



Robertstown N.S. Code of Behaviour

Introductory Statement

Robertstown National School's Code of Behaviour is the result of the ongoing consultation and collaboration between the principal, staff, pupils, parents, Parent Teacher Association (PTA) and Board of Management. It was reviewed and reformulated in May and June 2019 in the light of "Developing a Code of Behaviour – Guidelines for Schools", issued by the National Educational Welfare Board (NEWB) (now TUSLA) in 2008. In drawing up the Code, consideration has been given to the particular needs and the circumstances of the school and our pupils. This policy was reviewed in 2020 to incorporate changes to legislation brought about by Section 7 of the Education (Admissions to Schools) Act 2018. These changes became effective from November 12th 2020.

Rationale

- It is good practice to regularly review our Code of Behaviour to ensure we maintain our high standards of behaviour.
- To ensure an orderly climate for learning in the school.
- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:*
 - A. *The standards of behaviour that shall be observed by each student attending the school;*
 - B. *The measures that shall be taken when a student fails or refuses to observe those standards;*
 - C. *The procedures to be followed before a student may be suspended or expelled from the school concerned;*
 - D. *The grounds for removing a suspension imposed in relation to a student; and*
 - E. *The procedures to be followed in relation to a child's absence from school.*
- To ensure existing policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.*

Relationship to characteristic spirit of the school

In our Mission Statement we welcome and cherish each child in our care. The school recognises the dignity and value of each person made in the image and likeness of God. This is reflected in the organisation of the school, its code of behaviour and its admission policies. We aim to foster a strong sense of community, and good communication between management, teachers, parents and pupils. We particularly value the close bonds our small numbers allow between all members of our school community.

Aims of the Code of Behaviour

- To ensure an educational environment that is guided by our mission statement
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school

Content of policy

The policy is addressed under the following headings.

1. Guidelines for behaviour in the school
2. Whole school approach to promoting positive behaviour
 - Staff
 - Parents
 - Pupils
3. Positive strategies for managing behaviour
 - Classroom
 - Playground
 - Around the school
 - School related activities
4. Rewards and sanctions
 - Strategies to affirm and promote positive behaviour
 - Approaches to rewards and praise
 - Sanctions
5. Suspension / Expulsion
 - Suspension
 - Expulsion
 - Appeals
6. Keeping records
7. Reference to other policies

1. Guidelines for behaviour in the school

The school expects the highest standard of behaviour from its pupils including the following:

- Each pupil is expected to be well behaved and show consideration for other children and adults;
- Each pupil is expected to show respect for the property of the school (both internally and externally) and other children's property and their own belongings;
- Each pupil is expected to attend school on a regular basis and to be punctual;
- Each pupil is expected to do his/her best both in school and in terms of the completion of homework.

While the school has expanded on these principles to outline expectations of pupils, staff and parents, each class guided by their teacher is required to draft their own class rules or charter, through consultation and discussion within the class and they will reflect the age and maturity levels of the students in the class. These rules will be kept to a minimum, they will be recorded in simple language and they will be stated positively, telling students what to do as opposed to what not to do "Talk in a quiet voice when working in groups", "Be Respectful towards others" etc.

2. Whole school approach in promoting positive behaviour

Staff

Staff can expect to

- be treated with respect
- teach in a well maintained physical environment relatively free from disruption;
- get support and co-operation from colleagues and parents in order to achieve the school's aims and objectives;
- be listened to and participate in decision making which affects their own work and that of the school in general;
- work in an atmosphere that encourages professional development;
- get support and professional advice from the Board of Management, Department of Education and Skills, TUSLA, the National Council for Special Education and the National Educational Psychological Services to help to cater for the psychological, emotional and physical needs of their pupils;
- have grievances dealt with according to agreed procedures as set out in the CPSMA handbook.

