

# **CODE OF BEHAVIOUR POLICY REVIEW**



**Scoil Bhríde Boys' National School**

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## 1. INTRODUCTORY STATEMENT

In compliance with Section 23 of the Education Welfare Act 2000, the Board of Management of Scoil Bhríde Boys' National School has prepared and made available a Code of Behaviour for its pupils, staff and parents.

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 to 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.
5. The grounds for removing a suspension imposed in relation to a pupil.
6. The school's Anti-Bullying Policy
7. The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of Scoil Bhríde Boys' National School has been developed in accordance with '*Developing a Code of Behaviour: Guidelines for Schools*' (National Educational Welfare Board, 2008).

## 2. POLICY FORMULATION

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

1. Parents and 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.
2. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils suggestions to the Principal
3. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in line with the feedback received
4. The finalised draft of the policy was submitted for the Patron's approval

### **Ethos of our School**

Scoil Bhríde Boys' National School operates with a Catholic ethos seeking to enable each child to develop his potential in a caring environment where the talents of each child are nurtured and valued. The school climate and atmosphere are created by the actions and behaviour of everyone in the school. The behaviour of adults in a child's life, including parents and teachers, is a significant influence on how a child acts. The code will be most effective where there is a high level of openness and co-operation between staff, parents and pupils. A clear understanding among all the partners of the standards of behaviour required and the procedures to be adopted where there are breaches of the code also helps ensure a harmonious environment where all can work effectively.

### **Managing Bullying / Cyberbullying:**

Bullying of any kind is unacceptable and prohibited in the school. Teachers have a professional duty of care to address bullying – including issues that arise outside school if it affects the welfare of the students concerned. Please see our Anti-Bullying Policy which includes actions which will be taken in relation to alleged breaches of our school's Anti-Bullying Policy.

### **3. AIMS AND 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 the procedures that form part of the Code of the 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.

### **4. 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 of Behaviour.

### **5. EXPECTATIONS OF BEHAVIOUR:**

#### **5.1 Pupils**

##### **5.1.1 General Behaviour:**

Each pupil is expected to:

- Attend school on a regular basis and to be punctual
- Be in the school grounds no later than 9.20 am
- Line up in their designated line in an orderly manner at assembly time and must be accompanied by their teacher before any further activity
- Walk quietly through the school at all times, ascending and descending the stairways in single file and keeping to the left along the corridors.
- Play in their designated play areas and with their own class mates.
- Leave the school grounds at 3.00pm and go directly home.
- Be well behaved and to show consideration for other children and adults
- Do his best both in school and in doing homework
- Address all teachers in the appropriate manner
- Follow the direction of teachers and other adults charged with their care
- Respect all teachers, ancillary staff, fellow pupils and visitors to the school. Aggression, threatening or violent behaviour as well as name-calling and verbal intimidation of any kind cannot be tolerated.

- Respect the rights of others to a safe and secure learning environment
- Respect school property – furniture, books, fittings etc.
- Not wear any jewellery other than watches for safety reasons. Smart watches not permitted.
- Not bring sweets, crisps, chewing gum or fizzy / energy drinks etc. to school in accordance with our healthy eating policy
- Not bring a mobile phone to school.
- Not bring collector cards – e.g. match attack or Pokémon cards to school. They are not permitted in the school.
- Wear full uniform

### **5.1.2 Classroom Behaviour:**

Each pupil is expected to:

- **Show respect and kindness**
- **Hand up, wait your turn and listen**
- **Always try your best**
- **Respect your classroom, keep it clean**
- **Keep your hands and feet to yourself**
- **Stay in your seats**

### **5.1.3 Playground Behaviour:**

- While on the yard the following are not permitted:
  - Fighting
  - Spitting
  - Kicking
  - Calling names
  - Using bad language
  - Dangerous games (e.g. mock fights)
- Pupils should not go outside the perimeter of fence without the permission of a teacher.
- Pupils stay in their designated play areas on yard.
- Pupils are expected to help keep the yard litter free
- Pupils should stop play and go to their assembly line as soon as the bell rings at the end of each break
- Pupils should walk in an orderly fashion to their classrooms at the end of breaks.
- Pupils should not cycle, skateboard or use a scooter in the yard
- On wet days pupils are supervised indoors. They should:
  - Remain in their classrooms
  - Remain seated during the break
  - Carry out the activities given by the class teacher for that particular break.

### **5.1.4 Behaviour in other School Areas:**

- Each pupil is expected to:
- Walk and not run from place to place in the school building

- Help keep the school litter free
- Comply with instructions of adults in the school.
- Not leave the school grounds at any time without permission of an adult.

### 5.1.5 Behaviour during School Outings / Activities

School Code of Behaviour applies for all school related activities e.g. tours, walks, quizzes, matches, church visits, swimming etc.

Each pupil is expected to:

- Follow – teacher/adult directions at all times
- Remain – with the teachers/ adults and group of pupils at all times
- Behave – politely towards those they meet on such trips
- Observe – the rules of general good behaviour.

### 5.1.6 Behaviour and Health and Safety

- Cyclists or those using a skateboard/scooter should dismount and walk when entering or leaving the school grounds.
- Chewing gum is not allowed in the school or grounds
- Children must play safely in designated areas of the yard and should not re-enter the school building without permission.
- Line up in an orderly manner after breaks and before leaving the school at the end of the day.
- Pupils should keep the school and grounds clean and tidy and use the bins provided
- **Behaviours of Concern:** There are occasions where behaviours of concern present – that is behaviour of intensity, frequency and duration that the physical safety of the person or others is likely to be placed in serious jeopardy or behaviour which is likely to seriously limit or delay access to and use of ordinary facilities. Staff members have a duty of care to intervene in order to prevent pupils hurting themselves or others, or putting themselves at risk by absconding from the school premises. On such occasions positive handling may have to be used to move a pupil to a safer place. Where possible two staff members will be involved in any incident that necessitates moving a child or supervising a child who leaves the school grounds – refusing to follow adult direction.

