

Scoil Mhuire an Fhiacail

Code of Behaviour

Introductory Statement

This Policy was formulated in accordance with NEWB guidelines, Developing a Code of Behaviour, Guidelines for Schools, which encompasses all relevant legal legislation and legal instruments.

Rationale for September 2021 review:

It was deemed necessary to review our code of behaviour policy:

1. To keep in line with the legal requirements and good practices.
2. To ensure the safety and protection of all school pupils and staff due to the Covid –19 pandemic.

Reviewed by:

Marion McMahon – Principal & all staff members during Croke Park hours

Our School

The mission statement of the school is as follows:

"Mol an óige agus tiocfaidh sí"

Our school is a place where children are encouraged to grow and to develop in a supportive, positive and enjoyable atmosphere.

Our core aims are to provide a broad and comprehensive education, to recognise the needs and to develop the talents of each pupil.

We strive to live up to Christian values and to show genuine concern for one another. We appreciate individuality and difference. We are committed to building a community, which respects the rights and uniqueness of each other.

Duty of Care – Covid-19 Pandemic

Our school has a duty of care towards our staff and pupils and has to ensure that pupils comply with all measures set out in the schools response plan and the Covid-19 Risk Assessment. It is important to note that parents do not have the right to opt their children out of Covid-19 control measures that have been implemented on foot of guidance from the Department, such measures being directed towards the greater good and in keeping with the school's duty of care.

Covid-19 Measures:

The Board of Management has, under guidance from the Department of Education, implemented a number of measures intended to control the spread of Covid-19. These measures are detailed in the school's response plan and in the Covid-19 risk assessment. All pupils are required to comply with any Covid-19 control measures that the school has in place. These measures may change from time to time, according to advice received from the Department of Education and the public health authorities. Any changes will be communicated to parents. Pupils will be supported in adhering to the measures by their class teachers and other school personnel. Pupils who persistently fail to comply with the measures may be subject to disciplinary action under this policy.

Aims & Principles:

The Aims of the Code of Behaviour are:

- 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 wellbeing 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.

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.

1. Standards of Behaviour in our School:

Pupils

General Behaviour

Each pupil is expected to:

- 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 proper care of school books and equipment
- being helpful and co-operative
- having positive attitudes and enthusiasm

Classroom Behaviour

Each pupil is expected to:

- 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
- Include - all children in your activities
- Participate – in class and all school activities
- Keep – classroom clean and tidy
- Do not disrupt the class
- Have homework assignments completed and signed
- Remain seated on wet days
- Conduct themselves properly if teacher leaves classroom

Playground (Playing Pitches) Behaviour

Each pupil is expected to:

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

Behaviour in other School Areas

Each pupil is expected to:

- walk – in the school corridors
- politely enter other classrooms if you are visiting

Behaviour during School Outings/Activities

Each pupil is expected to:

- follow – his/her teacher's directions at all times
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour

Behaviour during Covid-19:

Each pupil is expected to comply with all measures the school has in place with respect to

- hand washing, sanitisation, social distancing.
- Maintaining the integrity of their classroom pods and class bubbles.
- Respecting other people's belongings – need to avoid using and sharing personal items.

Fellow Students of Feakle National School expect that you will:

Be kind and respect their differing personalities.

Not bully them

Show acceptance

Never insult or belittle them because of differences.

Respect their property

Listen to them and acknowledge them

Share equipment and resources with them

Allow them to be part of the group

Speak to them with courtesy and respect.

Follow Covid-19 measures outlined by the school

Pupils of Feakle National School expect that their school will be:

Safe

Happy

Suited to their learning style

Encouraging and supportive

Affirming of children of all abilities

Able to deal with bullying and supportive of victims

Follow Covid-19 measures outlined by the school

Parents of Pupils of Feakle National School expect that there will be:

- A safe and happy environment for their child.
- Recognition and provision for the individual differences of pupils
- Support for children who need it
- Fairness and consistency in the way children are dealt with
- No labelling of their child
- An atmosphere of support and inclusion rather than criticism
- Contact at an early stage to inform them of any problems
- A willingness to listen to their viewpoint
- Suggestions and support about problems in school
- A class in which all are treated equally

Feakle National School expects that Parents of its Pupils will:

- Be familiar with the various policies and codes of the school
- Show support for teachers in their implementation of the school's behaviour policy
- Support your child in his/her schoolwork
- Ensure the punctuality and regular attendance of your child
- Collect their child(ren) punctually when class ends... at 1.40pm for Junior / Senior Infants, at 2.40p.m. for 1st – 6th class.
- Respect all school requests with regards to the wearing of masks, social distancing and not entering the school grounds or building without a prior appointment/arrangement.