Staff are *expected to*:

- support and implement the school's Code of Behaviour;
- be cognisant of their duty of care;

- create a safe, welcoming atmosphere for their pupils;
- develop and nurture a sense of self-esteem in each pupil;
- praise desirable behaviour;
- facilitate pupils to reach their full academic potential;
- recognise and provide for individual differences as far as is reasonable and practicable;
- be courteous, consistent and fair;
- keep opportunities for disruption to a minimum;
- keep records of serious misbehaviour.
- provide support for colleagues.
- communicate behavioural issues to parents

Parents

Parents can expect to:

- be treated with respect;
- have a safe and welcoming environment for their child;
- obtain recognition for individual differences among pupils having due regard for the resources that are available;
- have fair and consistent procedures applied to the school's dealings with pupils;
- receive progress reports in accordance with agreed school policy (Parent Teacher meetings and end of year reports)
- receive information on where school's policies and procedures can be accessed.

Parents are *expected* to:

- ensure their children attend school regularly and on time and that they are collected from school on time;
- encourage their children to follow the school's Code of Behaviour;
- ensure their children wear the correct school uniform;
- ensure their children have the correct books and materials;
- have their children's belongings labelled;
- read written communication received from the school and respond appropriately;
- treat all members of the school community with respect;
- provide an explanation i.e letter, email etc. for all absences
- inform class teacher(s) of any change to collection procedures for their children;
- help their children to learn and practise good behaviour and to have a positive attitude towards themselves, other people and towards the school;

- co-operate with teachers in instances where their child's behaviour is causing difficulty to others;
- communicate to the school problems which may affect their child's behaviour;
- attend meetings at the school if requested;
- help their children with their homework and ensure it is completed to the best of their ability.
- co-operate with our set down and parking policies
- to enter the school parking area in a safe manner taking account of pedestrian & vehicular traffic.
- remind their children of how to enter and exit the school building in the mornings and in the evenings i.e walk on the path to side gate and into class.
- keep younger and Junior and Senior Infant children in the car at the dismissal time of pupils from 1st-6th class at 2:40 unless they are held by the hand by an adult at all times.

Pupils

Pupils can expect to

- learn in a safe, orderly and productive learning environment.
- be treated fairly, consistently and with respect;
- have their individual differences recognised and acknowledged when and if possible;
- feel safe, respected and secure;
- be challenged to reach their full academic potential
- have their individual differences recognised and acknowledged when and if possible;
- have positive behaviour reaffirmed;
- have misbehaviour dealt with appropriately.

Pupils are *expected* to:

- attend school regularly and punctually;
- wear a neat full school uniform;
- work to the best of their ability at all times.
- respect the right of others pupils to learn;
- show respect for all members of the school community;
- respect school property, the property of others and their own belongings;
- keep the school environment clean and tidy;
- have the correct books and materials in school;
- follow class rules that they have negotiated.

- move quietly and carefully around the school;
- line up in an orderly manner before and after break;
- stay on the premises and within designated areas during school times;
- complete their homework to the best of their ability.
- eat healthy lunches and avoid “Junk” food, crisps, fizzy drinks, sweets/bars/chocolate, biscuits, pastries, pies, doughnuts, flapjacks, croissants, cereal bars, gum chewing and abstain from eating nuts and eggs and any foods with nut traces including nutella and peanut butter in school;
- desist from using mobile phones during school hours and during school outings.
- avoid wearing jewellery and cosmetics
- abide by our Internet Acceptable Use Policy.
- avoid using obscene/vulgar language

Positive strategies for managing behaviour

Classroom

- Courtesy and consideration of others is the basis of behaviour in the classroom. Children must respect the right of others to work and learn without undue interruption.
- Pupils will co-operate with teachers and participate fully with all aspects of class work.
- Pupils will respect the property of other children.
- Pupils will respect school property.
- Pupils must ensure that they bring to school everything necessary for their day’s work.
- It is the responsibility of each individual to take care of his/her own property.
- Pupils must ensure that their desks and the areas they occupy are left clean and tidy.
- Toilet areas must be kept clean and tidy.

