

# Code of Behaviour

St Finbarr's Boys' National School  
Bantry  
Co Cork

2015

Title	Code of Behaviour
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## Introductory Statement

This policy was reviewed and updated in the 2010/2011 school year and further reviewed by the Staff, Parents and Board of Management of St Finbarr's Boys' National School in February 2015. Consultation meetings were held on three nights to facilitate parental involvement.

## Rationale

It is necessary to devise/review a Code of Behaviour at this particular time

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

## Relationship to characteristic spirit of the school

This code of behaviour is formulated to support the harmonious development of all pupils in the school. Good behaviour is necessary in order that pupils can enjoy a positive learning environment and that good behaviour has to be supported by all members of the school community.

## Aims

The School hopes to achieve the following by introducing this policy:

- To ensure an educational environment that is guided by our vision statement
- To allow the school to function in an orderly way where children can make progress in all aspects of their development

- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school

Content of policy
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The policy is addressed under the following headings.

1. Guidelines for behaviour in the school
2. Whole school approach to promoting positive behaviour
  - Staff
  - Board of Management
  - Parents
  - Pupils
3. Positive strategies for managing behaviour
  - Classroom
  - Playground
  - Other areas in the school
  - School related activities
4. Rewards and sanctions
  - Rewards and acknowledgement of good behaviour
  - Strategies for responding to inappropriate behaviour
  - Involving parents in management of problem behaviour
  - Managing aggressive or violent behaviour
5. Suspension / Expulsion
  - Suspension
  - Expulsion
  - Appeals
6. Keeping records
  - Class
  - Playground
  - School records
7. Procedure for notification of a pupil's absence from school
8. Reference to other policies

## **1. GUIDELINES FOR BEHAVIOUR IN THE SCHOOL**

The Education Welfare Act, Section 23, states that the code of behaviour shall specify *“the standards of behaviour that shall be observed by each student attending the school”*.

### **Standards of behaviour in the school**

**St Finbarr’s Boys’ National School expects all members of the school community to behave in ways that show respect for others.**

### **Standards of behaviour reflect values such as:**

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

**The school expects the following commitments from the students to their own learning and that of their peers.**

- Attending school regularly and punctually
- Doing his best in both school work and homework
- Keeping the rules
- Respecting staff and other students, their learning and their property
- Participating in school activities

### **Unacceptable kinds of behaviour in this school include:**

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Theft
- Abusive language

### **School and classroom rules:**

The school and classroom rules translate standards into practical guidance about the behaviour expected of students. Each class teacher devises an agreement with their class at the beginning of the school year. While the standards are common to everyone in the school, rules should reflect the age and stage of development of the students.

Prior to registering a pupil, the principal teacher will provide the parents of the child with a copy of the school’s code of behaviour. Parents are required

to support the code of behaviour and are expected to engage with the school in relation to all matters pertaining to their child's behaviour.

School and classroom rules work best when:

1. Kept to a minimum
2. Written in clear, simple language
3. Stated positively, telling students what to do, as well as what not to do
4. Developed through consultation with students, parents and staff
5. Communicated and referred to regularly

Modelling and teaching the required standards of behaviour is the responsibility of all adults involved in the child's school life.

The adults in the school have a responsibility to model the schools' standards of behaviour, in their dealing, both with students and with each other. Parents will be expected to model the standards that students are asked to respect. In order to do this, they need to be familiar with the standards and to understand the importance of expecting students to behave according to these standards. The ways in which parents and teachers interact will provide students with a model of good working relationships.

### **The school rules for students with special educational needs**

Class teachers and specialist personnel (such as the Learning Support Teacher, Resource Teacher, Special Needs Assistant) reinforce the standards and rules that are taught in the classroom and are communicated in a way that students with special educational needs can understand. These rules are revised throughout the year with the pupil(s), through circle time, visual cues, pictures, discussion etc.

- Each pupil is expected to be well behaved and to show consideration for other children and adults
- Each pupil is expected to show respect for the property of the school, other children's and their own belongings
- Each pupil is expected to attend school on a regular basis and to be punctual
- Each pupil is expected to do his/her best both in school and for homework.
- Factors influencing children's behaviour are considered and accommodated on an individual basis. A differentiated approach is adopted whereby the needs of the pupil and the needs of the other pupils are assessed and managed within the available resources.

