008)</i></p>	
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*Where allegations of criminal behaviour are made about a pupil, these will usually be referred to the Gardaí, who have responsibility for investigating criminal matters.*

**Bullying:**

I should never bully others. I should never allow others to bully me and if it happens, I should tell my parents and my teacher. Bullying is always unacceptable.

**Scoil Oilibhéir is a “bully-free zone.**

**Bullying**

Children First National Guidance 2017 outlines that bullying can be defined as repeated aggression – whether it be verbal, psychological or physical – that is conducted by an individual or group against others. It describes bullying as behaviour that is intentionally aggravating and intimidating and occurs mainly among children in social environments such as schools. It includes behaviours such as physical aggression, cyber bullying, damage to property, intimidation, isolation/exclusion, name calling, malicious gossip and extortion. Bullying can also take the form of identity abuse based on gender, sexual preference, race, ethnicity and religious factors. With developments in modern technology children can be the victims of non-contact bullying via mobile phones, the internet and other personal devices.

Children First National Guidance 2017 and the Anti-Bullying Procedures for Primary and Post-Primary Schools 2013 provide cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to TUSLA or An

Garda Síochána as appropriate. Where school personnel have concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to TUSLA, the Designated Liaison Person shall seek advice from TUSLA in accordance with the procedures set out in Chapter 5 of Child Protection Procedures for Primary and Post-Primary.

(See Scoil Oilibhéir Anti Bullying Policy)

## 9. Suspension and Expulsion

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

### **Suspension**

Suspension is defined as *“requiring the student to absent himself/herself from the school for a specified, limited period of days.”*

Suspension should be proportionate to the behaviour that is causing concern

Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked.

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 or gross misconduct may be grounds for suspension.

**NB:** Fair procedures have two essential parts: the right to be heard and the right to impartiality.

All investigations of alleged misbehaviour will be carried out in confidence, bearing in mind fair procedures based on the principles of natural justice.

### **Procedure for Suspension**

**Step 1:** The pupil and parents will be informed about the complaint, how it will be investigated and that it could result in suspension

**Step 2:** Parents and pupil will be given an opportunity to respond and be heard.

**Step 3:** Parents will be invited to meet with the class teacher, Principal and/or Chairperson BOM to discuss the gross incident of misdemeanour or serious misdemeanour before any decision is made or any sanction is imposed.

**Step 4:** In the case of immediate suspension, parents will be notified, and arrangements made with them for the pupil to be collected.

*The Board of Management has delegated authority to the Principal to suspend for up to three days, which can be extended to five days with the Chairperson's approval. The Board of Management will normally place a ceiling of ten days on any one period of suspension imposed by it. C.f. Guidelines p.70*

**Step 5:** Communication to parents regarding the suspension of a pupil or the possibility of suspension will be in writing.

**Step 6:** A written statement of the terms, date of commencement and termination of a suspension will be given to parents.

**Step 7:** Parents will be advised of their right to appeal any decision to suspend under Section 29 of the Education Act 1998. (Parents have a right under Sec 28 (a) of the Education Act to appeal any decision to the BOM of a teacher or member of staff, Sec 29 allows the parent the right of appeal through the Appeals Unit in the Dept. of Education only if the suspensions reach 20 school days in any one school year).

**Step 8:** The Principal will, as required, report suspensions in accordance with TESS (Reporting Guidelines [Education Welfare Act, 2000, section 21 (4)(a)])

Formal written records, in line with the school's record keeping policy and data protection legislation, will be kept of the investigation and the decision-making process.

**Step 9:** The principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension. The Board of Management will regularly review the use of suspension in the school.

### **Reintegrating the pupil**

When a period of suspension ends, the pupil will be re-admitted formally to class by the Principal/Deputy Principal.

Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the Chairperson of the Board and Principal.

Readmission to school may sometimes involve conditions, for example, earlier finishing times or individual management plans.

Should a pupil report for school even though he/she has been suspended the parents will be contacted and asked to collect their child. The pupil will not be admitted to class but will remain in another room where supervision will be arranged. The pupil will be given schoolwork to do while they wait to be collected.

### **Expulsion**

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

The decision to expel a pupil requires serious grounds such as that:

- 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 in the school constitutes a real and significant threat to safety.
- The pupil is responsible for serious damage to property.
- A single incident of a serious misdemeanour may be grounds for expulsion.

Where expulsion is considered, school authorities have tried a series of other interventions, and believe they have investigated all possibilities for changing the pupil's behaviour.