Playground

- 1) Pupils may be sent to the cooling off areas if misbehaving or requested to shadow a teacher or SNA for a short period.
- 2) Pupils who continuously misbehave in the yard may be removed from the yard for a period of time. This removal may be to a designated work area; to a supervised lunchtime group, or home for the lunch time period where practicable.
- 3) Yard Rules will be discussed by the class teachers at least once a term.
- 4) The Principal will visit each class periodically to discuss yard issues with the pupils. Yard issues will also be discussed at assembly.

Behaviours that are not allowed in the playground:

- Rough play (fighting games, pulling jumpers, dragging pupils to the ground)
- Charging recklessly
- Jeering, spoiling, bullying, name calling, taunting, taking hats, etc.

- Leaving the yard area without permission
- Kicking or throwing balls at people.
- Any form of anti-social behaviour
- Any form of dangerous activity
- Any form of bullying or racism

Behaviour Around the School

- 1) Pupils are expected to treat all school property with respect.
- 2) Pupils are expected to walk between classes and between classrooms and the playground.
- 3) Pupils are expected to talk in a low voice when they enter the school building.
- 4) Pupils should walk in the corridors at all times.
- 5) All junior classes are escorted to the gate at home time.
- 6) All games stop when the bell rings in the yard.
- 7) Pupils line up in single file.
- 8) Pupils are escorted to class from the playground.

Behaviour on School Related Activities

- 1) All school related activities, irrespective of time or place, are seen to be extensions of the school day and all rules that apply in school, apply equally to behaviour out of school i.e on any trips/excursions.
- 2) Pupils are expected to behave in a mannerly, respectful and safe way when taking part in any school related activity and to follow the directions of teachers and other adult personnel or parents who are assisting the teachers.
- 3) Pupils who misbehave at a school related activity may be banned from participation in future such activities.
- 4) Pupils are expected to treat all guides, sports trainers, library and theatre personnel, bus drivers, swimming pool staff, referees, opposing teams and mentors, etc. with respect and courtesy and to follow any instructions, corrections or guidance given.
- 5) Pupils are expected to walk row by row and in ones or twos under the guidance of teachers and SNAs.
- 6) Pupils must always walk in an orderly fashion taking account of traffic, crossing points, other pedestrians.
- 7) Pupils must never cross a road until directed to do so by a teacher.
- 8) Pupils must never interfere with property they pass on a walk or visit (doors, bins, cars, signs, etc.)
- 9) Pupils must never run ahead of the group or lag behind the group when doing a group walk.

Rewards and Sanctions

Strategies to Affirm and Promote Positive Behaviour

- Promoting good behaviour is the main goal of our code. All staff actively supports our school ethos which emphasises care, respect and responsibility.

- Positive relationships between teachers, parents and pupils are promoted and affirmed.
- Teachers/adults model the behaviour that is expected from students.
- Good school and class routines are in operation. Core routines necessary for the smooth running of classroom learning are clearly established – e.g. entry to the classroom, settling for whole class teaching, appropriate seat planning, transition time routines, how to fairly get teachers attention, noise level for pair/group work. etc,
- Teachers develop clear and simple classroom rules in discussion with the children. Each class will agree rules stated in terms of observable behaviours.
- Teachers use a classroom management plan to promote positive behaviour. This includes the class rules as mentioned above, the agreed reward system and the consequences that apply when a child fails to adhere to the rules.
- Parents are welcome in our school and staff consult with them where necessary.
- Teachers ensure that the class timetable is as varied as possible and present a balanced and interesting educational programme for the pupils. Children are aware that misbehaviour and failure to adhere to school and class rules will incur clear, consistent consequences.
- SPHE is used as a structure within which to address the teaching of social skills, self-esteem and respect and care for others.

