

# Scoil Chaoimhín Naofa



## St. Kevin's Primary School

Gleann dá Loch, Co. Chill Mhantáin

Glendalough, Co. Wicklow

Tel: (0404) 45460

## Code of Behaviour Policy

### History and Ethos of School

Scoil Chaoimhín Naofa is a co-educational Catholic primary school, under the patronage of the Archbishop of Dublin. We aim 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.

### 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:

The standards of behaviour that shall be observed by each student attending the school;

The measures that shall be taken when a student fails or refuses to observe those standards;

The procedures to be followed before a student may be suspended or expelled from the school concerned;

The grounds for removing a suspension imposed in relation to a student; and

The procedures to be followed in relation to a child's absence from school.

Scoil Chaoimhín Naofa has deemed it necessary to review and update our Code of Behaviour to ensure compliance with the following legislation and guidelines:

Anti-Bullying Procedures for Primary and Post-Primary Schools 2013

Children First National Guidance 2015

Child Protection Procedures for Primary and Post-Primary Schools 2017.

Data Protection 1998 -2018 and EU General Data Personal Regulation 2018 (GDPR)

## **General Guidelines for Behaviour in School**

All pupils are expected to behave in a responsible manner both towards themselves and others, showing consideration, courtesy and respect at all times. Pupils will respect the rights of others to develop and learn in a secure, safe environment. Respect must be shown for the property of the individual and the school at all times. Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises and grounds. Inappropriate behaviour is not accepted and the class teachers or supervising teacher may impose a sanction as required.

Positive behaviour is expected, encouraged and acknowledged.

Parents are expected to work in co-operation with the school in implementing the Code of Behaviour.

## **Aims**

To allow the school to function in an orderly and harmonious environment

To promote positive behaviour and self-discipline recognising the differences between pupils and the need to accommodate these differences

To enhance the learning environment where pupils can make progress in all aspects of their development

To ensure the safety and well-being of all members of the school community by encouraging an atmosphere of respect, tolerance and consideration for others

To enable parents/guardians and pupils to understand the systems and procedures that form our Code of Behaviour and to ensure their co-operation and support 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

## **Our School Rules**

Be Gentle

Be kind and helpful

Don't hurt people's feelings

Be honest

Work hard

Look after property

Listen to others

### **Promoting Positive Behaviour**

In Scoil Chaoimhín Naofa we promote positive behaviour by:

Leading by example – ensuring all pupils are treated respectfully, equally and fairly.

Ensuring all children are aware of the school rules.

Having a quiet word or giving a simple gesture to show approval in front of peers.

Making a positive comment on a child's effort / exercise book / work;

Praising in front of class group

Giving individual class merit awards, Class Dojo point awards or award stamps/stickers

Delegating some special responsibility or privilege

Sanctioning a visit to another class or principal for commendation

Writing or verbally communicating with parent to acknowledge exemplary positive behaviour

Implementing 'Walk Tall', 'RSE', & 'Stay Safe' to promote positive behaviour

Small treats may occasionally be given as rewards

### **Rewards**

Rewards are recognition of good behaviour, worthwhile work and effort. Some of the following are used as rewards.

Verbal praise

Public acknowledgement of good behaviour by the class teacher or by the Principal

Class Dojo points

Student of the month awards

Stars, stickers, certificates acknowledging good behaviour

Communication to parent

Child is sent to another teacher/principal for additional praise

Child chooses favourite activity

Class treat or group treat

Credits and/or quality stamps

Small treats are occasionally given as rewards.

## **Expectations of Pupils**

### **Attendance, Punctuality, Class Entry and Exit**

School begins for all pupils at 8.50am. Gates are opened at 8.40am and students can assemble in the playground until the bell rings. Children should not enter the school grounds before 8.40am, even if the gates are unlocked.

Junior and Senior infants attend school from 8:50 am to 1:30 pm. First to sixth classes attend from 8.50am to 2.30pm.

