

PROPERTY OF CODE OF BEHAVIOUR

1. INTRODUCTORY STATEMENT

This policy was formulated in October 2005 by the teaching staff, parents and the Board of Management of St. Joseph's National School and was reviewed in 2008, 2009, 2012, 2013, November 2014 and June 2016 and in September 2016.

1.1 RATIONALE

1. In devising this code, consideration has been given to the particular needs and circumstances of St. Joseph's National School. Our aim is to create a positive environment in which pupils can, through developing self-discipline and self esteem, feel secure and make progress in all aspects of their development.
2. Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school.

1.2 AIMS AND OBJECTIVES

The core aim of this policy is:

- To create a caring, ordered environment based on respect and tolerance where each child can feel secure and confident.
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- 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 ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school

1.3 WHEN THE CODE OF BEHAVIOUR APPLIES

The school's Code of Behaviour applies during school hours, at all extra-curricular classes, at swimming classes, at all fund-raising and social events organised by the school or by the Parents' Council, at school prize-giving ceremonies, on School Tours, at school concerts, at Carol Services and at all events organised by, on behalf of or in the name of St. Joseph's National School. If parents are present at any of these events, they are ultimately responsible for their own children. Also, when pupils leave the care of their teacher at 2pm/3pm parents have ultimate responsibility.

2. ROLES AND RESPONSIBILITIES

Responsibility for the implementation of this policy rests, in varying ways as outlined below, with all the partners in our school ie the Board of Management, the Principal, Teaching Staff, Pupils and their Parents or Guardians

2.1 Responsibilities of Board of Management:

- Ratify the Code
- Support the Principal and Staff in implementing the Code
- Ensure that the entire school community has a safe environment

2.2 Responsibilities of Principal:

- Provide a safe work environment
- Provide support for colleagues
- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner and arrange for review of the Code, as required

2.3 Responsibilities of Teaching Staff:

- Support and implement the school's Code of Behaviour
- Create a safe, working environment for each pupil and affirm good work
- Be courteous, consistent and fair
- Keep opportunities for disruptive behaviour to a minimum and deal appropriately with misbehaviour
- Keep a written record of instance of serious misbehaviour or repeated instances of misbehaviour in Class Behaviour record books
- Provide support for other colleagues
- Communicate with parents when necessary and provide reports on matters of mutual concern
- Report matters of serious concern to Principal or Deputy Principal
- Record incidents from yard in Black Yard Books

2.4 Responsibilities of Pupils:

- Attend school regularly and punctually
- Bring correct materials/books to school
- Follow school and class rules
- Listen to teachers and act on instruction/advice
- Show respect for all members of the school community
- Respect all school property and the property of other pupils
- Avoid behaving in any way which would endanger others
- Include other pupils in games and activities

2.5 Parents/Guardians

- Be familiar with the Code of Behaviour and support its implementation
- Sign the Code of Behaviour to confirm that it is acceptable to them and that they will make all reasonable efforts to ensure their child complies with the Code. Pupils will only be enrolled if parents/guardians agree to this in advance (See Education (Welfare) Act 2000, Section 23 (4))
- Ensure that children attend school regularly and punctually
- Be interested in, support and encourage their children's school work
- Co-operate with teachers if their child's behaviour is causing difficulties for others
- Communicate with the school regarding any problems which may affect their child's progress or behaviour

3. BEHAVIOUR AND RULES

In order to sustain our Code of Behaviour, the school encourages and praises positive behaviours and discourages negative behaviours. There is a whole-school approach to rewarding pupils for good behaviour whereby pupils are nominated for Pupils of the Term at chosen school prize-giving ceremonies where parents are present. To encourage positive class behaviour individual teachers use various rewards systems such as Star Charts, Class Dojos etc. The school rules, listed in Appendix A, make clear which kind of behaviours are acceptable and which are not.

3.1 STRATEGIES USED TO PROMOTE POSITIVE BEHAVIOUR:

- Ensuring that pupils are treated fairly and equally.
- A quiet word or gesture to show approval.
- Matching work with pupil's abilities. A prize/reward carefully noted by the teacher to ensure that all children at regular stages during the school year are rewarded for effort/behaviour/skills etc.
- Teachers creating moments of success and then acknowledging them.
- A comment in a pupil's exercise book
- A visit to another member of staff or the Principal for commendation.
- A word of praise in front of a group or class.
- Delegating some responsibility or privilege.
- A mention to a parent – written or verbal.
- Teacher records improvement in the behaviour of a disruptive pupil.
- Implementation of Programmes such as Circle Time to promote positive behaviour.
- Homework vouchers if particular targets are achieved.

