



Scoil Bhríde, Loreto National School

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Code of Behaviour

INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of *Scoil Bhríde, Loreto N.S.* has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents. This policy was reviewed by the staff of our school on March 23rd 2009 to ensure that the code was in line with *NEWB Guidelines Developing a Code of Behaviour for Schools (2008)*. Pupils were involved by reviewing the rules and by dialoguing with the teachers in relation to the rationale behind the rules. A copy of the draft Code was presented to the Board of Management at its meeting on Wednesday 22nd April 2009 and to members of the Parents' Committee at their next meeting.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school;
2. The whole school approach in promoting positive behaviour;
3. The measures that shall be taken when a pupil fails or refuses to observe those standards;
4. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
5. The grounds for removing a suspension imposed in relation to a pupil
6. The school's Anti-Bullying Policy; and
7. The procedures to be followed in relation to a child's absence from school.

POLICY FORMULATION

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

- i. Staff were informed that an initial draft of the Code of Behaviour was available and they were invited to make submissions on the content of the code within a specified timeframe.
- ii. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils' suggestions to the Principal.
- iii. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.

AIMS & OBJECTIVES OF THE CODE

The aims and objectives of the code 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 well being of all members of the school community
- To assist school staff, parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

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.

STANDARDS OF BEHAVIOUR

As required by Section 23 (4) of the Education Welfare Act, prior to registering a pupil the principal teacher shall provide the parents of the child with a copy of the school's code of behaviour and that the principal 'may, as a condition of so registering such child, require his or her parents to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child'.



The aim of the school is to provide a Christian Education which seeks to foster the growth of the whole child, and to help the child realise his/her unique God given potential. We aim to promote an atmosphere of consideration, acceptance and love, in which the child can find security, and where Christian values are actively lived. We are dedicated to the achievement of these ideals.

Discipline is the cornerstone of school life, and this places great emphasis on respect for individuals – pupils, teachers and other staff members – as well as respect for the property of everybody. Within the school, we expect politeness, courtesy, good manners, good dress, care of resources and social responsibility. A high standard of conduct is expected from each pupil in the school; caring at all times for the younger child.

The standards of behaviour expected in this school reflect the following values of respect for self and others, kindness and willingness to help others, courtesy and good manners, fairness, readiness to use respectful ways of resolving difficulties and conflict and forgiveness. (Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008 (Ch. 6 p.36).)

Pupils- General Behaviour

1. School Uniform: Children are expected to wear full school uniform in school **every** day, and when representing the school in public. The school uniform for girls – is a green pinafore dress (or grey pants), cream shirt, green crested cardigan/jumper, black tights, or white stockings and school tie. For boys it is a grey pants, cream shirt, green crested jumper and school tie.
2. On the days of their P.E. class, the children will wear the school tracksuit, and school tee-shirt. **Football jerseys are not acceptable.** In the interest of safety, it is essential that children wear runners during P.E. class. School Uniform and tracksuit are available from Lyne's of High Street, Killarney and Walsh Brother School Wear, New Street.
3. Each pupil is expected to attend school on a regular basis and to be punctual.
4. Class begins at 9.10am and ends at 2.50pm. Roll call is at 10.15 am. All pupils are expected to be present between these times. Gates open to receive children at 9.am. The school is not responsible for the safety of children on the premises outside of these hours.
5. School ends for Junior and Senior Infants classes at 1.50pm. All children must be collected by the designated person as per the enrolment form at 1.50pm unless attending our afterschool club at Bluebells.
6. Children may not leave the school premises until dismissal time at 2.50 p.m. (Infants at 1.50pm) except when collected by parents, or with written permission of the parents, via Aladdin. Parents should sign out and sign in pupil(s) if pupil(s) arrive after roll call and is/are leaving school prior to school closing times..