All pupils are expected to:

- Arrive in time for school
- Attend school daily unless they are sick
- Wear the appropriate school uniform when attending school
- Wear runners and school tracksuits on P.E. day and for school trips/ tours.
- Line up with their class when the bell rings
- Walk with their teacher in an orderly line into and out of the classroom

### **General School Environment**

For reasons of safety and to minimise the potential for accidents, pupils are expected:

- To walk when moving around the school – running, skipping, jumping, hopping etc. Is not permitted on corridors or in classrooms
- Not to climb on the school fence
- To show respect for school property at all times
- To be courteous to others at all times
- To enter and leave the school building at all times in an orderly fashion. When the bell rings after play-time, children are expected to stop playing and freeze, upon the second ring of the bell children are expected to walk to their class lines
- Not to enter the school building without getting permission from a supervising adult (teacher or SNA)
- Never to bully any person; any behaviour that interferes with the rights of others to learn and to be safe is unacceptable. Fighting, rough play or any physical force is never allowed or tolerated. This type of behaviour should be reported to a teacher immediately.

### **In the classroom**

Courtesy and respect for others is the basis for classroom behaviour. Pupils are expected to:

- Respect the right of others to learn in a secure safe environment/atmosphere
- Co-operate with instructions given by the teacher
- Complete assigned homework, which may be oral/written, memorisation, or other tasks.
- Present their written work neatly
- Bring necessary materials to school each day
- Take proper care of personal belongings.

### **In the playground**

Friendship, gentle play and fairness are promoted in the playground. Pupils are expected to:

- Recognise the rights of all children in the playground
- Refrain from engaging in any behaviour which endangers themselves or others – behaviours such as climbing, hitting, pushing, kicking are not permitted at any time
- Refrain from engaging in any behaviour which interferes with other children at play e.g. taking a ball or other play item, disrupting the games of others, hitting, kicking, pushing, pulling
- Remain within playground boundaries during breaks
- Remain in the area designated for their class during breaks
- Only take specific playground footballs onto the top yard during breaks

### **Health and Hygiene**

Pupils are encouraged to take responsibility for personal health and hygiene. They are expected to:

- Wear their full school uniform
- Keep their hair neat. For hygiene purposes children with long hair are encouraged to tie it back.
- Not to wear make-up
- Value our school environment. The school premises and playground are litter-free zones. All empty drink cartons/containers and wrapping papers are considered household waste and should be taken home
- Bring nutritious lunches to school. They should not bring in crisps or other snack packets, sweets, chewing gum or fizzy drinks in line with our healthy eating policy.

### **Property and Personal Possessions**

Pupils are encouraged to take care of their personal belongings required for school work i.e. books, copies, uniform etc. However, they are discouraged from bringing other personal belongings to school. Pupils are expected to:

- Refrain from bringing chewing gum, glass bottles, correction fluids, other solvents, matches, cigarettes, alcohol or drugs to school; either to the premises or to a school related activity;
- Leave all personal mobile phones, i-Pads, laptops at home.
- Mobile phones which are switched on are not allowed in school.
- If parents wish a pupil to bring a mobile phone to school, it is the responsibility of the pupil to ensure that the phone remains switched off, not merely on 'silent', at all times to avoid distraction and disruption in classes or on school activities.
- Mobile phones which are found to be 'on' in school or on school activities will be confiscated. A written record of the incident will be maintained on Aladdin by the class teacher. The phone will only be returned to the parent/guardian of the pupil.

### **Respect and Good Manners**

In Scoil Chaoimhín Naofa we seek to support children in developing their social and citizenship skills. To this end pupils are expected to:

- Use polite language when greeting, requesting and thanking peers and staff

- Refrain from using inappropriate or bad language. The use of such language during the school day either within the school or on a school activity is considered a very serious breach of this code of behaviour
- Treat themselves, each other and all staff members with due respect and courtesy
- Refrain from wearing any insignia that is likely to cause offence
- Stand back for an adult, to welcome visitors and to show respect to their elders
- Respect the school building and property. If deliberate damage is caused, the parent/guardian will be responsible for the cost of repair/replacement
- Walk within the school building quietly and calmly.

### **Wet Weather**

Children will assemble in the school hall on wet mornings from 8.40am and will line up in their class line. Children should remain in their line and should not run or move about the hall. They will be supervised by the principal or vice-principal and SNAs. Teachers will collect their class from the hall at 8.50am. Please note that this arrangement may change on the ground according to current circumstances.