Prior to registering a pupil, the principal teacher will provide the parents of the child with a copy of the school's code of behaviour. Parents are required

to support the code of behaviour and are expected to engage with the school in relation to all matters pertaining to their child's behaviour.

## **2. WHOLE SCHOOL APPROACH IN PROMOTING POSITIVE BEHAVIOUR**

*The elements of a whole school approach to behaviour include*

- *An ethos, policies and practices that are in harmony*
- *A teamwork approach to behaviour*
- *A whole-school approach to curriculum and classroom management*
- *An inclusive and involved school community*
- *A systematic process for planning and reviewing behaviour policy*

It is important to implement a whole school approach to promotion of positive behaviour and that consistency is applied throughout the school.

### **Staff**

Teachers and other staff members play important roles in the work of the review and updating of the code.

The Staff, as a team, have opportunities to confirm that all school policies and practices support the objectives of the code of behaviour, by engaging in Whole School Meetings and continuous pupil assessment.

We bring our professional expertise in understanding the links between behaviour and learning: our experience of what works to help students to behave well and our knowledge of the school and of the school community by encouraging continual professional development and interaction and discussion with pupils.

We provide opportunities for staff to deepen their understanding of the factors that affect behaviour and that help students to change behaviour. e.g. whole school assemblies and involving students in drafting class and school rules.

New parents and new staff are presented with a copy of the Code of Discipline which is reviewed on an ongoing basis.

The school's SPHE curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship

Children who may present behavioural difficulties arising from their special education needs are supported by means of individual IEPs which are centred on their specific behavioural problems. The class teacher and resource teacher collaborate on the targets of these IEPs. A differentiated approach to cater for specific needs of each child is used. All staff are aware of this approach.

### Board of Management

The overall responsibility for ensuring that a code of behaviour is prepared rests with the Board of Management. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies. The Board plays an active role in exploring the kinds of relationships and behaviours that will reflect the school's ethos and responsibilities.

The Board ensures that all members of the school community have the opportunity to be involved in work on the code of behaviour. The Board of Management formally records the adoption of the code of behaviour, the commencement date and decisions about when the code will be reviewed.

The Board of Management of St Finbarr's B.N.S. is consulted in reviewing/drafting of the code of behaviour. The Board of Management supports the code of behaviour in the school on an ongoing basis and supports the staff in implementing the code of behaviour. This includes the provision of opportunities for staff development. Procedures are in place for the Board of Management to deal with serious breaches of behaviour. These are outlined in the Stages of Intervention.

### Parents

The code of behaviour will be more likely to work well where parents have meaningful ways of contributing to the development or review of the code. Their involvement will draw on their expectations, insights and experience. It will help to underline their responsibilities for their children's behaviour.

Co-operation between staff and parents is encouraged by parent / teacher meetings, information evenings, homework diary, informal notes to parents and parental input into drafting the code of behaviour.

Parents are involved in the formulation and implementation of this policy by providing them with the opportunity of attending consultation meetings.

Code of behaviour is communicated to parents on the enrolment of their child by providing them with the code of behaviour booklet.

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

- 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.

## Pupils

*Students are more likely to support a code of behaviour when they have helped to develop it. Relationships of trust between teachers and students can grow stronger through the process.* Pupils are involved in drafting and implementing the code of behaviour by

- Drafting rules for the classroom
- Taking part in assemblies
- Buddy systems

Opportunities are given to pupils to monitor and review the code of behaviour through class discussions and questionnaires.

## 3. POSITIVE STRATEGIES FOR MANAGING BEHAVIOUR

***'The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place'.***

Positive strategies that are used throughout the school to promote good behaviour include

1. The children are treated with respect and courtesy in *their everyday interactions with the significant adults in the school environment.* (i.e. Teachers and Assistants).
2. Both children and teachers greet each other in a cordial respectful manner.
3. Children are praised and encouraged to make an effort to be a positive force in their school life.
4. Issues and investigations are treated consistently and impartially and with empathy.
5. Children are involved in drafting and discussing suitable classroom rules and sanctions.
6. Expectations of acceptable levels of behaviour are clearly communicated to children and are reinforced positively throughout the year.
7. Consistent routines are taught and implemented for example exiting and returning to the classroom from the school yard.

