



Code of Behaviour

St. Aidan's National School,

Smithstown,

Shannon,

Co. Clare

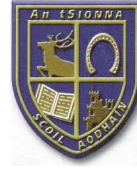
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Code of Behaviour



1.0 Introduction:

Children bring to school a wide variety of behaviour. As a community environment, in school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

As a school committed to the realisation of these basic principles we have adopted a code of behaviour that seeks to direct behaviour for the good of all. Every effort is made to ensure that our code is implemented in a reasonable, fair and consistent manner. The code of behaviour has been established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment.

However, a high standard of behaviour requires a sense of community within our school so just as parents are recognised as being the primary educators of their child they too have a role to play in implementing the code of discipline. As a school we seek to maintain the co-operation of all staff, pupils and parents thus leading to an effective code of behaviour – one in which there is a high standard of behaviour.

2.0 Rationale:

This policy was formulated to comply with Department of Education requirements and was done so with reference to ‘Developing a Code of Behaviour: Guidelines for Schools’ (NEWB, 2008). It was formulated with the aim of providing a happy, secure environment for all members of our school community one in which there is a sense of order and discipline.

3.0 Relationship to Ethos:

In keeping with our ethos statement our Code of Discipline enables us to strive to provide a caring, happy and secure environment where the intellectual, spiritual, physical, moral and cultural needs of each member of our school community is catered for and respected.

4.0 Aims:

The aims of this Code of Behaviour are:

- ❖ To create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development
- ❖ By adopting a whole school approach to the management of behaviour issues, we seek to promote positive behaviours and self-discipline in an atmosphere of respect, tolerance and consideration of others
- ❖ 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 school staff, 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.

5.0 Policy Formulation:

In formulating this policy the Board of Management completed the following steps;

- ❖ Parents and 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.
- ❖ Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils suggestions to the Principal.

- ❖ The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.
- ❖ The finalised draft of the policy was submitted for the Patron's Approval.

6.0 Whole School Approach:

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.

7.0 Standards of Behaviour:

7.1 Pupils

At St. Aidan's all school members of our school community are expected to behave in ways that show respect for one another. Standards of behaviour at our school should reflect values such as

- ❖ Respect for self and others
- ❖ Kindness and willingness to help others
- ❖ Courtesy and good manners
- ❖ Fairness
- ❖ Readiness to use respectful ways of resolving difficult and conflict
- ❖ Forgiveness

Standards that signal unacceptable behaviour include:

- ❖ Behaviour that is hurtful in any way (including bullying, harassment and discrimination)
- ❖ Behaviour that interferes with teaching and learning
- ❖ Threats or physical hurt to another person
- ❖ Damage to property
- ❖ Theft
- ❖ Leaving the classroom, yard or school building without permission

7.1.1 General Behaviour Guidelines for Pupils:

General Behaviour

Each pupil is expected to: (*sample expectations- this list is not exhaustive*)

- ❖ be well behaved and to show 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 both in school and for homework
- ❖ Take responsibility for their work and action
- ❖ Keep all rules set out by the school and recognise that school rules are for the better good of everybody
- ❖ Help to create a safe, positive environment
- ❖ Respect all school members – pupils, parents and staff and indeed visitors to the school

7.2 Classroom Rules:

While it is expected that behaviour will be exemplary if adhering to general school rules there may be cause to implement specific classroom rules in some cases. At the beginning of each academic year the class teacher will remind pupils of the general school rules and will draft a list of class rules with the children that may be specific to their class. Classroom rules reflect and support the school rules but are presented in a way that is accessible to the children.

Classrooms rules are devised with regard for the health, safety and welfare of all members of the school community. Where difficulties arise parents will be contacted.