As no provision can be made for supervision or insurance of children outside of school hours children should not be brought / should not come to school early on wet mornings, and should not enter the classroom either unaccompanied or before the appointed time.

On wet days, at break time, children are expected to:

- Eat their snack/lunch and to remain in their class, or appointed class, and engage only in activities as instructed by the class teacher or supervising teacher
- Follow their teacher's instructions.
- Be respectful at all times to the supervising teacher, who will move around all the classrooms throughout the break time period
- Engage with their activities in a calm, orderly fashion; they should remain in their classroom and should not engage in running, jumping, hopping etc.
- Refrain from using a tin-whistle or other instrument, these are only allowed during music lessons
- Refrain from touching/using scissors, compasses, rulers and other school work objects – these are only to be used when a teacher is in the classroom and instructs the children to do so.

### **School Related Activities**

The standards and rules contained in this Code of Behaviour apply in any situation where the pupil, although outside the school, is still the responsibility of the school, e.g. school tours, games/extracurricular activities and attendance at events organised by the school.

### **Strategies for dealing with Unacceptable Behaviour**

Despite the best efforts of schools, 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 the student's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers.

Three levels of unacceptable behaviour are recognised by Scoil Chaoimhín Naofa.

They are Minor, Serious and Gross misbehaviours.

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 teacher or another pupil is talking, interrupting the teacher, shouting out answers, talking over another pupil, talking out of turn

Pupil not listening to instructions, fiddling with stationary etc

Laughing/ sniggering/sneering at other children

Making noise, swinging on chairs

Getting out of seat or moving around the room without permission

Disobeying teacher's instructions

Carelessness with books and stationary, scribbling/drawing on school books

Drawing on tables, being careless with another pupil's property

Commenting negatively on another pupil's work

Leaving litter in and around the school

Lack of compliance with school policy on hair, makeup and uniform

Being discourteous or unmannerly

Name calling

Unruliness in the classroom or in the corridor

### **Examples of Serious Misbehaviour**

Negative physical contact e.g. pushing, hitting, biting, spitting, kicking, tripping up, pulling hair, punching etc

Being disrespectful to the teacher/ ignoring the teacher

Gestures of defiance and using bad language

Stealing from classmates/teacher

Screaming/ shouting at another child/teacher

Deliberate exclusion of peers  
Spreading rumours/lies about another pupil/member of staff  
Threatening/ intimidating peers or members of staff  
Throwing objects at peers  
Telling lies  
Bullying – physical, verbal, cyber (Ref: Anti-Bullying Policy)  
Consistently interrupting/distracting others in the class  
Consistently not doing homework  
Refusal to do work assigned  
Refusal to co-operate with the teacher  
Damaging school property  
Using mobile phone in school  
Leaving school grounds without permission during school day

#### **Examples of Gross Misbehaviour**

Serious assault on another pupil/staff member e.g. physical, verbal  
Serious damage to school property  
Serious theft of school/staff property  
Consistent bullying of another pupil, emotional, physical or cyber

#### **Responding To Unacceptable Behaviour**

The school will use their professional judgement and the particular circumstances of the behaviour or incident in responding to unacceptable behaviour and in selecting the appropriate sanction. The sanction will be proportionate to the behaviour or incident in question. It may include:

#### **Minor Misbehaviour**

The class teacher will normally deal with classroom misdemeanours.

This may include:

Verbal reprimand and reasoning with the pupil, including advice on how to improve, setting realistic targets

Time out from friends to reflect on the misbehaviour

Loss of privileges such as golden time, extra recreation time etc

Noting incidence of yard misbehaviour on Aladdin



Note in homework journal or to parents

Steps to be taken when dealing with regular occurrences of Minor Misdemeanours:

A record of regular instances of misdemeanour is kept on Aladdin.

Following further repetition of similar instances of misdemeanours, communication may take place between the school and parents / guardians.

### **Serious Misbehaviour**

A record of all serious misdemeanours is kept on Aladdin.

Pupil may be sent to Principal.

Principal or class teacher may contact parent/guardian.

Parents/guardians may be asked to attend a meeting.