Ensure she/he has the necessary materials

Ensure your child has a positive attitude to and abides by the school and class rules

Never undermine the authority of the school or teachers. Promote respect for teachers and other school personnel Give their contact number for use in an emergency

Be available to discuss a problem.

Support the school in implementing its Code of Behaviour

Exert firm discipline in cases where your child's behaviour is having a negative impact on others.

2. 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.
- Liaise with parents when issues of misbehaviour arise.
- Report repeated instances of serious misbehaviour to the Principal.
- Discuss routines around Covid-19 with their classes in an age appropriate manner.

3. Parents / Guardians

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.

4. Positive Strategies for Managing Behaviour

As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. 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.

A reward scheme for promoting positive behaviour will be used. Such rewards may include;

Individual Rewards

- Incidental praise for good behaviour (a quiet word or gesture) acknowledged by all staff members i. e. verbal praise, pat on the back, nods, smiles etc
- A mention to parent(s)/guardian(s) written or verbal
- A visit to another member of staff or to the Principal for commendation
- A word of praise in front of a group or class
- Delegating some special responsibility, job or privilege
- One less subject for homework
- Homework free night
- Comment in journal
- Comment in the pupil's exercise book
- Various treats – playing an educational computer or other game

Class Rewards

- Verbal or written commendation by staff of group, class or whole school
- Fun class activities, table quiz or extra computer time
- Short extra school break
- Extra P.E., art, music or reading time
- Listening to music while working
- Cookery session
- Choosing a class activity
- One less subject for homework
- Homework free night
- A book or short story read aloud to class
- A field trip/ outdoor lesson
- Showing a film

The Playground

The pupils are grouped into specific areas according to age/class structures. Children are expected to remain within the boundaries of their specific play area. It is especially important during the Covid-19 pandemic that pupils remain within their designated play areas and within their class bubbles to ensure the safety of all pupils and staff.

Each classroom is provided with sport equipment e.g. footballs, hula-hoops.

Pupils are taught playground games, as part of the physical education curriculum.

At Sos and Lón times, a pupil with a concern, may report same to the teacher on supervision, who will investigate it accordingly.

In the event of an incident occurring in the playground, the supervising teacher will inform the class teacher and upon investigation by the class teacher, if deemed necessary, an incident Report will be completed, signed and placed in the pupil's file.

On wet days, children are supervised in their classrooms and are provided with library books, board games, or educational DVD's.

Children are expected to form a line at a designated area in the yard and are fully supervised until the return of the classroom teacher.

All rooms are left open for children who require bathroom facilities. Due to Covid-19 pupils are only permitted to use the bathrooms within their own classroom. The pupils must make the supervising teacher aware before leaving and on returning to the play area. Pupils must be accompanied by another pupil from their classroom pod.

Other Areas of the School

In other areas of the school, good behaviour is promoted in the following ways:-

Rules and expectations are communicated to the children in Assembly.

School related activities

We expect standards and rules contained in the Code of Behaviour to apply in any situation where pupils are still the responsibility of the school. Examples include

School tours

Matches, home and away

Extracurricular activities which take place within the school.

Visiting the church

5. Rewards and Sanctions

Responding to inappropriate behaviour.

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

Level One

Level 1: Behaviours

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

- Failure to prepare for class, as defined by individual teachers
- Book/copies left at home etc.
- Distracting others
- Interrupting teacher
- Interrupting other pupils
- Wandering about classroom
- Fidgeting/Inattention
- Wasting time deliberately
- Disrespectful language, tone
- Cheeky/ answering back
- Slovenly work
- Sulking
- Misbehaviour in teacher's absence
- Homework not completed
- Reprimand exercise not done
- Homework notebook not signed, when requested
- Have temper tantrums.
- Throwing objects thoughtlessly in classroom
- Running in the hallways
- Ignoring staff requests
- Breaking boundaries of play – Covid-19 bubbles.
- Not handwashing and sanitising as requested.
- Failure to comply with the one way system of movement in the school corridors.

