

Code of Behaviour

Introductory statement

This policy was formulated by the staff of St. Brigid's school, with the help of a facilitator, in conjunction with the Board of Management, parents and students. The latest review was carried out in Sept 2016.

Rationale

Good behaviour is essential for effective teaching and learning to take place in school. This code provides a just and reasonable system to ensure responsible behaviour by students, staff and parents/guardians.

Affirmation and reward of good behaviour by school and home is a fundamental part of this code. The code applies to school tours, school bus and all school activities.

Section 23 of the Education (Welfare) Act 2000 requires that the school Code of Behaviour is prepared in accordance with the guidelines issued by the National Educational Welfare Board (N.E.W.B.).

Relationship to characteristic spirit of the School

St. Brigid's School is a Catholic Primary School. The school aims to nurture each child and develop his/her potential in a caring harmonious environment, where there is a high level of respect and co-operation between staff, parents and pupils.

Aims

- To ensure an educational environment that is guided by our mission statement.
- 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 ensure the safety and well being of all members of the school community.
- 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.

Content of Policy

The policy addresses the following areas:

1. Standards of behaviour in the school.
2. Whole school approach to promoting good behaviour.
3. Positive strategies for managing behaviour.
4. Rewards and acknowledgement of good behaviour.
5. Strategies for dealing with unacceptable behaviour.
6. Suspension/expulsion.
7. Record keeping.
8. Procedures for notification of pupils' absence from school.
9. Anti-Bullying Policy

1. Standards of Behaviour

The schools standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for teaching and learning. Bullying will not be tolerated (see anti-bullying policy).

- 1) Each pupil is expected to behave well and to comply with classroom and school rules.
- 2) Each pupil is expected to show respect and consideration for other children and adults.
- 3) Each pupil is expected to show respect for the property of the school, other children's and their own belongings. (All children are encouraged to have their names on coats and jumpers and other property such as school books etc.)
- 4) Each pupil is expected to attend school on all days unless there is a valid reason for absence. All absences must be explained by note from parent or guardian.
Punctuality is very important and pupils should arrive in good time for school.
School opens officially at 9.20 a.m. and classes end at 3.00 p.m. Morning supervision begins at 9.05a.m. and evening supervision is from 3.00p.m. to 3.15p.m. No responsibility is accepted for the pupils outside these times.(see Supervision Policy)
- 5) Each pupil is expected to do his/her best both in school and in completion of homework.
- 6) Each pupil is required to provide a note if they have to leave the school premises during the school day.
- 7) Mobile phones are strictly forbidden in school. If parents wish to contact their children during school hours, messages can be left with the school secretary to be relayed through the teacher (see Communication Policy)

- 8) Bullying, including cyber bullying, will not be tolerated (see. Anti-bullying Policy), Parents are urged to be vigilant as social networking sites and mobile phone text and image messaging are frequently misused and may lead to bullying both inside and outside school.
- 9) Pupils should refrain from wearing any form of make-up.
- 10) The only acceptable body piercings that may be worn in school are stud earrings.
- 11) Each pupil is expected to respect differences in others in relation to matters such as family unit, gender or sexual orientation.

It is recognised that other factors may influence children's behaviour from time to time. Regard will be had to such factors and the children will be dealt with in a sensitive manner.

2. Whole school approach to promoting Good Behaviour

A positive school ethos is based on the quality of relationships between teachers and the ways in which pupils and teachers treat each other.

Staff

In our school, all children are treated with dignity and respect. There is strong co-operation among staff, pupils, parents and Board of Management. All agree that the aims are to promote and recognise positive behaviour.

- All staff, parents and children were consulted about the code of behaviour.
- All new and temporary staff are acquainted with the code through staff meetings and general discussions.
- The quality of relationships in school is reviewed from time to time in class through discussions, Circle Time and continuous communication between staff and pupils.
- An Individual Education Plan for children with special education needs will generally include behavioural targets and strategies for dealing with behavioural difficulties that might arise.
- The schools S.P.H.E. curriculum is used to support the Code of Behaviour. It aims to help children develop communication skills, appropriate ways of behaving and interacting and conflict resolution skills. It aims to foster self-esteem, to help children accommodate differences and develop citizenship.

The Board of Management

The Board of Management supports the principal and staff of the school in maintaining desirable standards of behaviour at all times. It also provides opportunities for staff development. The members of the Board of Management were informed at various stages during drafting and preparation of the code and the final draft was ratified by them. Specific cases of concern are brought to the attention of the Board of Management.