Suspension procedures may follow if deemed necessary by the school authorities, particularly in instances of repeated misbehaviour.

### **Gross Misbehaviour**

A record is kept on Aladdin.

Principal contacts parent/guardian.

Suspension or expulsion may be considered.

In the case of a child whose behaviour is consistently challenging the School's Code of Behaviour and it is the opinion of the teaching professionals in the school that the child may have an underlying emotional or behavioural difficulty, a psychological or psychiatric assessment may be recommended.

The outcome of such an assessment would enable the school to allocate resources within the school to help the child and also access resources from an outside body.

In the case of a child whose parents refuse to consent to assessment the support and advice of National Educational Welfare Board and the local area Special Educational Needs Organiser will be sought.

If the problem is not solved, and the behaviour continues, the class teacher shall consult the Principal and / or the parents / guardians of the child with a view to helping the child overcome the difficulty. The National Educational Psychology Service (NEPS) Guidelines for Teachers for Behavioural, Emotional and Social Difficulties will apply.

If the problem persists or in the case of serious misbehaviour the Principal may ask the parents/guardian to attend a meeting, with the aim of discussing the problem and putting in place strategies to help the child overcome the problem behaviour.

Should the problem continue, additional meetings and interventions may be called for to monitor the situation, always with the objective of helping the child.

If the problem continues it may lead to referral to the NEPS Team and/or suspension or expulsion.

Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular22/02 and Education Welfare Act 2000)

## **Supporting the Code of Behaviour**

### **Expectations of Staff**

#### **Education**

Support and implement the school's code of behaviour

Be cognisant of their duty of care

Facilitate pupils to reach their full academic potential

#### **Health and Safety**

Be familiar with and follow the school's policy on "Child Protection".

Be familiar with the school's "Professional Conduct Code"

Create a safe, welcoming environment for each pupil

#### **Communication**

Praise desirable behaviour

Recognise and provide for individual talents and differences among pupils

Be courteous, consistent and fair

Keep opportunities for disruptive behaviour to a minimum

Deal appropriately with misbehaviour

Keep a record of serious misbehaviour or repeated instances of misbehaviour

Listen, at appropriate times, to pupils' explanations for behaviour

Provide support for colleagues

Communicate with parents and staff when necessary, always with courtesy and respect

Provide reports on matters of concern.

## Expectations of Parents

We look forward to working closely with you as a parent/guardian and in the interest of ensuring your child has a happy, fulfilling and successful educational experience during their primary years, we ask you to:

### **Education**

- Nurture in your children a positive attitude towards school and try not to pass on any negative experiences you may have had yourself while at school;
- Be interested in, support and encourage your child's school work and homework;
- Be familiar with this code of behaviour and other school policies and support the implementation of these policies;
- Ensure that your child has the correct books and other materials;
- Ensure they wear the appropriate school uniform, arrive punctually for school and are collected on time.

### **Health and Hygiene**

- Ensure your child eats a healthy breakfast before school
- Ensure your child attends school regularly and punctually in full school uniform with appropriate clothing for the weather so that your child will be warm and dry playing outside during breaks;
- Check your child's head regularly for head lice and treat as necessary. Please inform the class teacher if your child has head lice;
- Ensure your child has clean hands and nails, good toileting habits and is able to use tissues;
- Ensure your child gets adequate sleep each night;
- Ensure your child has a healthy lunch in school every day in line with the school policy on health eating
- Our school operates a programme to encourage pupils to reduce, re-use and recycle waste. We ask that parents support this initiative and use lunch boxes and re-usable plastic bottles for drinks. All wrappers should be brought home by the children.
- Ensure your child does not attend school if he/she is sick. Children go to the yard at break time and cannot stay in unless their safety is compromised e.g. Limb in cast. If a child is well enough to attend school they are well enough to use the yard at break times;
- Ensure all of your child's property is clearly labelled e.g. Individual items of clothing, school bag, pencil case, books, copies etc. Items of clothing should be clearly labelled with your child's first and second name.
- If your child has a specific medical condition or is on any medication inform the school in writing.
- If a parent wishes for their child to receive medication during the school day they may call to the school to administer the required medicine in the course of the day. Staff members are not authorised to administer medicine except in life threatening situations or where that staff member has been sanctioned to do so by the Board of Management.