Level 1: Disciplinary Actions

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

Verbal reprimand/reminder(s)

Reinforcement of alternative positive behaviour

Temporary separation from peers, friends or others

Prescribing additional work

Loss of privileges

Informal parent contact

Unfinished homework to be completed following night/break time

Behaviour contract

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

Classroom-based interventions, such as Open Circle or class meetings, with the

option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)

Discussion of behaviour with the child

Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

Level Two

Level 2: Behaviours

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

Constantly disruptive in class

Telling lies

Stealing

Intentionally damaging school or personal property

Bullying, e.g. persistent name calling, continuous bumping into one another, etc.

Being discourteous and back-answering a teacher

Leaving school premise during the school day without appropriate permission

Using unacceptable language

Bringing weapons to school, e.g. catapults, pen knives, pellet guns, etc.

Playing in “off-limit” areas during the school day, as per supervision Circular.

Behaviour which is dangerous to self or others

Derogatory reference to another person’s race, gender, religion, physical condition, disability or ethnic origin

Repeated instances of behaviours from Level 1

Level 2: Disciplinary Actions

The following staged approach / steps is/are used for responding to such inappropriate behaviours:

1. A note will be written in the homework journal to be signed by a parent. Alternatively a phone call home may be made.....all logged and dated by the teacher in the pupil's office file;
2. The class teacher meets one or both parents. The class teacher can request another teacher to be present when addressing a behavioural issue with a parent or parent(s). The teacher logs the details of this meeting. The Principal is not required to meet the parents at this stage.....but is kept fully briefed by the respective teacher;
3. Finally, the pupil is brought to the Principal or Deputy Principal where a disciplinary sheet is issued for completion by the pupil and signing by the parent(s);
4. If there is no improvement in the pupil's behaviour, the Principal or Deputy Principal meets with the parents concerning the misbehaviour;
5. A formal report of the behaviour may be made to the Board of Management, if considered necessary;
6. Written records of all meetings are to be kept and filed in the pupil's office file.

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).

Level Three

Level 3: Behaviours

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

Repeated or serious instances of Level 2 behaviour which have not been modified by intervention

Setting fire to school property

Intentional possession or use of weapons

Violent fighting or intentionally causing physical harm to others

Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin

Deliberately leaving taps / fire hose on

Inappropriate use of mobile phones, iPads, Computers, etc

Threatening or serious violent behaviour towards a teacher, with or without a weapon

Gross Insubordination towards a staff member

A willful and deliberate failure of a student to obey a school staff member's order/direction during an aggressive incident

Deliberately spitting or coughing on another pupil or staff member. Exceptions may be made for pupils with particular needs.

Repeated instances from Level 1 & 2 behaviours.

Level 3: Disciplinary Actions

Behaviour at Level 3 will 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:

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.

7. Involving the Parents in Managing Problem Behaviour.

There is an open door policy in the school for parents to contact teachers or the Principal should they have any concerns. A parent, who has a concern should first approach the class teacher with a view to discussing the concern.

If, after discussion with the class teacher, the parent still has concerns, then he/she should approach the Principal, as per Complaints Procedures

It may be requested for parents to make an appointment, if any issue cannot be dealt with informally.

Parents are contacted early in the process if necessary. Not all disciplinary issues will involve parent contact, as they may be resolved directly with the child.

The school will contact parents with a note in the homework journal or by phone call.

Depending on the severity of the inappropriate behaviour, the parent will be contacted by either the class teacher or by the Principal.

In certain cases it may be deemed suitable for the child to be present. This will be discussed in advance by the school and the parents.

8. *Managing Aggressive or Violent Misbehaviour.*

In our school instances of aggressive or violent behaviour are treated very seriously. We use the following strategies:-

Individual Behavioural Plans are in place for children who have been assessed by Psychologists to have severe emotional issues. Case Conference meetings are regularly scheduled to ensure success of the IEP Plan and the child's integration into mainstream education.

The Special Educational Needs Organiser is contacted for the appropriate support.

The staff has received training in behavioural management and in particular around the areas of aggressive or violent behaviour.

Teachers and Special Needs Assistants in the school work as a team monitoring pupils who have higher incidents of aggressive or violent behaviour.

There is a mentoring system for newly qualified teachers in the school to support them and make them aware of school policies in relation to behaviour.

In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil themselves or to another pupil or staff member, the school will follow the steps as outlined in the specific pupil's Individual Behavioural Plan.