The above list is not comprehensive and consists of examples only

3.2 SCHOOL RULES

Our Code of Behaviour focuses on promoting good behaviour which is built on the principles of:

RESPECT FOR OURSELVES, RESPECT FOR OTHERS AND RESPECT FOR OUR SCHOOL AND PROPERTY.

A number of very specific rules are listed in Appendix A – Rules of the School but our basic rules can be expressed very simply:

OUR SCHOOL MOTTO

a) **Work Hard, Be Kind**

OUR PLAYGROUND MOTTO

b) **Kind Hands, Kind Feet, Kind Words**

Behaviour that does not conform to these rules is considered unacceptable.

3.3 DEALING WITH DAY-TO-DAY BEHAVIOUR ISSUES

Pupils frequently bring behaviour issues to teachers for resolution when they themselves are unable to resolve them. Teachers encourage, support and show pupils how they may be able to resolve these issues. In this way, pupils build up the skills necessary for the resolution of issues in later life.

When the teacher judges it necessary, (s)he will become involved and help resolve a behaviour issue. The vast majority of issues will be resolved at this point. This may happen with or without consulting the principal, parents or other designated members of staff.

Parents are kept informed, as appropriate, about the resolution of behaviour issues and the teacher decides when this is appropriate, or responds to parents' queries at any time. Teachers act on the principle that it is better for parents to be aware than not aware of behaviour issues which arise. The principal may intervene informally in the resolution of minor issues, as appropriate.

3.4 DEALING WITH MORE SERIOUS BEHAVIOUR ISSUES

As described above, the school seeks to resolve issues at the lowest level possible. However, when behaviour issues arise which may require a sanction, either because of the level of disruption, upset or hurt caused or because of the persistence of the disruption, upset or hurt, the teacher and/or the principal will investigate the problem and will decide on the appropriate sanction.

3.5 A GRADED RESPONSE TO DIFFERENT BEHAVIOUR ISSUES – INCLUDING AGREED SANCTIONS

The following strategies, indicating increasing levels of seriousness, may be used to show disapproval of unacceptable behaviour:

- Reasoning with the pupil and/or encourage pupil to acknowledge misbehaviour, to apologise and make up for any harm or hurt caused
- Giving reminders about our school rules and advice about future behaviour.
- Verbal reprimand, together with advice on how to improve
- Temporary separation (within the classroom) from peers, friends or others
- Removing child from the class to another class (or to the Principal or Deputy Principal).
- Allowing the child to have ' time out' to consider their action - 'Thinking Time'
- Record incident of misbehaviour in class in Teacher's Behaviour Report File.
- Child to fill out a 'Think Sheet'*
- Loss/withdrawal of privileges
- Detention/restriction during a break period
- Teacher will write out incident/accident report if necessary in blue or pink form?
- Referral to Principal
- Communication with/Note to parents
- Communicating with parents by letter or meeting
- Putting the child on report (written red warning card)**
- Formal reports to the Board of Management
- Suspension
- Expulsion (in accordance with Rule 130 of the Rules for N.S.as amended by circular 7/88).

*We decided that the Thinking chair /area/time-out zone would be most effective from Junior Infants – 1st Class. From 2nd – 6th classes the child must fill in a 'Think Sheet' and write an account of what happened, why it was wrong and what they can do to rectify the situation. This may be done during lunch time if needs be. This will be sent home for parents/guardians to sign. These sheets will be kept on record by the class teacher. The Principal will be told about the misdemeanour.

**Reasons for red warning cards: The system of using three red warning cards will be used to give the student a warning about their behaviour. This behaviour will have been in breach of the rules in relation to damaging of school property, endangering themselves or others or leaving school grounds without permission. Three red warnings will result in a suspension. The Board also reserves the right for the child to be immediately suspended depending on the severity of the misbehaviour. The red warning

cards are issued by the Principal and sent home to the parents and a phonecall will be made to outline the reason for the red card(s).

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Teachers take particular care that they help students with special needs to understand the school rules and expectations and when needed that they explain clearly the purpose of the sanction and the reason why their behaviour is unacceptable. The school exercises 3 levels of intervention as per page 45/50 'Developing a Code of Behaviour: Guidelines for Schools'.