- If a child is required to self-administer medication during the school day the school must be informed in writing.
- No smoking is allowed on the school grounds at any time.

### **Communication**

- If a parent wishes to speak to a teacher they must contact the office and make an appointment.
- Unarranged meetings, however brief will not be possible due to our duty of care to the children in the classroom.
- If a parent is collecting their child from school early they should check in at the office and a member of staff will collect the child from their classroom.
- Ensure the school has up-to-date phone numbers of family/friends to be contacted in case of an emergency.
- Arrange meetings with the class teacher and/or principal if you are concerned about any issue relating to your child.
- Communicate with staff when necessary, always with courtesy and respect and model good behaviour in your relationship with teachers.
- Visit the school when requested to do so.
- Co-operate with teachers to help your child in instances where your child's behaviour is causing difficulties for others.
- If circumstances arise where your child is late for school you must accompany your child and sign him/her into school and record an explanation for lateness in the 'late attendance register' at reception.

### **Children with Additional 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 rules. Planning to encourage positive behaviour may be included in the pupil's IEP, 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 the home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will 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 rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

### **Developing a Behaviour Plan**

Children with particularly challenging behaviour may benefit from a Behaviour Support Plan. This plan will set out the attainment of a particular behaviour target over a short period of time e.g. day/week.

The plan will generally focus on the improvement of an agreed behaviour (one at a time). The achievement of the target is to be reinforced positively.

Children may be part of the process of setting the agreed target.

If the child has access to resource/support teacher time on the basis of behavioural needs, the resource/support teacher may be in a position to discuss the Behaviour Support Plan and/ or set targets in consultation with the class teacher.

### **Managing Aggressive or Violent Misbehaviour**

Though rare it has been agreed that in the case of a child displaying aggressive and violent behaviour the following steps will be followed:

- Where possible the child should be isolated. This will involve the child being exited from the classroom through the help of a special needs assistant or if not with the help of another class teacher. If this is not possible the class is removed from a potentially violent situation.
- As previously listed in this policy, the child should be spoken to calmly, assertively and respectfully.
- The staff member should stay at a safe distance.
- The child should be made aware that you are listening and so hopefully develop a means of resolving the issue.
- The child should be asked to consider possible outcomes and behaviours.
- The child should also be given time and space to 'cool off' and to respond to requests.
- Any violent or aggressive behaviour is recorded on Aladdin.  
{The most serious form of misbehaviour is an assault. Circular 40/97 sets out the procedures which should be followed in the case of an assault by a pupil: Attached at the end of this policy}

### **Suspension/Expulsion**

The Board of Management of Scoil Chaoimhín Naofa, has the authority to suspend a pupil.

Suspension will be a proportionate response to the behaviour that is causing concern. Other interventions will have been tried and reviewed to ascertain why they have not succeeded before suspension is considered.

The decision to suspend is a serious step and is only merited when serious grounds present themselves; e.g.

The student's behaviour has had a seriously detrimental effect on the education of other students.

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/gross misconduct may be grounds for suspension

*NEWB 'Developing a Code of Behaviour; Guidelines for Schools'*

Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous

misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000 and the NEWB 'Developing a Code of Behaviour; Guidelines for Schools'

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Chairperson or Principal are authorised by the Board of Management to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

### **Involving the Gardaí**

Professional involvement by the Gardaí will be necessary where allegations of criminal behaviour are made about a pupil.

Procedures in relation to suspension

The procedure followed prior to and during a period of suspension should be seen to be open, reasonable and fair.

A record is on Aladdin of all instances of serious misbehaviour.

Parents/ guardians are to be invited to meet the class teacher, the principal and/ or the chairperson of the Board of Management to inform them of the issue(s).

Communication between parents/guardians regarding the requested meeting, suspension of a pupil or the possibility of suspension will be in writing.

Parents/Guardians are to be given the opportunity to respond before a decision is made and before a suspension or alternative sanction is imposed.

A written statement of the terms of the suspension to the parents/guardians to include:

The period of the suspension

The dates on which the suspension will begin and end

The reason(s) for the suspension

Any study programme to be followed

The arrangement for returning to school, including any commitments to be entered into by the pupil and the parents/guardians.

Parents/guardians will be asked to reaffirm their commitment to this Code of Behaviour in writing.

To inform that they have the right to appeal to the Board of Management

To inform that they have the right to appeal to the General Secretary of the Department of education and Science {Education Act 1998, Section 29; and amended by the Education (Miscellaneous Provisions) Act 2007 }

Formal written records will be kept of:

The investigation (including notes of all interviews held)

The decision making process

The decision and rationale for that decision

The duration of the suspension and the conditions attached to the suspension

On the termination of a period of suspension, the pupil will be re-admitted formally to the class by the principal.

A pupil will not be suspended for more than three days except in exceptional circumstances.

The Board of Management will be involved in the decision to suspend in almost all instances except in the case of 'an immediate suspension' or where a Board of Management meeting cannot be convened.

Where parents do not agree to meet with the principal/ Board of Management, written notification will serve as notice to impose a suspension.

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

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

In implementing these procedures, the Principal and Board of Management will ensure that no pupil is discriminated against on any of the following grounds:

Gender

Marital status

Family status

Sexual orientation

Religion

Age

Disability

Race

Membership of the Travelling Community

### **Procedures For The Formal Re-Introduction Of The Student Into The School**

Parents may be requested to attend with the pupil on the day of his/her return to the school.

Undertakings of good behaviour may be requested in writing

Agreed conditions (e.g. counselling, referral to NEPS, or other pastoral supports) should be agreed where applicable and signed by parent/ guardian and pupil.

**Grounds for removing a suspension** (based on a decision of the Board of Management)

Grounds may include:

The Principal/Board of Management may agree that another sanction be applied after discussion

Successful appeal to the Board of Management

Successful appeal under Section 29 of the Education Act

New circumstances come to light

Suspension is only one strategy within the school's Code of Behaviour. It is most effective when it highlights the parents/guardians responsibilities for taking an active role, in partnership with the school, to work with their child to enable the child's behaviour to change. The school will work with parents/ guardians with the view to assisting the suspended pupil to rejoin the school community as quickly as possible.

### **Procedures in relation to immediate suspension**

Immediate suspension is considered by the Principal when the safety of the pupil, other pupils, staff or others is at issue.

A preliminary investigation will be undertaken to establish the case for the suspension. The Board of Management will undertake a full investigation at the earliest opportunity following the imposition of the suspension.

All conditions for suspension apply to an 'immediate' suspension.

Parents/guardians will be notified, and arrangements made for them to collect their child but the school will still maintain its duty of care for the pupil. No pupil will be sent home from school. A pupil will only be released into the care of a parent/guardian.

### **Expulsion**

The Board of Management of Scoil Chaoimhín Naofa has the authority to expel a pupil. A pupil can be expelled on a decision of the Board of Management only.

Expulsion is a measured and proportionate response to the pupil's behaviour and will be taken only on very extreme cases of unacceptable behaviour.

The grounds for expulsion may be similar to the grounds for suspension but the degree of seriousness and the persistence of the behaviour necessitate the more serious punishment.

The Board of Management affirms that expulsion should be considered, only in the gravest of circumstances and only after every reasonable effort at rehabilitation has failed and other sanctions have been exhausted.

Examples of misbehaviour which are grounds for expulsion

- "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" *Developing a School Code of Behaviour pp 81*



There may in very rare and extreme cases be a cause for the Board of Management to expel a pupil for a first offence. The following examples

- “ a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal or dangerous drugs to other pupils in the school
- sexual assault” *Developing a School Code of Behaviour pg 81*

### **Procedures for Expulsion**

The procedure followed prior to and for expulsion should be seen to be open, reasonable and fair.

#### **Step 1**

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

Inform the pupil and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion (verbal and written communication)

Give parents and the pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed

#### **Step 2**

##### **A recommendation to the Board of Management by the Principal**

Where the Principal forms a view that expulsion may be warranted, the Principal will make a recommendation to the Board of Management to consider expulsion.