Parents

We recognise that to achieve and maintain high standards of behaviour and discipline, positive relationships with parents are essential.

- While formulating the revised policy, parents were encouraged to contribute to it. A “suggestion” sheet was sent home to each family. All information gathered was used to inform this policy.
- All parents are provided with a copy of the code and asked to confirm their acceptance by signing it. For parents of new pupils a copy is enclosed with enrolment pack.
- It is expected that parents will support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour.

Pupils

Pupils in each classroom were asked to contribute to the code by sharing their ideas with the teacher through discussion about positive behaviour.

- All pupils, together with their teachers were involved in drawing up a Positive Behaviour Charter under the auspices of the Student Council
- Pupils are involved in devising their own classroom rules.
- There is a Student Council in the school – all classes are represented.
- Through the S.P.H.E. curriculum, the Students council and general class discussion opportunities are given to pupils to monitor and discuss code of behaviour.

3. Positive Strategies for Managing Behaviour

“The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place”. (Managing Challenging Behaviour, Guidelines for teachers INTO 2004: 5).

Classroom

The ground rules and behavioural expectations are established in each classroom and maintained to set a positive atmosphere for learning.

- Pupils devise classroom rules in conjunction with teacher.
- Good behaviour is central to the culture of the school and the staff are committed to leading by example.
- There are clear systems of acknowledging and rewarding good behaviour.
- Employing a variety of methodologies and stimulating lessons that motivate and sustain pupils’ interest.

- Providing a classroom timetable which creates a consistent and predictable environment for the student.
- It is important that each child experiences success.
- In keeping with the ethos of the school each child will be given an opportunity of a fresh start each day.

Playground

- A set of playground rules have been devised and children are reminded of these rules on a regular basis at assembly.
- Supervision is provided, front and rear, by teachers and Special Needs Assistants.
- Children going to and returning from the playgrounds must line up and walk in an orderly fashion, as soon as the bell rings.
- For children who wish to use the toilet at breaks, they will be supervised by a staff member.
- Any pupil who is unwell will remain seated outside the secretary's office.
- In keeping with the ethos of the school, fair play and turn taking during play is encouraged. Participation and inclusivity is encouraged rather than competition.
- A buddy system is used to promote social play and positive behaviour for children who have communication and/or behavioural difficulties. This is facilitated by a Special Needs Assistant.
- To ensure that all interests are provided for, a nature trail and school garden are provided adjacent to the playground. Sometimes children help a teacher in the garden during break/lunch.

Incidences of misbehaviour in playground

- An incident book is kept to record incidences of misbehaviour (or accidents).
- Misbehaviour is reported to the relevant class teacher.
- Children will be asked to take "time-out" at the wall or other measures at the teacher's discretion, taking into account the severity of incident and age of the child.
- Withdrawal of privileges e.g. football.

Other areas in the school

- Children are required to walk in corridors at all times,
- Hallways are supervised to prevent behavioural problems in toilets/cloakrooms.
- Children are regularly reminded to be courteous.

4. Rewards and acknowledgement of good behaviour

- Good News Board
- Dálta na seachtaine Certificate
- Acknowledgement of pupils' achievements at assemblies.

- Certificates for children to recognise good attendance by term and year.
- Special note communicating positive news about pupils sent to parents
- Golden Time.
- Homework off as a special reward.
- Treats/Lucky dip at teacher's discretion
- Good behaviour of pupils acknowledged in newsletter
- Reward on a weekly basis for most orderly line when bell rings.
- Other rewards/acknowledgements where considered appropriate by teacher.

Unacceptable behaviour

Examples of Minor Misbehaviour

- Talking in class
- Talking out of turn
- Unruliness in classroom and in lines
- Use of rude language

Examples of More Serious Misbehaviour

- Horseplay
- Kicking, punching, pushing etc.
- Impertinence to staff
- Refusing to carry out instructions
- Regular deliberate interruptions of lessons
- Lying
- Persistent failure to do homework
- Name calling and objectionable comments
- Throwing objects
- Any persistent minor misbehaviour

Examples of Gross Misbehaviour

- Temper Tantrums
- Threatened assault or actual assault on staff
- Assault on other pupil
- Vandalism of property of school, class or other pupil
- Theft
- Truancy
- Persistent infringement of school rules
- Bullying

5. Strategies for dealing with unacceptable behaviour

The school uses a staged approach when dealing with misbehaviour. Initially misbehaviour is dealt with by the class teacher, in the case of misbehaviours other than gross misbehaviour and parents may be involved where teacher considers it necessary. Where a class teacher is of the opinion that behaviour in question constitutes gross misbehaviour, it will be referred to the principal. Following investigation, the principal may take appropriate action with the involvement of the parents. The principal has full discretion to refer any misbehaviour to the Board of Management where he/she feels that their involvement is necessary. Parent will be kept fully informed from the outset of instances of gross misbehaviour.