3.6 BULLYING

In dealing with any incidence of bullying behaviour, teachers have regard to the school's Anti-Bullying Policy which is available for parents on request from the school office. Bullying is defined as repeated aggression (verbal, psychological or physical) conducted by an individual or group against others. **Isolated** incidents of aggressive behaviour (which, of course, are not condoned) are not regarded as bullying. But when the behaviour is systematic and ongoing, it **is** bullying. The Department of Education and Science has identified a number of different types of bullying and the school accepts this definition of what constitutes bullying. It includes: physical aggression, intimidation, cyber bullying, isolation, name-calling, and "slagging", unwarranted demands for things and damage to property.

3.7 ABSENCES/REPORTING OF ABSENCES

- The Education (Welfare) Act, 2000 (Section 18) The Education (Welfare) Act, 2000 (Section 18 requires parents to notify the Principal of reasons for a child's absence. In line with Section 23 of the same act, the following procedures must be followed regarding notification of a child's absence from school:
- When a child returns to school after an absence, parents will send a letter outlining the reason(s) for absence.
- The Education (Welfare) Act 2000, Section 21(4) requires a school Principal to inform an Educational Welfare Officer in writing if a pupil is absent from school for a total of 20 days or more during a school year.
- Section 21(4) also obliges Principal to notify an Educational Welfare Officer if a child is "not attending school regularly".
- On occasion, and for a variety of reasons, a pupil has to leave school early. Written notification of this, or a phonecall, outlining the reason(s) must be given to the class teacher in advance, where possible. Parents, or others acting on behalf of parents, who come to collect children early, must call to reception – the school office for this purpose and will be asked to sign them out. Under no circumstances are pupils allowed to leave the school building unaccompanied to meet parents or others off-site. If parents aren't present to collect pupils at 2pm/3pm when pupils leave school pupils are asked to return to the school office where they will remain until parents collect them.

4. SUSPENSION AND EXPULSION

The NEWB's Developing a Code of Behaviour: Guidelines for Schools is referred to as needed.

4.1 SUSPENSION

Only in exceptional circumstances will the school consider suspending a pupil. In line with the Christian values of the school, every effort will be made to bring out the best in each pupil, and we always make a

distinction between disapproving wrongful actions while continuing to recognise the personal value of each individual. However, suspension is occasionally necessary and in that situation, the school will follow the procedures below, as required under the Education (Welfare) Act 2000. (Written records are kept if a pupil displays continuing negative behaviours, and a general record is kept of incidents in the yard, or in individual classrooms).

When suspension is being considered, and before any form of suspension is imposed, parents/guardians will be invited to attend at the school to discuss their child's behaviour. If the Principal and the Chairperson of the Board of Management are satisfied with any undertaking given by parents of the child and by the child concerned, a proposed suspension may be deferred or dropped. Any suspension to be imposed will be notified to parents in advance and a date and time for the child's return to school will be specified date. At the time of return from suspension, it will be necessary for a child and his/her parents to give a formal undertaking (in writing, dated and signed) that the behaviour which led to suspension will not be repeated. If parents decline to sign, this fact will be noted and recorded.

4.2 IMMEDIATE (OR AUTOMATIC) SUSPENSION

The Board of Management has the authority, with the Chairperson of the Board and the Principal, acting together, to sanction an immediate suspension in exceptional circumstances. Immediate or Automatic suspension can be imposed if the continued presence of the pupil in the school represents a serious threat to the safety of pupils or staff or any other person. The Principal and the Chairperson, acting together, may, at their discretion, remove an imposed suspension in light of changed circumstances or of representations which they believe warrant such removal.

(See Appendix C for list of specific behaviours which warrant immediate suspension and for procedures to be followed in all cases of proposed suspension).

4.3 EXPULSION

The Board of Management has authority to expel a pupil. This authority is a reserved function of the Board of Management and is not delegated to the Principal. Before expelling a pupil, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil. Procedures to Expulsion are set out in **Appendix D**

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APPENDIX A – RULES OF THE SCHOOL

SCHOOL RULES:

School rules are devised with regard to the health, safety and welfare of all members of the school community. The school rules listed below provide clear guidelines for all members of the school community.