Approaches to Rewards and Praise

Our school places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give best results. Our approach to rewards and praise include the following:

- A quiet word of praise or gesture to show approval;
- A word of praise in front of a group or class i.e at our weekly Assembly.
- A visit to another member of staff for affirmation
- Pupils are sent to the Principal for affirmation
- Informing parent – written/verbal communication. This could include a note in the pupil's homework journal or a note home or text message.
- Points, treats or stickers are awarded to individuals/teams/class for good behaviour and effort put into school and homework;
- Special Class treats – golden-time; raffle; watch a DVD; Homework passes;
- Awarding some special responsibility or privilege e.g. leader for the day, specific classroom job.;
- Certificates may be awarded for good behaviour, effort and academic progress i.e "Student of the Week"/ "Student of the Fortnight".

Sanctions

The purpose of sanctions and other strategies is to promote positive behaviour and to discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to the age and emotional development of the child.

The following stages will be used to show disapproval of inappropriate behaviour – they are not always followed in the format listed.

- Reasoning with pupils including advising them about the consequences of their actions;
- Verbal reprimand (including advice on how to improve);
- Temporary removal from group (within the class or on the yard);
- Note in journal from class teacher to be signed by parents;
- Text message / email / phone call home.
- Carrying out a useful task within the school;
- Reflection sheet (keep on file by teacher);
- Extra classwork/homework
- Referral to another teacher/classroom for a period of time;
- Supervision during lunch breaks in designated area;
- Withdrawal of privileges, responsibilities or extra duties;
- Recording instances of repeated misbehaviour and referral to the principal;
- Formal written communication with parents/guardians as/when necessary.
- Formal meeting with parents/guardians
- Suspension
- Restricted Timetable
- Expulsion

Sanctions are applied so that pupils will learn from their behaviours based on the principle that for every action there is a related consequence. Desirable behaviours and conduct will be taught through the medium of discrete lessons from the SPHE curriculum i.e the “Walk Tall” programme. Appropriate, desirable and respectful behaviours will be modelled by the staff in the school on a daily basis.

Classification of Misbehaviours

Misbehaviour falls into one of three categories – minor, serious or gross. Teachers and/or the Principal will make judgements based on a common sense approach giving regard to the age or vulnerability of the child and the gravity and frequency of any misbehaviour as follows:

Minor Misbehaviour

The following are examples of possible minor misbehaviour;

Interrupting class work / Running in the school building / Littering around the school / Not completing homework without good reason (to include a note from a parent/guardian) / Talking out of turn.

Class teachers will deal with instances of minor misbehaviour as follows:

- Reasoning with pupils including advising them about the consequences of their actions;
- Verbal reprimand (including advice on how to improve);
- Temporary removal from group (within the class or on the yard);
- Note in journal from class teacher to be signed by parent;
- Carrying out a useful task with the school;
- Reflection sheet (kept on file by teacher);
- Referral to another teacher/classroom;

- Verbal communication with parents/guardians

Regular occurrences of Minor Misbehaviour will be dealt with as follows;

- Temporary separation from peers (within the classroom)
- Referral to another teacher/classroom;
- Reflection sheet (describing incident) signed by parents/teacher/student (kept on file by teacher)
- Referral to the Principal;
- Discussion with parents about misbehaviour.

Serious Misbehaviour

The following are examples of possible serious misbehaviour:

Constantly disruptive in class / Stealing / Damaging others' property / Bullying / Endangering self or fellow pupils in the class or the yard / Using unacceptable language / Deliberate, continual disobedience / discourteous or unmannerly behaviour / leaving school premises without permission.

Serious Misbehaviour will be dealt with as follows:

- Child will be sent to the Principal;
- Formal communication (letter /email) from school Principal informing parent of continuous misbehaviour:
- Class teacher and Principal will meet with one/both parents;

Regular occurrences of Serious Misbehaviour will be dealt with as follows:

Suspension will be used as a sanction where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with parents or guardians of the pupil have failed to achieve a satisfactory conclusion. Following formal verbal discussions, a letter outlining items discussed will be sent to parents. Communications to parents regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, will be in writing. (Copies of all correspondence will be retained)

Where necessary, a child may be put on a restricted timetable as part of an IEP with a view to reintroducing them to full time education.