The strategies used for misbehaviours other than gross misbehaviour include the following:-

- (a) Reasoning with the pupil
- (b) Reprimand (including advice on how to improve)
- (c) Temporary separation from peers, friends and others
- (d) Loss of privileges
- (e) Detention during break
- (f) Prescribing additional work
- (g) Time out at the wall in the school yard

The strategies used for gross misbehaviour include the following:-

- (a) Referral to Principal Teacher
- (b) Communication with parents
- (c) Suspension/Expulsion

Involving parent in management of problem behaviour

It is the policy of the school to inform parents from the outset of instances of gross misbehaviour on the part of their children. In the case of less serious misbehaviour, parents will be involved at the discretion of the class teacher where it is considered necessary.

Parents are generally contacted by sending a note home. In some cases parents may be contacted by phone. Depending on the seriousness of the misbehaviour, the contact may be made by either the class teacher or principal.

It is school policy to welcome parents in an open manner, in a non-threatening environment. The focus will be on the behaviour rather than on the individual. In general the meeting will involve the parents and the class teacher and/or the principal. The child will be present before the conclusion of the meeting to share the outcome and to help them manage their behaviour in future.

Parents are always encouraged to contact the school if they have any concern. Appointments need to be made in advance for all meetings, to arrange a mutually convenient date and time. (Parents should have a detailed record of dates and incidences in the case of alleged bullying)

Managing aggressive or violent misbehaviour

The following procedures and guidelines have been identified by staff for dealing with aggressive and violent behaviour.

Children who display emotional problems may be referred for psychological assessment (with parental agreement). The assistance of the Special Education Needs Organiser (S.E.N.O.) will be sought to secure expert assistance. Ongoing professional development is available for staff.

The following steps have been identified by the staff in the management of aggressive or violent behaviour:-

1. Remain Calm
2. Send for another member of staff
3. Remove child in question from the immediate environment or if needed remove other children from the area quietly, with supervision.
4. Contact parents and seek additional assistance if required.
5. Observe appropriate safety measures at all times.

6. Suspension

The procedure followed in the event of suspension being considered is in accordance with law.

When suspension is being considered parents will be informed of their right to come to the school to discuss misbehaviour of their child.

Suspension is warranted when

- A student has displayed behaviour that has a serious detrimental effect on the education of other students
- Their continued presence constitutes a threat to safety
- The student is responsible for damage to property

A single incident (to be decided at school level) of serious misconduct may be grounds for suspension.

Suspension will be used to give the student an opportunity to reflect on the consequences of his/her misbehaviour.

It gives the staff an equal opportunity to plan effective reintegration of the student into the classroom.

Authority to Suspend

The Board of Management has the authority to suspend a student for a maximum initial period of 3 days pending a review. Parents will be notified formally in writing.

Grounds for Suspension

Suspension will be a proportionate response to the behaviour causing concern and will only be applied when other interventions have been tried without success. Suspension will be decided only where there are serious grounds for such. The factors to be considered before suspending a student are as set out in "Developing a Code of Behaviour: Guidelines for Schools (National Educational Welfare Board, 2008)

- Parents will be involved at each stage of intervention and are made aware of ongoing misbehaviour.

To avoid the serious consequence of suspension positive parental support is of the utmost importance in preventing the sanction of suspension.

Policy and Procedures in respect of suspension

It is the policy of the school 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 Board of Management 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

Let the student and their parents know about the complaint, how it will be investigated, and that it could result in suspension. Parents may be informed by phone or in writing, depending on the seriousness of the matter.

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. A meeting with the student and their parents provides 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 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 Board of Management 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 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 must 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.

Period of suspension

A student will not be suspended for more than three days, except in exceptional circumstances where the Board of Management considers that a period of suspension longer than three days is needed in order to achieve a particular objective.

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 1999*.

These provisions 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 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

Where the Board of Management make a decision to suspend a student, an appeal will be to the patron.