Taking Care of Myself and Others

- Pupils enter and leave the school building at all times in an orderly fashion.
- In the interest of safety pupils must walk within the school building and quietness is expected while children are getting ready to enter/exit class i.e. while queuing, while putting on coats in cloakrooms
- Pupils are expected to treat all staff members, themselves and each other with due respect and courtesy
- Children should always show respect for fellow pupils, staff and visitors to the school. **Bullying behaviour is unacceptable.** Any behaviour that interferes with the rights of others to learn and to be safe is also unacceptable
- Bad language, inappropriate language and name calling is unacceptable
- We encourage children to bring healthy lunches every day
- Pupils must not behave in such a manner as to disrupt class work or to cause unnecessary disturbance. It is school policy that every pupil listens to the class teacher, works hard, making the best use of their time in school and does their best

Taking Care of My Appearance

- Pupils must wear their full school uniform.
- Jewellery is not allowed except for one small stud earring in the bottom of each ear and a watch.
- Make-up is not allowed during school time.
- We encourage hairstyles to be kept neat, for hygiene purposes we would encourage hair to be tied back.
- P.E. uniform and suitable foot-ware should be worn on P.E. day or for sporting events

Absences

- Children should bring a note of explanation from parents/guardians.
- Sign out book in the office must be signed if leaving early.
- Children should never leave the school grounds without prior permission.
- School bus – if bus/parents haven't arrived children should return to the school office where parents will be contacted.

Taking Care of Property

- Children are not allowed mobile phones in class or on the school yard.
- School books, rental books should be respected and kept in good condition.

- School equipment including laptops, ipads, P.E. equipment and classroom furniture must be treated with care and respect.
- We pride ourselves on retaining and flying the School's Green Flags denoting an environmentally friendly policy. Pupils are expected to value our school environment and to care for it. The playground is a litter-free zone.

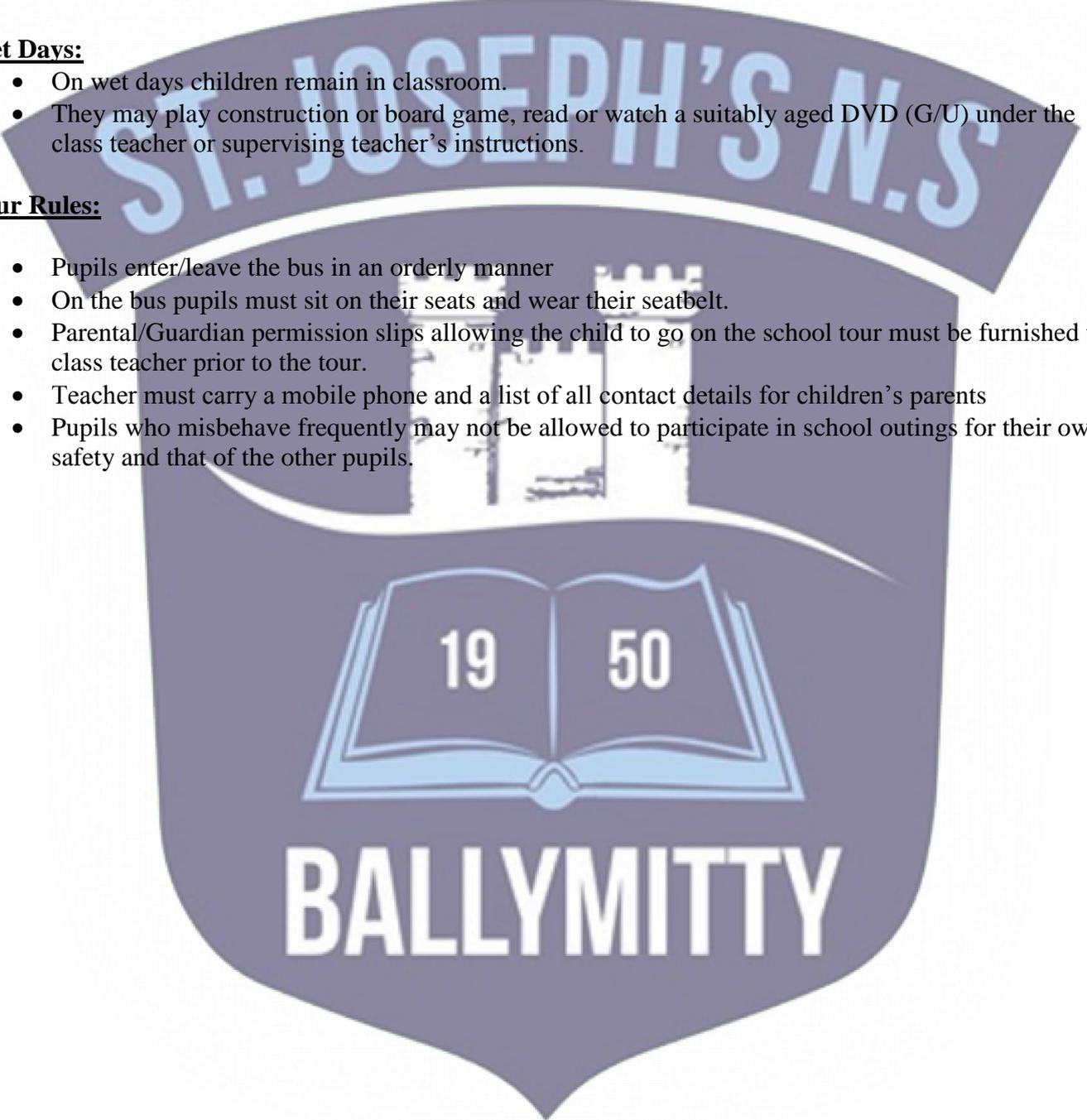
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Wet Days:

- On wet days children remain in classroom.
- They may play construction or board game, read or watch a suitably aged DVD (G/U) under the class teacher or supervising teacher's instructions.

Tour Rules:

- Pupils enter/leave the bus in an orderly manner
- On the bus pupils must sit on their seats and wear their seatbelt.
- Parental/Guardian permission slips allowing the child to go on the school tour must be furnished to class teacher prior to the tour.
- Teacher must carry a mobile phone and a list of all contact details for children's parents
- Pupils who misbehave frequently may not be allowed to participate in school outings for their own safety and that of the other pupils.



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APPENDIX B – SANCTIONS USED FOR MISBEHAVIOURS

- **No homework:**

The child may have to do homework the following night as well as the next night's homework in order to catch up. If this becomes a constant problem, class teacher will get in contact with parents to discuss the issue. A homework plan will then be drawn up.

- **Not working in class:**

If the child is capable and just not trying hard enough, they may have to finish the work during lunch time or at home (with a brief note explaining to parents that it was assigned as class-work but it wasn't completed). If the child has specific difficulties then a smaller amount of work should be assigned to them in the first place.

- **Talking out of turn/Getting out of seat/Distracting others:**

A child is given a verbal warning, and may lose out on certain privileges. If this becomes a continuous problem, a progress report may be drawn up between parents and teacher to monitor progress until the child is back on track. 3 – 6 weeks is the max to continue with any progress report, as they can lose their effect after such time.

- **Shouting at teacher:**

The teacher gives the child time-out in a thinking area and may take away some of their privilege such as Golden Time or dock a point from the group / individual reward system. If the child can write, they may have to write an apology but an oral apology would be expected from a child regardless of their age. Depending on the severity of the misdemeanour, the teacher may decide to involve parents / the principal.

- **Shouting at a friend in class:**

The child would be expected to apologise to the friend and think of a way to make it up to the child, ie: write them a sorry note / allow them to decide on a game to play at lunch or help them in some other way during the day. The child who committed the misdemeanour may also get a warning.

- **Pushing or hitting someone in class:**

The child would immediately be given a verbal reprimand. If this becomes a continuous problem, a behaviour report may be drawn up between parents and teacher to monitor progress until the child is

back on track.. The child would also have to apologise to the other child and think of a way to make up to them.

- **Inappropriate language directed at another child:**

Same as the sanction for pushing or hitting someone in class.

- **Inappropriate language directed to a member of staff:**

The child would immediately lose any privileges such as Golden Time and would have to spend time in the Thinking area. An apology would be needed (possibly a written apology depending on the age and ability of the child).

APPENDIX C

C.1 AUTHORITY TO SUSPEND

The Board of Management has the authority to suspend a pupil and may do so for up to ten consecutive school days at one time or for a total of twenty days in a full school year. The authority to suspend a pupil for up to three consecutive school days has been delegated by the Board of Management. Such suspension will only be imposed on the grounds listed below.

C.2 GENERAL CONSIDERATIONS

Whenever suspension is being considered, and before any form of suspension is imposed, parents/guardians will be invited to attend at the school to discuss their child's behaviour. If the Principal and the Chairperson of the Board of Management are satisfied with any undertaking given by the parents of the child, a proposed suspension may be deferred or dropped.