7.2.1 Classroom Behaviour

Each pupil is expected to: (*sample expectations-this list is not exhaustive*)

- ❖ listen – to the teacher and other pupils if they are speaking
- ❖ work – to the best of his/her ability
- ❖ value – school property and the belongings of fellow pupils.
- ❖ follow – the direction of his/her teacher
- ❖ obtain – his/her teachers permission to leave the classroom
- ❖ respect – the teacher, other pupils and visitors to the classroom
- ❖ remain – in their classroom at all times unless otherwise directed

7.2.3 Playground (Playing Pitches) Behaviour

Each pupil is expected to: (*sample expectations- this list is not exhaustive*)

- ❖ play – safely avoiding any games or play that are rough or dangerous
- ❖ follow – the directions of the playground supervisor(s)
- ❖ remain – on school yard at all times unless otherwise directed
- ❖ obtain – permission before re-entering the school building during break periods
- ❖ respect – the yard supervisor and fellow pupils
- ❖ avoid – swearing, fighting or name calling

7.2.4 Behaviour in other School Areas

Each pupil is expected to: (*sample expectations- this list is not exhaustive*)

- ❖ walk – in the school corridors and throughout the school
- ❖ proceed – from one room to another quietly so as not to disturb others

7.2.5 Behaviour during School Outings/Activities

Each pupil is expected to: (*sample expectations- this list is not exhaustive*)

- ❖ follow – his/her teacher's directions at all times
- ❖ remain – with the teacher/supervisors and group of pupils at all times
- ❖ behave – politely towards those they meet on such trips
- ❖ observe – the rules of general good behavior
- ❖ Uphold the schools code of behaviour while on school tour and when representing the school at various functions and events

7.3 Specific School Rules for Children:

- ❖ Pupils should show care and respect for others at all times including staff – no fighting, bad language, bullying, disobedience, defiance
- ❖ Pupils should show respect for others and indeed their property by listening carefully in class and not interfering with the right to learn of others
- ❖ Pupils should remain seated when teachers are not present – this applies specifically in the mornings and during break times
- ❖ Pupils should line up promptly and quietly when the bell rings to go out and to come in
- ❖ Pupils are forbidden to eat in the yard (in line with Green Schools Policy). Pupils have ample time to eat before and after going on yard

- ❖ Pupils should WALK quietly through the school building with no pushing or shoving
- ❖ Pupils should not leave the classroom, yard or indeed the school without permission
- ❖ Pupils should be ready to use respectful ways of resolving difficulties and conflict
- ❖ Pupils should be responsible for their own thoughts, words and actions and must readily admit to being in the wrong.
- ❖ Pupils should keep their hands to themselves
- ❖ Pupils should always walk on the footpath when entering and leaving school and this should be actively encouraged by parents lest an accident should occur
- ❖ Pupils should not bring a mobile phone or other technological devices to school expect in exceptional circumstances. *(In the case of such an exceptional circumstance a written request from parents must be provided. Pupils who have been given permission to have a mobile phone on school grounds must give it to the class teacher / principal upon entering the school. In all cases the mobile phone should be switched off until they leave the school premises. The school accepts no responsibility for loss or damage to these phones).*

7.4 General Behaviour Guidelines for Parents:

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns. In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

All adults but particularly parents / guardians have an important responsibility to model high standards of behaviour, both in their dealings with children and with each other. With this in mind parents/guardians

- ❖ Must ensure that the proper / full school uniform is worn at all times
- ❖ Must ensure that their child/children are in school by 8.55am.
- ❖ Should promote the healthy eating policy at the school by ensuring that their child brings a healthy lunch to school each day with one treat only allowed on Fridays

- ❖ If your child is absent from school then a note must be sent to the school explaining this absence. If appropriate a medical certificate should be submitted
- ❖ Parents should help children with homework and must ensure it is completed to a high standard
- ❖ Parents should instil in their child/children at home the messages that learning and good behaviour are conducive to a happy school life.
- ❖ Ensure that your child/children have the necessary books and materials for school.
- ❖ Should make teacher/principal aware of any changes in family circumstances if relevant to the child's well-being at school.
- ❖ Should familiarise themselves with and embrace the principles the school code of behaviour
- ❖ Must attend meetings if requested by the teacher or principal in relation to their child.
- ❖ Should strive to be courteous and calm in all dealings with school staff.

7.5 General Behaviour Guidelines for Staff:

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.

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 an appropriate level of supervision at all times.
- ❖ Implement the reward/sanction scheme 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.