Gross Misbehavior

The following are examples of gross misbehaviour:

Bringing weapons, alcohol, drugs, cigarettes or dangerous substances to school / Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate / Deliberately injuring any member of the school community / Aggressive, threatening or violent behaviour towards a member of staff or a pupil; (e.g. physical violence, striking, nipping, biting, spitting). Persistent incidents of serious misbehaviour will be classified as gross misbehaviour.

Teachers will take the following step when dealing with Gross Misbehaviour

Principal and Chairperson are informed immediately and suspension may be sanctioned.

Suspension/Expulsion/Appeals

Suspension

Before serious sanctions such as suspension are used, the normal channels of communication between school and parents will be utilised. Parents and students will be given an opportunity to respond before a decision to suspend is made and before any sanction is imposed. A meeting with the student and their parents provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts.

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 misbehaviour, 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.

For gross misbehaviour or repeated instances of serious misbehaviour, suspension may be considered. As outlined above, parents concerned will be invited to come to the school to discuss their child's case. 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, teacher and the Principal. If the parents (and the pupil) 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. Suspension will

- enable the school to set behavioural goals with the student and their parents.
- give the school staff an opportunity to plan other interventions.
- impress on students and parents the seriousness of the misbehavior.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the health and safety of pupils and teachers, the Board has authorised the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with parents. Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. The formal investigation will immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, will be open-ended. In the case of an immediate suspension, parents will be notified, and arrangements made with them for the student to be collected. The school will have strong regard to its duty of care for the student. In no circumstances will a student be sent home from school without first notifying parents.

Further suspensions will require Board of Management approval. This approval may be obtained at a regular meeting of the Board or at an emergency meeting at which the Chairperson and Principal have outlined for the Board the reasons why they feel it necessary to impose a further suspension. In line with the requirements of the Education Welfare Act (2000), the Board of Management will inform TUSLA when any pupil's period of suspension equals or exceeds six school days. When a student is suspended, the parents/guardians will be requested to remove the student from the school

Implementing the Suspension:

The Principal will notify the parents in writing of the decision to suspend. The letter should confirm:

- the period of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the Code of Behaviour)
- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, section 29).

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, parents may appeal the suspension under Sections 29(1)(a) and 29(1)(b) of the Education Act, 1998 (applicable to appeals made from 12th November 2020 onwards). At the time when parents are being formally notified of such a suspension, they and the student should be told about their right to appeal to the Secretary General of the Department of Education and Science under 29(1)(a) and 29(1)(b) of the Education Act, 1998 and should be given information about how to appeal.

Records and Reports

Formal written records will be kept of

- the investigation (including notes of all interviews held)
- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension.

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

Report to TUSLA: The Principal will report suspensions in accordance with TUSLA reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

Expulsion

In extreme cases of breakdown in behaviour, the Board of Management may need to have a child expelled from school. The Education (Welfare) Act, 2000 requires that a student may not be expelled except according to its published policy/Code of Behaviour.

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps followed by the school and Board of Management will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer/TUSLA representative
6. Confirmation of the decision to expel.

The Board of Management is the decision-making body in relation to expulsions. It is a matter for the Board of Management to decide which of the tasks involved in these procedural steps outlined above requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

Steps as identified above

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

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

- inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- give parents and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed. Parents will be informed in writing of the alleged misbehaviour and the proposed investigation. This also ensures that parents are very clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour. Parents and the student will have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed.

Where expulsion may result from an investigation, a meeting with the student and their parents will be held as it provides the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour. If a student and their parents fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation issued to parents and their response.

Step 2: A recommendation to the Board of Management by the Principal

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal will make a recommendation to the Board of Management to consider expulsion. The Principal will:

- inform the parents and the student that the Board of Management is being asked to consider expulsion
- ensure that parents have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as are given to parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and/or oral submission to the Board of Management
- ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing

It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board will undertake its own review of all documentation and the circumstances of the case. It will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the student).