Before proceeding with any proposed suspension, parents will be notified in advance and a date and time for the child's return to school will be specified. On return to school, the Principal will re-introduce any suspended pupil to his or her class on the date specified. At this time of return from suspension, it will be necessary for a child and his/her parents to give a formal undertaking (in writing, dated and signed) that the behaviour which led to suspension will not be repeated.

C.3 PROCEDURES FOR IMMEDIATE (OR AUTOMATIC) SUSPENSION

The Principal and, in her absence, the Deputy Principal, in consultation with the Chairperson of the Board of Management, have been authorised in writing by the Board of Management to impose immediate suspension for a maximum of three days. This will only be done when the continued presence of the pupil in the school represents a serious threat to the safety of pupils or staff or any other person, or for any one of the following behaviours:

- The use of an offensive weapon or material to inflict injury or harm on another person or to threaten to inflict injury or harm on another person
- The defiant refusal to carry out the instructions of a teacher
- To protect the safety of the pupil or other pupils or staff
- The deliberate destruction of school property

When an immediate suspension is imposed, the parents will be notified immediately and arrangements made with them for the pupil to be collected. No pupil will ever be sent home alone.

When an immediate suspension is considered by the Principal to be warranted for one or more of the named behaviours, a preliminary investigation will first be conducted to establish the case of the imposition of the suspension. Subsequently, a formal investigation will immediately follow the imposition of the suspension, during which the suspended pupil will be invited to the school to be interviewed, in the presence of his/her parents.

C.4 PROCEDURES FOR NON-IMMEDIATE SUSPENSION

When a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the Principal will.

- Inform the pupil and parents about the complaint by phone or in writing.
- Give the pupil and the parents an opportunity to respond.
- Remove the pupil from his/her class peers to an appropriate location under staff supervision until a determination is made about suspension.
- Parents will be given an opportunity to respond, to make their case for lessening the sanction and for the school to explore with parents how best to address the pupil's behaviour.

C.5 DURATION OF SUSPENSION

A pupil will not be suspended for more than three days except in exceptional circumstances. The Board of Management considers that the Principal would be justified in recommending a suspension of five days in the following circumstances.

- When the pupil fails to recognise or acknowledge the seriousness of the events leading to a proposed suspension
- Where injury has been inflicted on another person sufficiently serious as to warrant medical attention beyond first aid and / or a visit to a doctor
- Where the pupil continues to display belligerence, hostility or aggression

If a suspension longer than three days is recommended by the Principal, the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes. The Board of Management may authorise the Principal in writing, to impose a suspension of up to five days – with approval of the Chairperson – in circumstances where a meeting of the Board of Management cannot be convened in a timely fashion, subject to the guidance already provided to the Principal concerning such suspensions.

The Board of Management will not impose a suspension of more than ten consecutive school days on a pupil at any one time.

C.6 APPEALS AGAINST SUSPENSION

The Board of Management will offer an opportunity to appeal the Principal's recommendation to suspend a pupil for three days. If an appeal is made before a suspension is to take place, then the pupil will be separated from classroom peers, under staff supervision, until the appeal is complete and the appeal decision is relayed to parents. If the appeal is not upheld or if the period of suspension is altered but not set aside, then the suspension will begin as soon as practical after the decision on the appeal is relayed to parents, normally starting the next school day. This applies to suspensions up to twenty days in total for one or more separate periods of suspension in any given school year. The Board of Management will formally review any proposal to suspend a pupil, where the suspension would bring the number of days for which a pupil has been suspended in the current school year to more than twenty days. Where the total number of days for which a pupil has been suspended in the current school year reaches twenty days, the parents may appeal the

suspension under section 29 of the Education Act 1998 as amended by the Education (Miscellaneous Provisions) Act 2007.

C.7 NOTIFICATION OF SUSPENSION

The Principal will notify the parents in writing of the decision to suspend their child and the letter will confirm the following.

- The duration and the start/end dates for suspension.
- The reason(s) for suspension.
- The arrangements for returning to school, including any commitment to be entered into by the pupil and the parents (4.1.p.6)
- The right to appeal to the Board of Management, and/or to the Secretary General of the Department of Education and Science.

Suspension may be removed or altered either immediately or retrospectively if the Board of Management decides, or if the Secretary General of the Department of Education and Science directs it to be removed under section 29 of the Education Act 1998 as amended by the Education (Miscellaneous Provisions) Act 2007.