7. The school is obliged under the Education Welfare Act 2000 to report absences in excess of twenty days to the National Education Welfare Board. **It is imperative that notes are sent to the class teacher via Aladdin.**
8. To avoid disruption of classes, parents who wish to speak to the teacher are asked to write to the class teacher requesting a meeting/ Phone the office explaining the exact nature of the meeting. The teacher will then deal with the request accordingly.
9. All visitors to the school **must** report to the secretary. No unauthorised access to the classrooms/ other areas of the school is allowed for obvious safety reasons.
10. Children's use of mobile phones is strictly forbidden in school or at a school event outside the school premises.
11. Each pupil is expected to do his/her best both in school and for homework.
12. Parents are expected to take an interest in their children's schoolwork and homework. Co-operation between parents and teacher is acknowledged and necessary.
13. Attention in class and punctuality are pre-requisites for an effective school performance.
14. Parents/Guardians are encouraged to oversee homework. Parents/Guardians are expected to sign the homework diary when they deem it to be successfully completed.
15. Children are expected to act and speak in a mannerly and respectful fashion throughout the school and to show consideration for other children, teachers and visitors to the school.
16. Children should always try to include other children in their games during playtime.
17. When moving along the school corridor, children walk on the yellow line.
18. Children with long hair should wear it plaited or tied back. Children should have their hair checked for lice regularly and the proper treatment administered, as stated on the Health Authority Booklet or on the advice of a chemist.
19. We are a health promoting school and we encourage healthy eating. We express an interest in what children eat, through our healthy eating policy, because to learn well and maintain proper energy during the day, they need to eat a balanced diet. Please note that a small snack should be eaten for the 20 minute break at mid-morning e.g. Sandwich and drink, and the main lunch should be eaten at 1 p.m. A small 'funsize treat' is allowed on a Friday to promote a balanced diet. Chewing gum is absolutely banned from the school. All

pupils are advised to have a bottle of water.

20. In the interest of health, a high standard of personal hygiene is expected and infectious illnesses should be notified to the school immediately.
21. Children must respect their own property and the property of others i.e. the property of their teachers, fellow pupils and all school property.
22. All forms of bullying are strictly forbidden and will be dealt with very severely in accordance with the school policy. Parents and pupils are encouraged to report any incidents of bullying behaviour to the class teacher. All members of the school community are expected to be particularly vigilant and mindful of such behaviour.
23. All personal belongings must be labelled i.e. sweaters, lunch boxes, jackets.
24. Children are expected to keep the school and its grounds litter free. This fosters a sense of responsibility towards their school and awareness of our environment and of our need to cherish and to care for it.
25. Behaviour which interferes with the educational process will not be tolerated e.g.
 - a. Disrespect towards staff members and fellow pupils.
 - b. Defiant attitude and stubbornness.
 - c. Running, pushing, shouting.
 - d. Dangerous play, offensive language.
 - e. Persistent talk/interruption during class.
 - f. Homework done carelessly or not at all.
 - g. Lack of respect for school property.

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.

“Ground rules”/ behavioural expectations are set in each class that are consistent with the ethos as expressed in the code of behaviour and which set a positive atmosphere for learning.

Pupils are involved in devising the class rules.

Rules of the classroom are displayed in a prominent place in the classroom appropriate to the class level.

Teachers ensure that pupils understand the rules and are frequently reminded of how they are expected to behave.

A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour.

Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation.

Timetabling: use of active learning activities and quieter listening based learning.

Playground (Playing Pitches) Behaviour

Each pupil is expected to:

- Play – safely avoiding any games or play that are rough or dangerous
- 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 call

We have a concise set of playground rules which emphasise positive behaviour and make it clear what activities are permitted.

- Automatic bell rings to inform teachers and students of beginning and end of school and also for school breaks.
- Two teachers/One SNA are on duty each day.
- All children will be visible at all times if they comply with playground rules as outlined in the policy.
- School yard is divided among our Junior class and all other classes as far as practicable.
- No food to be brought outside unless authorised by the class teacher.

- Should there be litter e.g. following a Sport's event, all litter to be put in the proper bin i.e. recycling or rubbish.
- All footballs to be taken in after break.
- If the ball goes over the fence children will inform teacher on duty.
- Ask teacher on duty for permission to use the toilet.
- Children allowed to go to the toilet one at a time/partner.
- The following areas are off limits to children during break times-the gable wall of the Assembly Hall, and the entire front of the school.
- Playground rules may be adapted according to the age of the children and at the discretion of the teacher involved for safety reasons.
- Should a child get injured on the yard, the yard duty teacher will take care of the child. Class teacher will be informed of the accident and any serious accident will be recorded in the Accident Report Book. The teacher may contact the parents for a more serious accident.

On wet days children remain in their classrooms.

- No running permitted in the classroom.
- The teacher organises an activity appropriate to the class level.
- The children will be supervised at this time by the yard duty supervisors.