### **Procedure for Expulsion:**

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

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

- Inform the pupil and his/her parents/guardians in writing about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents and pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

#### **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 should:

- inform the parents/guardians and the pupil that the Board of Management is being asked to consider expulsion.
- ensure that the parents/guardians have records of:
  - the allegations against the pupil.
  - the investigation
  - 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 given to the parents/guardians.
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing

- advise the parents/guardians that they can make a written and oral submission to the Board of Management
- ensure that parents/guardians 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. The Board will:**

- review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.
- undertake its own review of all documentation and the circumstances of the case
- hold a hearing where the Board of Management decides to consider expelling a student.
- allow the Principal and the parents/guardians to put their case in each other's presence
- allow each party to question the evidence of other party directly
- ensure that the Principal and parents/guardians are not present for the Board's deliberations

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

**Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled, the Board will:**

- notify the Educational Welfare Officer (TUSLA) in writing of its opinion and the reasons for this opinion.
- inform the parents/guardians in writing about its conclusions and the next steps in the process.
- inform parents/guardians that the Board of Management is writing to inform the Educational Welfare Officer.
- not expel the pupil before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1))

**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).

### **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 should formally confirm the decision to expel.

### **Appeals**

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act, 1998 Section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

### **Review of use of expulsion**

The Board of Management will review the use of expulsion 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 expulsion is used appropriately.

## **10. Keeping Records**

The Board of Management is a data controller of personal data relating to its past, present and future staff, students, parents/guardians and other members of the school community. All such data is treated in accordance with the Data Protection legislation and the terms of our Data Protection Policy.

Data relating to individuals will only be processed in a manner consistent with the purposes for which it was gathered. Information will only be disclosed on a 'need to know' basis, and access to it will be strictly controlled.

In line with the school's policy on record keeping and Data Protection legislation, records are kept in relation to pupils' behaviour both at class and school level. These records are written in a factual and impartial manner.

### **Class level**

Teachers record behaviour on a Behaviour Record Template that is kept in a blue folder for the year. This template allows the teacher to record positive behaviour as well as behaviours which are not meeting expectations. At the end of the year these sheets are placed in the pupil's file. (See Appendix 2)

A teacher may keep a copy/notebook of a child's positive and negative behaviours with targets and strategies they use to promote good behaviour.

Behaviour Reflection Sheets will be used as a process to help a child understand when his/her behaviours do not meet expectations. These sheets are also placed in the pupil's file at the end of the year.

Serious misbehaviour is reported to the principal or deputy principal as outlined in this Code of Behaviour.

Behaviour is discussed at Parent-teacher meetings in Term 1. End of year report include a reference to behaviour. Parents are kept up to date during the year regarding behaviour issues.

### **Playground**

The teacher on duty will inform the class teacher of any incidents that occur on the yard. SNAs will inform the supervising teacher of any incidents they see or are made aware of. The deputy principal visits classes regularly to promote and encourage positive behaviour on the yard.

### **School records**

Incidents reported to the principal or deputy principal are recorded in the Behavioural Incident Book. These records are kept in the deputy principal's office.



Factual reports of particular incidents and communication between school and home, with outside agencies and Board of Management are recorded on the Behaviour Record in the Deputy Principal's office.

Documentation pertaining to appeals under Section 29 will also be kept in the Deputy Principal's office

### **11. Procedure for notification of a pupil's absence from school**

In co-operation with parents and guardians, we strive to help each pupil achieve his/her full potential and so we will promote a positive attitude towards good attendance and punctuality.

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

Please refer to the **Statement of Strategy for School Attendance** for further information on:

- Strategies to promote good attendance
- Responding to poor attendance
- Recording and reporting attendance

### **12. Reference to other policies**

- SPHE Policy
- Anti-Bullying Policy
- Assessment/Reporting and Record Keeping
- Attendance Strategies Statement,

- Child Protection Policy
- Enrolment Policy
- Extra-Curricular Activities Policy
- Healthy Lunches Policy
- Homework Policy
- Punctuality Policy
- Safety Statement
- Sexual Harassment Policy
- Substance Use Policy
- Supervision Policy
- The Uniform Policy
- Use of Mobile Phone Policy
- Pupil AUP

**Success Criteria:**

- ✓ Observation of positive and improved behaviour in classrooms, corridors, playgrounds and school.
- ✓ Practices and procedures listed in this policy being consistently implemented by teachers and staff.
- ✓ Positive feedback from teachers, staff, parents/guardians and pupils.

**Monitoring and Review**

Each staff member is responsible for the implementation of the Code of Behaviour and Anti-Bullying Policy. Within the classroom the teacher has the responsibility to monitor behaviour and respond to any instance of unacceptable behaviour. The Principal is responsible for monitoring and reviewing policy at staff level on a regular basis and reports any review the staff deem necessary to the Board of Management.

The Board of Management has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair Code of Behaviour applies therein.

This policy was reviewed and updated by the Board of Management in March 2022. It will be reviewed in \_\_\_\_\_.

Review date:

Signed:

Date:







