

CODE OF BEHAVIOUR

How this code was developed

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Scoil Naomh Seosamh, Laragh has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents. The Code of Behaviour of Scoil Naomh Seosamh has been developed in accordance with 'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008.

In formulating this policy, the Board of Management completed the following steps:

- i. Staff were informed that an initial draft of the Code of Behaviour was available, and they were invited to make submissions on the content of the code within a specified timeframe.
- ii. Parents were surveyed and their views taken into account in the redrafting of the Code.
- iii. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.

RELATIONSHIP TO THE ETHOS OF THE SCHOOL

Our school aims to promote the full and harmonious development of all aspects of the pupil including his/her relationships with other people and with the environment. Tolerance and appreciation of each other is instilled in our pupils. Pupils are drawn by example and teaching to appreciate and respect people of different religious affiliations and nationalities. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere. This policy reflects the underlying philosophy and ethos that SNS Laragh promotes i.e. the general welfare, health, development, and safety of children in an environment where mutual respect and self-esteem are nurtured. Implementation of this Code of Behaviour is central to the provision of effective teaching and learning in SNS Laragh.

Our aim is to create a happy, secure environment for our pupils in which there is a sense of good order and a reasonable approach to discipline. In this way, a large group can be organised so that the school can operate smoothly for the benefit of all.

EXPECTATIONS AND STANDARDS OF BEHAVIOUR

General Guidelines for Behaviour

All members of the SNS Laragh school community are expected to:

- show respect and consideration for other children and adults.
- show respect for the property of, the school, other children, and their own belongings.
- attend school on a regular basis and to be punctual.
- do his/her best in school, for homework and in all activities
- always show courtesy and good manners
- be kind and show a willingness to help others
- follow instructions from any member of staff.

Respect and courtesy to others is essential. Any kind of verbal or physical abuse of other pupils is unacceptable. Use of foul language among pupils is unacceptable. Bullying or intimidation of other pupils is prohibited and is always regarded as a serious offence. Incidents of bullying will be acted upon in accordance with our Anti-Bullying Policy.

Classroom Behaviour

Each pupil is expected to:

- Listen to the teacher, other pupils if they are speaking and any visitor to the classroom.
- Value the classroom as a learning environment and respect the right of other pupils to learn.
- Work to the best of his/her ability
- Value and respect school property and the belongings of fellow pupils.
- Follow the direction of his/her teacher.
- Obtain his/her teacher's permission to leave the classroom.
- Respect the teacher, other pupils, and visitors to the classroom.

Playground Behaviour

Each pupil is expected to:

- Play safely avoiding any games or play that are rough or dangerous.
- Follow the directions of the playground supervisors.
- Remain on school grounds at all times.
- Obtain permission before re-entering the school building during break periods.
- Respect the teacher and SNAs on yard duty and fellow pupils.
- Refrain from swearing, fighting or name calling.
- Treat all children in a respectful, inclusive manner.

Behaviour in other School Areas

Each pupil is expected to:

- Walk in the school corridors.
- Hold the door for visitors/adults if they meet at door.
- Knock on classroom doors and be mannerly when entering other classrooms.
- Use the bathrooms in quick, calm, tidy fashion – no messing.

Behaviour during School Outings/Activities

Each pupil is expected to:

- Follow his/her teacher's directions at all times.
- Remain with the teacher/supervisors and group of pupils at all times.
- Behave politely and respectfully towards those they meet on such trips.
- Observe the rules of general good behaviour.

WHEN AND WHERE WILL BEHAVIOUR BE SUBJECT TO THIS CODE OF BEHAVIOUR

This Code of Behaviour will apply to all school activities, regardless of timing and location. This will encompass the normal school day, activities that may extend beyond normal opening and closing times and all extra-curricular activities such as school tours, outings, performances, and sporting pursuits.

ROLES AND RESPONSIBILITIES OF STAFF MEMBERS IN RELATION TO BEHAVIOUR**Board of Management:**

The Board of Management recognises the importance of creating consistent values, policies, practices, and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by the principal, teachers, ancillary staff and parents in the review and operation of the Code.

All Staff:

In accordance with the Code of Professional Conduct for Teachers (Teaching Council 2012), the staff are expected to treat all children with respect and dignity and to implement the Code of Behaviour in a fair, consistent, and reasonable manner.

New staff and substitutes are briefed on all policies and practices within the school. All staff aim to:

- create a positive climate with realistic expectations
- promote through example, honesty and courtesy.
- model the good behaviour we expect from the children.
- provide a caring and effective teaching and learning environment.
- encourage relationships based on kindness, respect and understanding of the needs of others.
- ensure fair treatment for all regardless of age, gender, race, ability or disability.
- show appreciation for the efforts and contributions of all.

Principal - It is the Principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However, each staff member has responsibility for the maintenance of discipline within common areas of the school.

Class Teachers - Teaching staff are specifically responsible for the management of behaviour within their own class. They will:

- Discuss the Code of Behaviour with their class in an age-appropriate manner at the beginning of the school year.
- Ensure the rules are displayed in the classroom.
- Encourage self-discipline and positive behaviour.
- Ensure there is always an appropriate level of supervision.
- Implement reward/sanction schemes in a fair and consistent manner.
- Keep a written record of all incidents of continued, serious, or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the Principal.
- Communicate with parents/guardians about concerns around a child's behaviour.

PROMOTING POSITIVE BEHAVIOUR AND SYSTEMS FOR ACKNOWLEDGING GOOD BEHAVIOUR, PROGRESS AND EFFORT.

As a general rule, the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. Attention will be paid to pupils who have previously been associated with poor behaviour so that not only good behaviour but also improvement in behaviour is acknowledged.

The following list is a selection of strategies which may be used by individual 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
- A visit to another class or the Principal for commendation
- Praise in front of class group
- Awards e.g., Star of the Week, Student of the Week, Best Listener, Most Improved Student,
- Individual/Group points systems e.g., Class dojo, class jars, raffle tickets, class charts etc.
- Stamps and stickers on children's work
- Delegating some special responsibility or privilege
- Written or verbal communication with parents/guardians
- A small gift/prize
- Homework Pass
- Golden Time – DVD, treat, extra PE/Art time

PARENTAL INVOLVEMENT

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive behaviour in school.

On receiving an offer of a place for their child, parents will be required to confirm in writing that the Code of Behaviour is acceptable to them and that they will make every effort to ensure compliance by their child.

Parents/Guardians will support the school in the promotion of positive behaviour by:

- Familiarising themselves with SNS Laragh Code of Behaviour and discussing same with their child
- always encouraging good behaviour and respect for others
- modelling respectful behaviour in their interactions with staff, students and other parents
- co-operating with the school's rules and system of rewards and sanctions
- ensuring their children attend regularly and punctually.
- encouraging their children to do their best and to take responsibility for their work.
- helping their children with homework and ensuring that it is completed and signed.
- ensuring their children have the necessary books and materials for school and that all items are clearly labelled.
- ensuring their children always wear the correct school uniform/tracksuit.
- ensuring their child is eating a healthy lunch in accordance with our Healthy Eating Policy
- informing their child's class teacher about school absences/illnesses in writing by email or in a note (see below)
- sharing any relevant information with the school which may affect a pupil's behaviour.
- attending meetings at the school if requested

- making an appointment through the secretary to meet with teachers/principal if they have concerns about any aspect of their child's behaviour which they wish to discuss.

NOTIFICATION OF A CHILD'S ABSENCE FROM SCHOOL

Parent(s)/guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence:

- The school should be notified of the absence on the first day the pupil returns to school.
- The reason for the absence should be notified to the class teacher.
- The absence should be notified in writing by letter or email to the class teacher.
- Details pertaining to the absence, such as duration and reason, should be provided.
- Significant absences caused by ill health (i.e., absences longer than 10 school days) should be certified.

The school will inform the Education Welfare Officer in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register.

CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR – RESPONSES AND SANCTIONS

Restorative Practice

Restorative Practice in our school provides a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative Practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it to help heal broken relationships and prevent reoccurrence. Where suspension occurs, the school will use restorative practice involving all parties affected to help repair the harm done.