After break outside:

- Obey the bell immediately, stop play.
- Children walk to the designated area.
- No playing in the line.
- All forms of play equipment to be held by children.
- Children walk into the school in single file.
- No football boots permitted inside the school building except changing area near rear door.
- All staff bring playground misbehaviour to the attention of the class teacher.

Assembly Hall

- Access to this area is permitted only when accompanied by a teacher.
- No running permitted except under supervised activity.
- Use of P.E. equipment confined to supervised activity by a member of teaching staff.

Computer Room Rules

- No drink, food, school bags etc. are allowed near any computer.
- Children should work quietly on the computer.
- Clean hands only.
- Printing of any material is only allowed with permission of teacher.
- Students are not to enter the computer room unless a teacher is present.
- Internet access is only by permission of the teacher.
- P.C. must be shut down properly i.e. clicking on the start and shut down.
- Any student deemed not to respect computer room will not be allowed to use the computers.

On Leaving School

- Put chair on desk.
- Make sure work area is tidy.
- Walk in your line with teacher to the exit door.
- Walk in an orderly fashion to the school gate.
- **No running.**
- No playing when waiting to be collected.
- Walk on the paths not on the grass area.

School related activities

Standards and rules contained in the code of behaviour apply in any situation where pupils are still the responsibility of the school. Our school code of behaviour and expectations for students apply to school tours, games and school organised extra-curricular 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

Staff

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

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

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

Parents/Guardians

We in Scoil Bhríde, Loreto N.S. believe that the code of behaviour will be more likely to work well where parents and staff co-operate together. 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.

Prior to enrolment a copy of the Code of Behaviour is given to each parent/guardian. If parents request the Code of Behaviour in a language other than English the school will make every effort to facilitate this request.

Parents support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour in the following way:

- Parents ensure their children attend school regularly and punctually.
- Parents encourage their children to do their best and to take responsibility for their work.
- Parents are aware of and cooperate with the school's rules and system of rewards and sanctions.
- Parents attend meetings at the school if requested.
- Parents help their children with homework and ensure that it is completed.
- Parents ensure their children have the necessary books and materials for school.

- An important part of home/school links is the annual parent-teacher meetings. Usually before Christmas arrangements are made for each parent to meet with their child's teacher individually to discuss his/her progress.
- 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.

PROMOTING POSITIVE BEHAVIOUR

Rewards and acknowledgement of good behaviour

Good behaviour is publicly recognised and acknowledged in the school by using the strategies as outlined in this Code. We also acknowledge pupil achievement by:

- 1 Inviting the principal to the classroom to commend the behaviour.
- 2 At assembly the principal will accentuate the positive behaviour.
- 3 All teachers will praise the positive behaviour of students.
- 4 Rewards may be given at class levels.
- 5 A comment on positive behaviour may be entered in the child's homework journal.
- 6 Special Privileges

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

INAPPROPRIATE BEHAVIOUR

Strategies for responding to inappropriate behaviour

The Education (Welfare) Act 2000, Section 23, states that a school must outline *'the measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined'*.

Our school has agreed ways of describing behaviour, arrangements for recording behaviour and a ladder of intervention-

- 1 The yard duty teacher informs the class teacher of any misbehaviour.
- 2 Any foul or abusive language is not permitted.

- 3 *The nature of the behaviour will determine the strategy employed by the teacher.*
- *Verbal reprimand(including advice how to improve)*
 - *Reasoning with pupils*
 - *Removal from the group (in class)*
 - *Withdrawal of privileges*
 - *Withdrawal from the particular lesson or peer group*
 - *Prescribing extra work*
 - *Carrying out a useful task in the school*
 - *Detention*
 - *Referral to Principal/Deputy Principal*
 - *Note to parent*
 - *Teacher meets with parents.*
 - *Formal report to the Board of Management*
 - *Suspension (in accordance with Rule 130 of Rules for National Schools as amended by Circular7/88 and as outlined in NEWB Guidelines pp-70-78)*
 - *Expulsion (in accordance with Rule 130 of Rules for National Schools as amended by Circular7/88 and as outlined in NEWB Guidelines pp-70-78)*

The degree of misdemeanours minor, serious or gross will be determined by the teacher and/or teachers based on a common sense approach with regard to the gravity/frequency of such misdemeanours.

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.

Keeping records

In line with the school's policy on record keeping, and data protection legislation, records may be kept in relation to pupils' behaviour. Records are written in a factual and impartial manner.