In St. Aidan's the staff recognise that teachers are bound by the Code of Professional Conduct as outlined by the Teaching Council www.teachingcouncil.ie. Although a whole school approach staff will make every effort to promote good behaviour by encouraging

- ❖ Positive everyday interactions between teachers and students
- ❖ Good school and class routines
- ❖ Clear boundaries and rules for students
- ❖ Helping students themselves to recognise and affirm good learning behaviour
- ❖ Recognising and giving positive feedback about behaviour
- ❖ Exploring with students how people should treat each other
- ❖ Involving students in the preparation of the school and classroom rules

7.6 Promoting Positive Behaviour:

As a general rule the school will endeavor 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. Special 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.

Part of the vision of St. Aidan's is to help children achieve their personal best – academically, intellectually and socially. We recognise that there are many different forms of intelligence and that similarly children use a variety of approaches to solve problems. All children deserve encouragement to perform their own best. Children will be encouraged, praised and listened to at all times by adults in the school. Praise is earned by maintenance of good standards as well as by particularly noteworthy personal achievements. A reward scheme for promoting positive behaviour will be used. Such rewards will include; *(sample rewards-)*

- ❖ 'Congratulations' and 'Good News' postcards sent to parent(s)/guardian(s)
- ❖ Personalised letters to parent(s)/guardian(s)
- ❖ Special privileges
- ❖ A quiet word or gesture to show approval
- ❖ A comment in the pupil's copy or homework journal
- ❖ A visit to another member of staff or the Principal for commendation

- ❖ A word of praise in front of a group or class e.g. assembly
- ❖ A system of merit markers or stickers
- ❖ Delegating some special responsibility

7.7 Inappropriate Behaviour:

Although we seek to eliminate negative behaviours by focussing on, promoting and reinforcing positive behaviours from time to time it may be necessary to sanction an unacceptable behaviour. Sanctions are often necessary in order to help pupils recognise that their behaviour is unacceptable and that it impacts on others. Sanctions are used to bring about a change in behaviour from a negative behaviour to a positive one. 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.

7.7.1 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 neither prescriptive nor exhaustive.

- ❖ Interrupting class work
- ❖ Arriving late for school
- ❖ Running in the school building
- ❖ Not wearing correct uniform
- ❖ Playing ball in classroom
- ❖ Talking in class / line
- ❖ Leaving seat without permission
- ❖ Being discourteous / unmannerly

- ❖ Not completing homework without good reason or note from parent
- ❖ Not having specific assignments signed by parents
- ❖ Endangering self/fellow pupils on school property
- ❖ Disturbing the work or play of others
- ❖ Disrespectful language, tone, or manner
- ❖ Ignoring staff requests / defiance

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
- ❖ Sending to another teacher
- ❖ Prescribing additional work
- ❖ Loss of privileges / denial of participation in some class activity
- ❖ Parent contact
- ❖ Behaviour contract

Level 1: Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

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

7.7.2 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 well-being 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, biting, kicking, throwing objects at) and / or deliberately injuring a fellow pupils or member of the school community
- ❖ 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 e.g back answering staff
- ❖ Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)
- ❖ Leaving the school without permission during the school day or leaving the care of school staff during school outings.
- ❖ Constantly disruptive in class
- ❖ Telling lies
- ❖ Frequenting school premises after school hours without appropriate permission

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
- ❖ Shortening of school day to be considered in extreme cases as per advice received from Inspectorate. There will be consultation with parents in this regard

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- ❖ Team conference to include classroom teacher, other involved staff, Assistant 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).
- ❖ Parental involvement

7.7.3. Level Three

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well-being 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 acts including fighting, biting kicking, throwing objects at, 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
- ❖ Repeated behaviour which is dangerous to self or others
- ❖ Putting other pupils, staff in immediate danger
- ❖ Posing a Health and Safety risk
- ❖ Malicious damage of any kind to school property
- ❖ Deliberately leaving taps / fire hose turned on
- ❖ Aggressive, threatening or violent behaviour towards a staff member / pupil or other member of the school community
- ❖ Defecating on school property

Level 3: Disciplinary Actions

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. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document.