Restorative Questions to respond to Challenging Behaviour.

1. *What happened?*
2. *What were you thinking about at the time?*
3. *What have your thoughts been since?*
4. *Who has been affected by what you did?*
5. *In what way have they been affected?*
6. *What do you think needs to happen to make things right?*

To help those harmed by others' actions

- 1. What did you think when you realised what had happened?*
- 2. What have your thoughts been since?*
- 3. How has this affected others?*
- 4. What has been the hardest thing for you?*
- 5. What do you think needs to happen to make things right?*

INAPPROPRIATE BEHAVIOUR

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

Level One**Level 1: Behaviours**

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive, and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of Behaviour that are included in Level 1. Please note the list is not exhaustive.

- Failure to prepare for class, as defined by individual teachers.
- Running in the hallways
- Disturbing the work or play of others.
- Disrespectful language, tone, or manner
- Ignoring staff requests
- Interrupting work in the classroom
- Being discourteous / unmannerly
- Rough play on the yard
- Leaving the classroom without checking with the class teacher

Level 1: Disciplinary Actions

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. Some examples of Level 1 responses are:

- Verbal reprimand/reminder(s)
- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends, or others
- Prescribing additional work
- Loss of privileges and loss of part of playtime.
- Detention – loss of playtime and extra work.
- Parent contact
- Behaviour contract

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

Level 1: Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- Classroom-based interventions, such as Circle Time or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Discussion of behaviour with the child using Restorative Practices.
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

Level Two**Level 2: Behaviours**

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and wellbeing of the students and staff. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention.
- Behaviour which is dangerous to self or others (e.g., shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Use of profanity

- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult.
- Possession or use of dangerous toys or sporting equipment (e.g., bow and arrows, any kind of knives, etc.)

Level 2: Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parents, with written documentation. Some examples of Level 2 responses are:

- In school supervised detention
- Report submitted to the Board of Management.
- Meeting with parent(s)/guardian(s)
- Suspension from school of one to five days, depending on the severity of the Behaviour.
- Implementation of extensive Behaviour management plan

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Level Three

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal wellbeing of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention.
- Setting fires
- Intentional possession or use of weapons.
- Violent fighting or intentionally causing physical harm to others.
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin.

Level 3: Disciplinary Actions

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances.

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour.

Suspension from school for one to five days: This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The power of suspension is delegated to the principal by the Board of Management. The Principal following due process and procedure, can issue a suspension for 3 days. In certain circumstances, the Principal, with the approval of the Chairperson of the Board of Management, may suspend a pupil for 5 school days.

- **Suspension from school for five to ten days:** This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management in accordance with Section 23 of the Education Welfare Act 2000.
- **Immediate Suspension** will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school.
- **Automatic Suspension** will be deemed necessary where either of the following named behaviors have occurred:
 - i. Physical assault/violence resulting in bodily harm to a pupil or member of staff or
 - ii. Physical violence resulting in serious damage to school property.
- **Appeal** Parents of a pupil who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.
- **Expulsion:** Repeated incidents of Level 3 behaviour can result in a pupil being expelled. This procedure may be considered in an extreme case in accordance with Section 23 of the Education Welfare Act 2000.

Grounds for Expulsion

- Behaviour is persistent cause of significant disruption to the learning of others or to the teaching process.
- Continued presence of pupil constitutes a real and significant threat to safety.
- Pupil responsible for serious damage to property.

Automatic Expulsion

BoM may sanction automatic expulsion for certain prescribed behaviours:

1. Sexual Assault
2. Possession of illegal drugs
3. Supplying illegal drugs to other pupils in the school
4. Actual violence or physical assault
5. Serious threat of violence against another pupil or member of staff.

Procedures in Respect to Expulsion

1. Detailed investigation by school principal
2. Recommendation by principal to BoM
3. BoM considers Principals recommendation and holds hearing.
4. BoM decision, is expulsion appropriate? If BoM recommends expulsion, the BoM will propose a date which will allow a 20-day cooling off period.
5. Education Welfare Officer is informed of proposal to expel pupil and effective date of that proposal.
6. Parents of the pupil are informed of rights to invoke a Section 29 appeal under the Education Act 1998
7. Education Welfare Officer arranges consultations.
8. Confirmation of decision.