8. In the classroom environment, care and thought is taken with regard to the use of space, displays, seating arrangement and general duties in the classroom.
9. All routines and rules are discussed and modelled. The appropriate behaviour is modelled clearly and there is a plan made for the consequences when rules and routines are transgressed. The children are also reminded of the rules regularly using positive role models i.e 'Catch them being Good'.
10. It is communicated to the students the importance of working and behaving positively by affirming such behaviour with praise.
11. An adventure playground with a high level of support is utilised by students who may have behavioural issues in the mainstream playground.
12. During SPHE and Religion children are taught values and strategies for coping with various challenging situations they may encounter in the school environment.
13. The staff's everyday interactions aim to model and promote the positive behaviour expected from students.
14. In managing challenging behaviour, staff members deal in a calm, collected approach taking the child's individual personality and situation.

## **Classroom**

Positive strategies used to effectively manage behaviour in the classroom.

- "Ground rules"/ behavioural expectations in each class that are consistent with the ethos as expressed in the code of behaviour and which set a positive atmosphere for learning
- Pupil input in devising the class rules
- Teachers ensure that pupils understand 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 e.g. active/calm, active/calm

## **Playground(s)**

Positive strategies are implemented to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour.

### Playground rules

A concise set of playground rules is devised, which emphasises positive behaviour and makes it clear what activities are permitted. These rules are displayed in all classrooms and are discussed regularly with staff and pupils.

Pupils are involved in the creation of these rules at the start of each school year.

### Supervision in the playground

There are 3 teachers and all SNA's on duty monitoring the students at each break. All staff members participate in the Supervision Rota which is displayed in all classrooms and in the Staff Room and office.

### Playground Games

Teaching playground games to children is being currently planned and will be adapted to suit different class levels (work in progress).

### Arrangements for wet days

Currently pupils remain in their classrooms on wet days. This is due to be reviewed.

### Arrangements for supervision of pupils going to and returning from the playground

Pupils line up when the bell rings and are collected by their class teacher

### Incidents of misbehaviour

Incidents of misbehaviour are dealt with in accordance with the Staged Programme of Intervention.

## **Other areas in the school**

### Positive strategies to prevent behavioural problems in corridors- halls

- Children are encouraged to exit and enter the building with a sense of a safety and respect.
- They are monitored and supervised en route to and from the classroom.
- Rules and behavioural expectations are discussed regularly with the children.
- All members of staff contribute to the promotion of positive behaviour around the school.
- They praise and encourage positive behaviour, are consistent and encourage and demonstrate a spirit of co-operation that will in turn be transmitted to the children.
- Parents and pupils are advised regarding the appropriate time to arrive at school. (See Arrival & Dismissal of Pupils Policy)

## **School related activities**

- Standards and rules contained in the code of behaviour will apply in any situation where pupils are still the responsibility of the school.
- Safety is always of the utmost importance.

- Respect for those dealing with them on any outings/events is also expected.

## **REWARDS AND SANCTIONS**

### Rewards and acknowledgement of good behaviour

- Good behaviour is publicly recognised and acknowledged in the school and there are reward systems at various class levels at the discretion of the Class Teacher.
- ‘Good news’ is communicated to the parents in the end of year report and in the Homework Journal.

### Managing inappropriate behaviour

In order to establish a common understanding and consistent response misbehaviour is classified into three levels based on the degree of disruption caused by the misconduct.

The disciplinary actions and supportive interventions that will be employed are linked with each level.

#### Level One

##### ***Level 1: Behaviours***

Level 1 behaviours are those that interfere with the orderly learning environment of the school,

the 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
- Parent contact
- Behaviour contract

### ***Level 1 Supportive Interventions***

Listed below are some examples of Level 1 supportive actions:

- Classroom-based interventions, such as Circle Time 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 and with the parents.
- Informal notes regarding incident/intervention/date.