Teachers are required complete an incident report, which is filed securely and confidentially in the child's file in the office.

Incidents of violent, threatening or aggressive behaviour will lead to suspension or expulsion from the school.

Under Health and Safety legislation, any pupil's behaviour, that has a seriously detrimental effect on the capacity of the school to provide educational services to both the pupil and other pupils, will not be accepted or tolerated.

9. Procedures for Suspensions & Expulsions

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

Authority to Suspend:

The Board of Management of Feakle National School 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 may be for a longer period but in any event will not exceed 5 school days.

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

Immediate Suspension and Automatic Suspension

An '**Immediate Suspension**' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behavior, 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 Feakle National School, 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 Feakle National School 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.

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 Feakle National School 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 Feakle National School 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 Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

Expulsion

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

Authority to Expel::

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

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 Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of Feakle National School 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. *Keeping Records*

In line with the school's policy and record keeping and Data Protection Legislation, all records in relation to a pupil's behaviour are kept confidentially in his/her file in the office. All records are written in a factual and impartial manner.

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

Class Level

Each class teacher will endeavour to keep parents up to date on all behavioural issues. Pupil's behaviour will be discussed with the parents at Parent-Teacher meetings and reports will be sent home at the end of the academic year.

A standardised and age appropriate Pupil Profile is held securely and confidentially by each class teacher. This facilitates the recording of all behaviour, both positive and negative.

Depending on the severity of the inappropriate behaviour, the Principal will be notified should the parents need to meet with the class teacher.

Playground

In the event of an incident occurring in the playground, the supervising teacher will inform the class teacher and upon investigation by the class teacher, if deemed necessary, an incident Report will be completed, signed and placed in the pupil's file.

Staff are reminded about consistency in application and the interpretation of the rules at regular staff meetings.

School Records

Should it be deemed necessary for a teacher to write an incident Report, this Report will be kept securely and confidentially in the pupil's file in the office.

Such Report will contain:

1. Incidents of misbehaviour;
2. Interventions used to improve behaviour, including contact with parent(s) / guardians or referral to other Agencies;
3. Evidence of improved behaviour;
4. Any sanctions imposed and the reasons they were imposed.

Factual Reports of particular incidents, communication between school, home and outside agencies, and the Board of Management are kept in the pupil's file.

Documentation pertaining to appeals under Section 29 are also kept in the pupil's file

10. Procedure for the Notification of a Pupil'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;

During Covid-19 we request that parents would email their child's respective teacher outlining the reason for their child's absence.

Parents are also requested to complete a 'Back to School Declaration' on Aladdin before their child returns to the classroom after an absence.

Details pertaining to the absence, such as duration and reason, should be provided;

Significant absences caused by ill health (i.e. absences longer than 10 school days) should be certified.

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

The school is obliged to notify the National Educational Welfare Board (NEWB) of pupils who are absent for more than 20 days in any academic year. The NEWB officer can come to the school at any time and audit the attendance records. Absence due to Covid – 19/restricted movement will not be included in this 20 day of absence rule.

11. Reference to other policies.

A number of other policies already established in our school have had a bearing on this Code of Behaviour. These policies include:-

Anti Bullying (Appended)

SPHE/RSE

Harassment

Sexual Harassment

Enrolment

Record Keeping

Home School Links

Health and Safety

Equal Opportunities Policy

Special Educational Needs

Attendance

Child Protection

Behavioural Management Strategies

Substance Use

Circulation

The following members of our school community were consulted for their contributions during the compilation of this Policy:

Board of Management

Staff...teachers & Special Needs Assistants

Parents' Association

Students' Council

All parents

Success Criteria

Positive feed back from teachers, parents and pupils.

Observation of positive behaviour in the classroom, playground and school environment

Observation of consistency in the application of practices and procedures listed in this policy.

Implementation & Review

This Policy will be reviewed, as deemed necessary, by the Board of Management, relevant Post Holder, Principal and staff of the school.

Ratification

This Policy was ratified by the Board of Management of Feakle National School at its meeting on the _____

The contents of this policy document have also been approved by St. Senan's Education Office, acting on behalf of the Patron.

Signed: _____
Chairperson, Board of Management

Date: _____

Implementation and Review

Update and Review

This Policy was reviewed by the Board of Management of Feakle National School at its meeting on _____