PROCEDURES FOR SUSPENSIONS & EXPULSIONS**Suspension:**

Developing A Code of Behaviour: Guidelines for Schools defines suspension as *'requiring the student to absent himself/herself from the school for a specified, limited period of school days'*.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening, or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed, and the parents will be requested in writing to attend at the

school to meet the Chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. 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.

The Board of Management of Scoil Naomh Seosamh, Laragh has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Immediate Suspension and Automatic Suspension

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of Scoil Naomh Seosamh, Laragh having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction:

- Physical assault/violence resulting in bodily harm to a pupil or member of staff or
- Physical violence resulting in serious damage to school property.

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified.

Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- i. the duration of the suspension and the dates on which the suspension will begin and end.
- ii. the reasons for the suspension
- iii. any study programme to be followed.
- iv. the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss:

- i. the circumstances surrounding the suspension.
- ii. Interventions to prevent a reoccurrence of such misconduct.

The Board of Management of Scoil Naomh Seosamh, Laragh acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given:

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Procedures in Respect of Other Suspensions

In cases other than those of Immediate or Automatic Suspension the following procedures will apply:

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Scoil Naomh Seosamh, Laragh will initiate a formal investigation of the matter. The following procedures will be observed:

1. A written letter containing the following information will issue to Parent(s)/guardian(s);
 - i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
 - ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of Scoil Naomh Seosamh, Laragh acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given:

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
 - ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.
2. Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:
 - i. the duration of the suspension and the dates on which the suspension will begin and end.
 - ii. the reasons for the suspension
 - iii. any study programme to be followed.
 - iv. the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
 - v. the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Expulsion

Developing A Code of Behaviour: Guidelines for Schools, (National Educational Welfare Board) defines expulsion as *'A student is expelled from a school when a 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.'*

The authority to expel a pupil is reserved by the Board of Management.

Grounds for Expulsion

- Behaviour is persistent cause of significant disruption to the learning of others or to the teaching process.
- Continued presence of pupil constitutes a real and significant threat to safety.
- Pupil responsible for serious damage to property.

Automatic Expulsion

BOM may sanction automatic expulsion for certain prescribed behaviours:

1. Sexual Assault.
2. Possession of illegal drugs.
3. Supplying illegal drugs to other pupils in the school.
4. Actual violence or physical assault.
5. Serious threat of violence against another pupil or member of staff.

Procedures in Respect of Expulsion:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

1. A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s)

- i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
 - ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond.
2. The Principal (or BOM Nominee) will make a recommendation to the Board of Management. Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the

Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion.
- ii. ensure that parent(s)/guardians 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
- iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

3. Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled. The parent(s)/guardian(s) will be notified in writing:

- i. as to the date, location, and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management
- iii. that they may if they so choose, be accompanied at the hearing.

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that:

- i. the meeting will be properly conducted in accordance with Board procedures.
- ii. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence.
- iii. each party will be given the opportunity to directly question the evidence of the other party.
- iv. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose.

4. Board of Management Deliberations & 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:

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.

- ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification.
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted.
- iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
- v. Will suspend the student, if it is deemed likely 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 pupils or staff.

5. Confirmation of the Decision to Expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

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 rules. Planning to encourage positive behaviour will 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.

KEEPING RECORDS

The school 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.

RELATED POLICIES

- Child Safeguarding Policy
- Anti-bullying Policy
- SPHE Plan
- Statement of Strategy for Attendance
- Data Protection Policy
- Health & Safety
- Special Educational Needs
- Acceptable Use Policy

SUCCESS CRITERIA:

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

REVIEW

This policy was reviewed and updated by the Board of Management in May 2021. It will be reviewed in June 2022

POLICY RATIFICATION

The policy was ratified by the Board of Management of Scoil Naomh Seosamh, Laragh at its meeting held on 26th of May 2021

Signed: _____ Chairperson, Board of Management