School records

- Serious incidents of misbehaviour will be recorded and kept on a log of actions on Aladdin. Class teacher and principal have access to these records.
- Serious misbehaviour should be reported to the principal immediately.
- Factual reports of particular incidents, communication between school and home, with outside agencies, Board of Management are kept in the pupil's file on Aladdin.
- Documentation pertaining to appeals under Section 29
- See School Policy on GDPR and Record Retention.

Level One

Level 1: Behaviours

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

- Failure to prepare for class, as defined by individual teachers
- Running in the hallways
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Ignoring staff requests

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
- Parent contact
- 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 well being of the students and staff. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)

Level 2: Disciplinary Actions

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

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

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, 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 well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Setting fires
- Intentional possession or use of weapons
- Violent 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

Extract from INTO ‘Managing Challenging Behaviour’:

Managing Aggressive or Violent Misbehaviour

Aggressive and violent misbehaviour is not a regular occurrence in most primary schools. However, when such incidents occur, they are serious and cause a great deal of stress for those involved. When faced with a potentially violent situation the following steps may prove useful in de-escalating the situation. A teacher will call for assistance if faced with a potentially dangerous situation.

- 1 Where possible the child should be isolated. This may involve the child being exited from the classroom, perhaps with a special needs assistant, or with the assistance of another teacher. An alternative is that the rest of the class is removed from a potentially violent situation.
 - 2 The child should be spoken to calmly, assertively and respectfully.
 - 3 The teacher should stay at a safe distance.
 - 4 It should be made clear that you are listening to the child. In this way it may be possible to find out how the situation has developed, or how it may be resolved.
 - 5 The child should be asked to consider possible positive outcomes and behaviours.
 - 6 The child should be given space and time to cool off and to respond to requests.
- In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff, the teacher in charge would act as a responsible adult would in a similar situation bearing in mind our duty of care to all children. The use of physical Restraint or containment would only be used when in emergency situations where a child has failed to respond to all other efforts to make the situation safe.

Level 3: Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

- **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.

PROCEDURES FOR SUSPENSIONS & EXPULSIONS

In drafting procedures in relation to suspension and expulsion, we have referred to *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*

- 1 Ch. 10 Suspensions and expulsions: legal and procedural requirements
- 2 Ch. 11 Suspension
- 3 Ch. 12 Expulsion

(The legal context p.66)

The entitlement to education is protected in a range of constitutional and legal provisions and in human rights Conventions. These legal protections for the individual student's right to education mean that decisions to suspend or expel a student are open to appeal and may be subject to judicial review by the High Court.

Schools are required, under section 23(2) of the Education (Welfare) Act 2000, to include their procedures for suspension and expulsion in their code of behaviour.

The following procedures outlined below are taken from the NEWB Guidelines Chapters 10, 11, 12

Suspension

Scoil Bhride, Loreto N.S., as required by law will follow fair procedures based on the principles of natural justice when proposing to suspend or expel a student. Fair procedures have two essential parts:

- the right to be heard
- the right to impartiality.

In a school, fair procedures apply to:

- the **investigation** of alleged misbehaviour that may lead to suspension or expulsion and
- the process of **decision-making** as to (a) whether the student did engage in the misbehaviour and (b) what sanction to impose.

The way in which fair procedures are applied will take account of the seriousness of the alleged misbehaviour and will have regard to what is reasonable in the context of our particular school.

The **principles** of fair procedures always apply, but the degree of formality required in implementing fair procedures will depend on the gravity of the alleged misbehaviour and on the seriousness of the possible sanction.

(Developing a Code of Behaviour: Guidelines for Schools **Page 67**)

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 **Scoil Bhride, Loreto N.S.** has formally and in writing delegated the authority to impose an "immediate suspension" to the Principal Teacher. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the

specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

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

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

Immediate Suspension and Automatic Suspension

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

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

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

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 *Scoil Bhríde, Loreto N.S.*, acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

Procedures in Respect of Other Suspensions:

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

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of *Scoil Bhríde, Loreto N.S.*, will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s)/guardian(s);

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

The Board of Management of *Scoil Bhríde, Loreto N.S.*, acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

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

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

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

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to

appeal to the Secretary General of the Department of Education and 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 Suspend:

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 of the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of **Scoil Bhríde, Loreto N.S.** acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

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

Ratification:

The Code of Behaviour is reviewed annually.

Ratified by the Board of Management on: 17th October 2023

Fr. Kieran O' Brien,

Chairperson Board of Management.