Where the Board of Management decides to consider expelling a student, it will hold a hearing. The Board meeting for the purpose of the hearing will be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents will 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 meeting may also be an opportunity for parents to make their case for lessening the sanction. Parents may wish to be accompanied at hearings and the Board will facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board will ensure that the Principal and parents are not present for the Board's deliberations.

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

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction. Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify TUSLA in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)). The student cannot be expelled before the passage of twenty school days from the date on which TUSLA receives this written notification (Education (Welfare) Act 2000, s24(1)).

The Board 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 TUSLA.

Step 5: Consultations arranged by TUSLA/Educational Welfare Officer

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer from TUSLA must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance
- convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

Step 6: Confirmation of the decision to expel

Where the twenty-day period following notification to TUSLA/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. Parents will be notified immediately that the expulsion will now proceed. A formal record will be made of the decision to expel the student.

Right to appeal an expulsion

Parents will be told about the right to appeal an expulsion under 29(1)(a) and 29(1)(b) of the Education Act, 1998 and supplied with the standard form on which to lodge an appeal.

Record Keeping

General Behaviour Record Keeping

- 1) A record of all significant misbehaviors must be kept in the pupil's individual file.
- 2) All letters sent home regarding behaviour are photocopied to the pupil's file.
- 3) A register of all serious yard incidents is kept by the principal.
- 4) A register of all bullying reports is kept by the principal in line with the school's Anti-Bullying Policy on the standard reporting template for bullying behavior.
- 5) A register of all suspensions (pupil name, incident, dates imposed, Reasons, etc) is kept by the Principal and will be notified to parents by post.
- 6) A written record is kept of all formal meetings held between the principal and/or teachers and parents.
- 7) Copies of all behaviour letters, detention and suspension letters are kept in the pupil's individual file.

7. Reference to other Policies

- Child Safeguarding Statement and Risk Assessment
- SPHE Curricular Policy
- RSE Policy

- Anti-Bullying Policy
- Supervision Policy
- School Admissions Policy
- Internet AUP
- Home / School links
- Health & Safety Statement
- Equality Policy
- Special Educational Needs Policy
- Homework Policy
- Mobile Phone/Electronic Devices

Success Criteria

- Observation of positive behaviour in classrooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils.
- Feedback by way of survey/questionnaire may be sought from pupils, teachers and parents



Roles and Responsibility.

Board of Management

- To manage the school
- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the Code of Behaviour

Principal

- To manage the school
- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code, as required
- Model appropriate, respectful and desired behaviour/conduct.
- Affirm and reinforce appropriate, respectful and desired behaviour/conduct as a means of reinforcing it throughout the school.

Staff

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Model appropriate, respectful and desired behaviour.
- Affirm and reinforce appropriate, respectful and desired behaviour/conduct as a means of reinforcing it throughout the school.
- Agree/devise rules in conjunction with the class.

Please see expectations of pupils and parents also as aforementioned.

Implementation Date

This policy will apply from the date of ratification in December 2020.

Timetable for Review

This policy will be reviewed regularly and, if necessary amended if it is deemed appropriate to do so as a result of consideration of any success criteria. A formal review of the policy will take place in December 2022.

Ratification & Communication

The BOM officially ratified the policy at its meeting on _____.

Signature of Chairperson: _____

- All staff member will be provided with a copy of this policy and will be very familiar with the content, procedures and protocol set down in it.
- All new parents will sign a copy of this policy at the time of making an application for enrolment to the school.
- All pupils of the school will be made aware of the content of the policy pertaining to themselves.
- A copy of the policy will be available from the school office and on the school website.