### **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 another person, in person or via the medium of technology
- 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 Deputy Principal, and include the formal notification of the principal and parents, with written documentation. Some examples of Level 2 responses are:

- In school supervised detention
- Meeting with parent(s)/guardian(s)
- Report submitted to the Board of Management

- 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 and the 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
- 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

### ***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.

## **5. 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 *St Finbarr's Boys' 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 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 *St Finbarr's Boys' 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

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days. Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

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

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss:

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

The Board of Management of *St Finbarr's Boys' National School* acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

**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 *St Finbarr's Boys' 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);

details of the alleged misbehaviour, details of the impending investigation process, and

notification that the allegation could result in suspension.

An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of *St Finbarr's Boys' 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.

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 provided with information on the submission of such an appeal. It should be noted that repeated suspensions are an option during the aforementioned 20 days.

## **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.'*

### ***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);

- i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- 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

- 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 parents(s)/ guardians 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 provided with information on the submission of such an appeal.

The Board of Management of St Finbarr's Boys' 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.

## 6. KEEPING RECORDS

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

#### Class level

- Class teachers are expected to maintain records of serious or ongoing misbehaviour. This record will facilitate the recording of positives as well as negatives.

- Serious misbehaviour must be reported to the Deputy Principal immediately.
- The end of year report includes a reference to behaviour. There is a consistent understanding of what constitutes excellent – poor behaviour among the staff. Parents will be kept up to date during the year regarding behaviour issues.

### Playground

- Supervising staff keep a record of misbehaviour in the Accident / Incident Book and Class teachers and the Deputy Principal will be informed regarding pupils in their class.
- All measures are taken to encourage consistency in the application and interpretation of the rules.

### School Records

- Incidents will be recorded in an incident book for the school and each teacher keeps individual records in the Classroom.
- Formal records are kept at school level including factual reports of particular incidents, communication between school and home, with outside agencies, Board of Management etc.
- Documentation pertaining to appeals under Section 29 will be securely stored.

## **7. PROCEDURES FOR NOTIFICATION OF ABSENCES FROM SCHOOL**

The Education Welfare Act, 2000, Section 23 (2)(e) states that the code of behaviour must specify, *“the procedures to be followed in relation to a child’s absence from school.”* Section 18 stipulates that parents must notify the school of a student’s absence and the reason for this absence.

The school’s policy on attendance includes

- Creating a stimulating and attractive school environment
- System for acknowledging/rewarding good or improved attendance (See Attendance Policy)
- Adapting curriculum content and methodologies to maximise relevance to pupils
- Adapting the class and school timetables to make it more attractive to attend and to be on time
- Making parents aware of the terms of the Education Welfare Act and its implications.

The school’s policy in relation to explanation of pupil absences includes:

- Parents/guardians send in a note informing teachers in writing of their child’s absence from school and the reason for this absence

- These notes are signed and dated and stored for one complete school year after completion of the current year.
- The school use the standard forms to report on pupil absences to the National Education Welfare Board and complies with all reporting requirements as needed.

## 8. REFERENCE TO OTHER POLICIES

Other school policies that have a bearing on the code of behaviour have been considered including:

- SPHE plan
- Anti-bullying
- Harassment
- Sexual harassment
- Enrolment
- Record keeping
- Home / School links
- Health & Safety
- Equality
- Special Educational Needs
- Other.

Success Criteria
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Some of the practical indicators of the success of the policy are

- *Observation of positive behaviour in class rooms, playground and school environment*
- *Practices and procedures listed in this policy being consistently implemented by teachers*
- *Positive feedback from teachers, parents and pupils*

Roles and Responsibility
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All members of the school community have responsibilities for aspects of the policy including the Board of Management and the Parents.

- The Principal has responsibility for the implementation of this policy.
- The Principal will co-ordinate and monitor the implementation of this policy.
- Pupils will be required to co-operate fully with this Code of Behaviour and to participate in the formulation of School rules.

- Parents will be required to accept this code of behaviour until its review in 2 years from now.

#### Implementation Date

This policy will apply from February 2015.

#### Timetable for Review

The operation of the new policy to be reviewed in September 2017 and if necessary, amended.

#### Ratification & Communication

The Board of Management officially ratified the policy on February 2<sup>nd</sup> 2015  
The ratified policy will be made available in Booklet Form to all the parents of the school from February 2015.

The above policy was formulated by the Staff and Board of Management of St Finbarr's Boys' National School. It was ratified by the Board of Management at a meeting of the Board of St Finbarr's Boys' National School on the 2<sup>nd</sup> of February 2015.