Level 3 responses:

- ❖ Shortening of school day to be considered in extreme cases as per advice received from Inspectorate. There will be consultation with parents in this regard

- ❖ **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 Principal following due process and procedure, can issue a suspension.

❖ **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.

❖ **Expulsion:**

Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

NOTE: THESE LISTS CONSIST OF EXAMPLES ONLY. THEY ARE NOT MEANT TO BE A TOTALLY COMPREHENSIVE LIST OF MISDEMEANOURS AND PROCEDURAL STEPS

8.0 Procedures for Suspensions & Expulsions

8.1 Suspension

Definition of Suspension:

'requiring the student to absent himself/herself from the school for a specified, limited period of school days' Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

8.1.2 Authority to Suspend:

The Board of Management of St. Aidan's N.S. 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.

8.1.3 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 **St. Aidan's N.S.**, 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
- or
- Leaving the school without permission during the school day.

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:

- ❖ the duration 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 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;

- ❖ the circumstances surrounding the suspension,
- ❖ interventions to prevent a reoccurrence of such misconduct.

The Board of Management of St. Aidan's N.S. 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.

8.1.4 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 St. Aidan's N.S will initiate a formal investigation of the matter. The following procedures will be observed;

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 St. Aidan's N.S. acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- ii. 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.
- iii. 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.

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:

- ❖ the duration 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 pupil and the parent(s)/guardian(s)
- ❖ 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 Skills under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

8.2 Expulsion

8.2.1 Definition of Expulsion:

'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.' Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

8.2.2 Authority to Expel:

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

8.2.3. Procedures in Respect of Expulsion:

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

- a) **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);
 - iii. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
 - iv. 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

- b) **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)

c) **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

d) 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.

e) 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 Skills under Section 29 of the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of St. Aidan's N.S 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.

9.0 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 / using the school journal*
- ❖ Details pertaining to the absence, such as duration and reason, should be provided
- ❖ Significant absences cause 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

10.0 Records and Reports:

Occasionally, it may be necessary to record incidents in the Incident report book – in the Principals office or on our online database. The responsibility for recording an incident rests with the member of staff who observed it (class teacher, supervising teacher, SNA). The responsibility for notifying the Principal rests with the recording member of staff.

Documentation pertaining to suspensions, expulsions and/or appeals under Section 29 of the Education Act 1998 shall be retained in the school. All records are kept in accordance with the Data Protection Act 2003.

In addition, the Board of Management will inform the Education Welfare Officer of irregular attendance where a child is suspended for six days or more, expelled, where a child has

missed 20 days or more in any school year, where attendance is irregular and where a pupil is removed from the school register.

A standardised record system will be used to track an individual pupil's behaviour. Such records will contain;

- Incidents of misbehaviour,
- interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
- Evidence of improved behaviour
- Any sanctions imposed, and the reasons they were imposed

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained.

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

11.0 Communication:

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

12.0 Implementation Review:

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

13.0 Reference to other Policies:

The following policies may be affected by any changes to the Code of Behaviour:

SPHE Policy

Anti-bullying Policy

Admissions Policy

Health and Safety Policy

Educational Provision for Special Needs Students Policy

14.0 Home / School Communication:

It is in the interest of pupils, parents, teachers and staff that good relations should prevail between school and home. Our school prides itself on the high level of co-operation that exists between us. Parents support the school by encouraging their children to abide by the school rules.

The staff of our school always welcomes the opportunity to discuss, with parents, behavioural problems that may arise from time to time. With mutual respect, trust and goodwill these occasional problems are readily resolved.

The successful implementation of this policy depends on pupils, parents and staff working together. This policy was formulated using a consultative approach which involved representatives from the board of management, the Principal, teachers, SNAs, parents and children in sixth class.

15.0 Policy Ratification:

This policy was ratified by the Board of Management of St. Aidan's N.S. at its meeting held on _____.

Signed: _____

Date: _____

Signed: _____

Date: _____

16.0 Patron's Approval:

This policy was ratified the Patron Bishop Fintan Monaghan on _____.

Signed: _____ Date: _____