Appendix 1: All incidents will be looked at one a case by case basis. The below are for example purposes.

| Minor Misbehaviour Example | Junior Class (Infants and 1st) | Middle Class (2nd – 4th Class) | Senior Class (5th – 6th) | Repeated Behaviour |
|---|--|---|---|---|
| Interrupting class work | Verbal warning Lose pom pom | Lose 1 Dojo and/or verbal warning | Lose Dojo point And/or time off Golden Time | 3 strikes – Golden Time loss/ points loss |
| Running in the school building | Reminder | Warning | Lose Dojo point And/or time off Golden Time | 3 strikes – Golden Time loss/ points loss |
| Littering around the school | Ask child to pick it up | Pick up your litter | Lose Dojo point And/or time off Golden Time | 3 strikes – Golden Time loss/ points loss |
| Not completing homework (without explanation from parent) | On 3 rd occasion contact parents | Note into journal | Lose Dojo Note in journal/email parent | 3 strikes – Golden Time loss to complete missed homework/ points loss |
| Talking out of turn | Non-verbal (visual) warning | Reminder | Lose Dojo point And/or time off Golden Time | 3 strikes – Golden Time loss/ points loss |
| Repeated minor behaviour may result in a meeting with parents. A short term behaviour chart/ reward system may be implemented to promote positive behaviour. | | | | |

| Serious Misbehaviour Example | Junior Class (Infants and 1st) | Middle Class (2nd – 4th Class) | Senior Class (5th – 6th) | Repeated Behaviour |
|---|---|---|---|--|
| Constantly disrupting class | 3 verbal warnings. Time off Golden Time | 3 verbal warnings. Time off Golden Time | 3 verbal warnings. Time off Golden Time | Report to Deputy Principal/ Call in parents Behaviour Chart |
| Stealing | Keep notes. Call parents (Deliberate stealing may result in possible suspension) | Keep notes. Call parents (Deliberate stealing may result in possible suspension) | Keep notes. Call parents (Deliberate stealing may result in possible suspension) | Refer to Principal. Possible suspension |
| Damaging Property | Warning. Contact parents. (Replace damaged property or cost) | Warning. Contact parents. (Replace damaged property or cost) | Warning. Contact parents. (Replace damaged property or cost) | Refer to Principal. Possible suspension |
| Bullying | Report to Deputy Principal (Follow Anti-bullying policy) | Report to Deputy Principal (Follow Anti-bullying policy) | Report to Deputy Principal (Follow Anti-bullying policy) | See Anti-bullying Policy |
| Endangering self or others | Warning Golden Time loss (Parents may be contacted) | Outside Staffroom at break (Parents may be contacted) | Principal involvement (Parents may be contacted) | Gross Misbehaviour (Suspension, Expulsion) |
| Using Unacceptable Language | Call child aside explain, discuss and give warning | Call child aside explain, discuss and give warning | Call child aside explain, discuss and give warning | Refer to Principal |
| Deliberate Disobedience | Refer to Deputy Principal | Refer to Principal Lose Golden Time | Refer to Principal Lose Golden Time | Meeting with parents |
| Discourteous or unmannerly behaviour | Refer to Deputy Principal | Refer to Principal Lose Golden Time | Refer to Principal Lose Golden Time | Meeting with parents |

| Gross Misbehaviour Example | Junior Class (Infants and 1st) | Middle Class (2nd – 4th Class) | Senior Class (5th – 6th) | Repeated Behaviour |
|---|--|---|---|---------------------------|
| Bringing weapons, alcohol, cigarettes or dangerous substance to school | Referred to Principal to deal with in line with Policy Meeting with parents Suspension | | | Expulsion |
| Deliberately injuring staff/pupil/visitor | Referred to Principal. Meeting with parents. Suspension | | | Expulsion |
| Persistently engaging in dangerous activities | Referred to Principal. Meeting with parents. Suspension | | | Expulsion |
| Aggressive, threatening or violent behaviour towards staff or pupil | Referred to Principal. Meeting with parents. Suspension | | | Expulsion |
| Persistent incidents of serious behaviour | Referred to Principal. Meeting with parents Suspension. | | | Expulsion |
| Leaving the school premises without permission | Suspension | Suspension | Suspension | Expulsion |