The Principal will engage with the parents and Board of Management as follows:

#### **Parents**

- Inform the parents and pupil that the Board of Management is being asked to consider expulsion
- Ensure that the parents have records of
  1. the allegations against the pupil
  2. the investigation
  3. the written notice of the grounds on which the Board of Management is being asked to consider expulsion
- 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

#### **Board of Management**

Provide the Board of Management with the same comprehensive records as are given to parents

### **Step 3**

#### **Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing**

##### Review

The Board of Management will review the initial investigation

The Board of Management will satisfy itself that the initial investigation was conducted properly and followed fair procedures.

The Board of Management will review all documentation of the case

The Board of Management will review the circumstances of the case

The Board of management will clarify and ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations

**If the Board of Management decides to consider expelling a pupil, it will hold a hearing.**

##### Hearing

The Board of Management will convene a meeting in accordance with Board procedures

The Parents and the Principal will give 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 parents if they so choose, will be allowed the opportunity to make their case for lessening the sanction

The Board of Management will be seen at all times to be impartial.

Parents if they so wish can be accompanied at the hearing.

**The Board of Management will then make their deliberations from which the parents and the Principal will absent themselves.**

### **Step 4**

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

The Board of Management will then make a decision whether or not the allegation is substantiated and if so, whether or not expulsion is the appropriate sanction.

When the Board makes the decision to expel the following steps will be followed

The Board of Management 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

The Board of Management will 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 pupil will not be expelled before the passage of twenty school days from the date on which the Educational Welfare Officer receives the 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 the Board of Management of its opinion to expel a pupil, the Educational Welfare Officer must:

Make all reasonable efforts to hold individual consultations with the Principal, the parents and the pupil and anyone else who may be of assistance

Convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24)

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The purpose of the meetings is to ensure that arrangements are made for the pupil to continue in education.

These consultations may result in an agreement about alternative intervention that would avoid expulsion. Any changes to the decision for expulsion must be agreed by the Board of Management.

However, where the expulsion is to go ahead, the consultation will focus on alternative educational possibilities. In the interest of the pupil's education those concerned will come together with the Educational Welfare Officer to plan for the pupil's future education.

Pending these consultations, the Board of Management will take steps to ensure that good order is maintained in the school and that the safety of the other pupils in the school is secured. This might necessitate the suspension of the pupil where the safety of other pupils /staff is threatened or the learning of other pupils will be seriously disrupted.

## **Step 6**

### **Confirmation of the decision to appeal**

Where the Board of Management continues in the belief that the pupil is to be expelled and the twenty days have elapsed the following procedures will be followed:

The Board of Management will formally confirm the decision to expel

The parents will be notified immediately that the expulsion will now proceed

The parents will be informed about the right to appeal and will be supplied with the standard form on which to appeal

A full and formal record will be made of the decision to expel

### **Appeals**

Under the Education Act 1998 Section 29, the parents may appeal a decision to expel to the Secretary General of the Department of Education and Science

An appeal on behalf of the pupil may also be brought by the National Educational Welfare Board

### **The Appeal Process**

The Board of Management will refer to the Department of Education and Science Guidelines for full details of the appeal process. At this point a mediator nominated by the appeals Committee (Department of Education and Science) will be appointed.

### **Policy Review**

The Board of Management will review all aspects of this policy at regular intervals to ensure that the set of programmes, practices and procedures as set down in this Code of Behaviour Policy enable pupils to behave well and learn well.

This Code of Behaviour Policy was drawn up by Staff, representatives of the Parents Association and The Board of Management of Scoil Chaoimhín Naofa in consultation with the bodies who nominated them.

This Code of Behaviour was reviewed and redrafted by members of the serving Board of Management, Parents Association and Staff.

A copy of this revised Code of Behaviour Policy is circulated/made available to parents/guardians of children enrolled in the school each year.

The policy was further reviewed and updated on 6<sup>th</sup> November 2020.

Ratified by

Mr. Paul Carter, Chairperson BOM

Handwritten signature of Paul Carter in black ink, written above a horizontal line.

Date:

Handwritten date "06 Nov 2020" in black ink, written above a horizontal line.

Review Date

This policy will be reviewed in March 2022 or sooner if deemed necessary.