Section 29 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 should be given information about how to appeal.

Implementing the suspension

Parents and the student will be notified in writing of any decision to suspend. This 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).

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 and another staff member meet 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.

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*.

End of suspension

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 prepare 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

Clean Slate

When any sanction, including suspension, is completed, a student should 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

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.

The Principal will 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.

7. Policy and procedures for expulsion

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

Grounds for expulsion

Expulsion of a student is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. Significant steps will be undertaken by the school to address misbehaviour and to avoid expulsion of a student including, as appropriate:

- meeting with parents and the student to try to find ways of helping the student to change their behaviour
- making sure that the student understands the possible consequences of their behaviour, if it should persist
- seeking the assistance of support agencies where appropriate.

A proposal to expel a student requires serious grounds such as that:

- the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the student's continued presence in the school constitutes a real and significant threat to safety
- the student is responsible for serious damage to property.

Where expulsion is considered, a series of other interventions will have first been attempted and the Board of Management will be satisfied that all other possibilities for changing the student's behaviour have been exhausted.

Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. Examples of the kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code include:
(note: These are examples for illustration only and are not a comprehensive list)

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault.

(note: These are examples for illustration only and are not a comprehensive list of possible behaviours)

Determining the appropriateness of expelling a student

Given the seriousness of expulsion as a sanction the Board of Management will undertake a very detailed review of a range of factors in deciding whether to expel a student. The factors to be considered before expulsion of a student are as set out in “Developing a Code of Behaviour: Guidelines for Schools (National Educational Welfare Board, 2008)”

Expulsion will not be proposed for:

- poor academic performance
- poor attendance or lateness
- minor breaches of the code of behaviour.

However, any behaviour that is persistently disruptive to learning or dangerous can be a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

Procedures in respect of expulsion

It is the policy of the school to follow fair procedures in accordance with the principles of natural justice 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.

In any case, it is a matter for the 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 misbehaviour 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. This 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 must 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.

If a student and their parents fail to attend a meeting, the Principal shall 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: 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 shall:

- 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 shall undertake its own review of all documentation and the circumstances of the case. It shall ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations

Where a Board of Management decides to consider expelling a student, it must hold a hearing. The Board meeting for the purpose of the hearing shall be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a student aged eighteen years or over, put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly.

The meeting may 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 shall facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board shall ensure that neither the Principal nor parents are 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 a matter for 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 shall 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 should 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 shall inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents shall 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, the Board of Management will take steps to ensure that good order is maintained and that the safety of students is secured (*Education (Welfare) Act 2000*, s24(5)). The 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 shall formally confirm the decision to expel. Parents shall be notified immediately that the expulsion will now proceed. Parents and the student shall be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record shall be made of the decision to expel the student.

12.5 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.

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).

12.6 Review of use of expulsion

The Board of Management shall 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.

8. Keeping Records

Appropriate records are kept at the level of each class and of playground. All records are written in a factual and impartial manner.

9. Procedures for notification of pupil absences from school

Section 18 (Education Welfare Act 2000) stipulates that parents must notify the school of a student's absence and the reason for the absence. Every effort is made to provide a stimulating and attractive school environment to encourage good attendance. There is a system included in the code, for acknowledging and rewarding good and/or improved attendance.

- Absence sheets are sent out to the parents. The parents must cite the reason for the absence. This is signed, dated and kept on file in the school.
- The school uses the standard forms to report on pupil absences to the National Education Welfare Board.

Reference to other policies

- SPHE
- Enrolment
- Home/School communication
- Special Education Needs
- Health and Safety

- RSE
- Policy on Equality of Participation and Access

Success Criteria

- Culture of zero tolerance of bullying accepted by all
- Positive behaviour noted in classrooms, playground and school environment
- Practices and procedures implemented by teachers
- Positive feedback from school community
- A culture of respectful relationships within the school.

Roles and Responsibilities for Code of Behaviour

- Board of Management have overarching role in addition to specific identified roles.
- Teachers/Principal responsible for implementing policy.
- Special Needs Assistants have important role to play in implementation of procedures and policies.
- Monitoring of policy to take place at staff meetings.
- Parents should support implementation of code.

Ratification and Review

This policy was ratified by the Board of Management
on_____.

It replaces the existing policy and is implemented forthwith.

Signed: _____

Chairperson, Board of Management

Date: _____

Review: Sept 2017

Communication

This policy is available on the school's website. It is also available on request from the
Principal / Secretary