C.8 REINTEGRATING THE PUPIL AND STARTING WITH A CLEAN SLATE

The Principal will arrange for a member of staff to provide support for the pupil during the reintegration process. The pupil will be given the opportunity and needed support for a fresh start. The school will then expect the same behaviour of this pupil as of all other pupils.

C.9 RECORDING AND REPORTING

A record of the behaviour and sanction imposed will be kept, to include the following:

- 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

If the Principal acts on the written delegated authority to suspend, he will report all suspensions to the Board of Management with the reasons for and the duration of each suspension. The Principal will also report suspensions to the National Welfare Board (NEWB) in accordance with NEWB reporting guidelines (EducationWelfare) Act 2000, section 21(4)(a).

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that the use of suspension is appropriate and effective.

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APPENDIX D – EXPULSION

The Board of Management has the authority to expel a pupil. The authority is a reserved function of the Board of Management and is not delegated to the Principal.

D.1 EXPULSION ONLY IN EXCEPTIONAL CIRCUMSTANCES

Before expelling a pupil, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of the pupil including, as appropriate:

- Meeting with the parents and the pupil to try to find ways of helping the pupil to change his/her behaviour
- Making sure that the pupil understands the possible consequences of the behaviour, if it should persist
- Ensuring that all possible options have been tried
- Seeking the assistance of support agencies if appropriate

D.2 GROUNDS FOR EXPULSION

A proposal by the Board of Management to expel a pupil will only be made on serious grounds, such as:

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

D.3 EXPULSION FOR A FIRST OFFENCE

The Board of Management reserves the right to expel a pupil for a first offence for the following misbehaviours. **Pending the outcome of the procedures listed below, a pupil may incur immediate suspension on health and Safety Grounds:**

- A serious threat of violence against another pupil or member of staff
- Actual violence or physical assault
- The supply of illegal drugs to other pupils in the school

- Sexual assault

D.4 PROCEDURES FOR EXPULSION

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the following steps will be taken: (these procedures may need to be accelerated, depending on the seriousness of the offence and relevant circumstances)

- A detailed investigation carried out under the direction of the Principal
- A recommendation to the Board of Management by the Principal (a copy of the Principal's report to be made available to the parents concerned)
- Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing, to which parents will be invited
- Board of Management deliberations and actions following the hearing
- Consultations with parents and relevant teaching staff arranged by an Educational Welfare Officer of the National Education Welfare Board
- Confirmation of the decision to expel will be given to parents/guardians orally and in writing

D.5 APPEAL AGAINST EXPULSION

In accordance with the Education Act 1998, Section 29, a parent or guardian may appeal a decision to expel to the Secretary General of the Department of Education and Science. An appeal on behalf of a pupil may also be brought by the National Educational Welfare Board.

D.6 REVIEW OF THE USE OF EXPULSION

In accordance with the NEWB guidelines (12.6), the Board of Management will, at regular intervals, review the use of expulsion in the school (if it has been used) in order to ensure that expulsion is used appropriately.

We will make maximum use of outside agencies and other professions such as social workers, psychologists, etc. in order to assist children who are having difficulty. Children may need counselling to participate in activities designed to raise their self-esteem or to help them learn other ways of meeting their needs without violating the rights of others.

“If you would judge, first understand”
- Seneca

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

Report to NEWB The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education Welfare) Act, 2000.

5. SUCCESS CRITERIA: (by which the policy will be judged)

- Atmosphere of discipline within the school

- Children are aware of the school rules
- Staff apply school rules
- Growth of self discipline
- Co-operation between parents, teachers and pupils in maintaining the code
- Comments or compliments on behaviour
- Children working to the best of their ability
- Class working to the best of their ability.
- Improvements in behaviour

6. MONITORING AND REVIEW

Each staff member is responsible for the implementation of the Code of Behaviour. Within the classroom the teacher monitors his/her class. Teachers consider themselves responsible for the behaviour of children within sight or sound of them and respond to any instance of unacceptable behaviour. The principal is responsible for monitoring and reviewing Policy at staff level on an annual basis and reports any review the staff deem necessary to the Board of Management.

The Board of Management (BOM) has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of discipline applies therein. The BOM will ensure the Code of Behaviour is reviewed yearly or more often if the need arises.

Signed:

Chairperson of Board of Management

Chairperson of Parents' Council

Principal

Date

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