## 5.2 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 rewards/sanctions scheme in a fair and consistent manner.
- Keep a written record of all incidents of continued, serious or gross misconduct. This may be on Databiz and/or Incident Report Form. This record will indicate the advice and/or warning given to the child on the misbehaviour and the consequences of its repetition
- Report repeated instances of serious misbehaviour to the Principal

### **5.3 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. Standards of acceptable behaviour are expected in Scoil Bhríde of all adult stake holders entering our school premises. Bullying / intimidatory behaviour are not acceptable.

### **5.4 Pupils with Special / Behavioural / Emotional Needs**

All pupils are required to comply with the code of Behaviour. Scoil Bhríde recognises that children with special needs may require assistance in complying with certain rules. Specialised behaviour plans will be put in place in consultation with parents. The class teacher, learning support teacher and/or Principal will work closely with home to ensure that optimal support is given. Each child's school support plus plan will include individualised targets in areas that are deemed necessary. Cognitive development will also be taken into consideration and professional advice from psychological assessments will be incorporated.

There are a small number of pupils for whom a whole school approach to discipline is not effective. This is usually due to underlying emotional, behavioural or sensory difficulty. Such pupils may follow an Individual Behaviour Plan that is agreed with the pupil, parent, teacher and Special Needs Assistant where appropriate. This usually involves ongoing positive reinforcement with tasks broken down into small achievable steps. The pupil may still earn rewards in class. When deciding whether a child can be permitted to attend school trips as part of the school's reward system a decision will be made based on whether it is felt the child is trying his best to behave considering his unique situation. The health and safety of all pupils is paramount when making this decision.

As outlined in 5.1.6 above, there are occasions where behaviours of concern present – that is behaviour of intensity, frequency and duration that the physical safety of the person or others is likely to be placed in serious jeopardy or behaviour which is likely to seriously limit or delay access to and use of ordinary facilities. Staff members have a duty of care to intervene in order to prevent pupils hurting themselves or others, or putting themselves at risk by absconding from the school premises. On such occasions positive handling may have to be used to move a pupil to a safer place. Where possible two staff members will be involved in any incident that necessitates moving a child or supervising a child who leaves the school grounds without permission and have refused to follow adult direction.

## 6. PROMOTING POSITIVE 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 shown an improvement in behaviour.

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

- A quiet word or gesture to show approval
- A comment in a child's exercise book or homework journal
- A visit to another class, to another member of staff or to the Principal for commendation
- A word of praise in front of a group or the class
- Reader of the week certificate – awarded each week at Assembly.
- Star of the week certificate – awarded each week at Assembly
- Gaelgóir of the week certificate – awarded each week at Assembly
- Delegating some special responsibility or privilege
- A mention to parents – either written or verbal communication
- Lucky Dip
- Termly attendance certificate
- Town Park
- Buddy systems – sit with a buddy in class for example
- Whole school acknowledgement of positive behaviour in social and local media
- Homework pass
- Movie time
- Go Noodle time
- PAX – which may include Granny Whacky Prize
- Stickers
- Whole School Stamp Reward System
  - Pupils can earn 3 stamps per day. These stamps which will be recorded daily in the homework journal and will count towards Golden Time on Friday afternoons.
  - 1 stamp will count for 4 minutes Golden Time.
  - 15 stamps will count for 60 minutes Golden Time
  - Pupils who do not earn some of their stamps for Golden time during the week will be assigned a reflective exercise for the number of minutes of time not earned. This exercise will be completed in a classroom and supervised by another teacher. When the time is up, the pupil is allowed return to their class.

## 7. 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:

### 7.1 Level One

#### 7.1.1 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:

- Consistently not having books / materials ready
- Running
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Ignoring staff requests

### **7.1.2 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:

- Gestured warning – look / whisper
- Verbal reprimand / reminder
- Reinforcement of alternative positive behaviour
- Temporary separation from peers in class and temporary removal to another class.
- Temporary separation from peers from yard and detained indoors under supervision.
- Prescribing additional work
- Loss of privileges
- Parent contacted
- Behaviour contract

### **7.1.3 Level 1 Supportive Interventions:**

Listed below are some examples of Level 1 supportive actions:

- Discussion of behaviour with the child and suggestions for improvement
- Reminder of School Rules
- Social Skills with SET
- Behaviour Tracking Chart
- Reward System (outlined above)
- Individual Reward System based on individual target(s) for the pupil
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.
- Mindful Matters Well-being programme
- SNA to help with organisational management
- School to supply books and pencils.
- Movement breaks

## **7.2 Level Two**

### **7.2.1 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.
- Violent physical / aggressive behaviour which endangers self or others.
- Bullying
- Intentionally damaging school or personal property
- Stealing
- 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
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition or ethnic origin

### **7.2.2 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 reflection
- 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

### **7.2.3 Level 2: Supportive Interventions**

Listed below are some examples of Level 2 supportive actions:

- Re-engage with Behaviour Tracking Chart
- Team conference - may include classroom teacher, other involved staff, Principal & parents
- Establish a 'go-to' person for the pupil in the school
- Rewards System (outlined above)
- Request for assistance from external agencies such as the National Educational Psychological Service (NEPS), Health Service Executive (HSE) Community Services, the National Behavioural Support Service (NBSS), Child and Adolescent Mental Health Services (CAMHS), National Council for Special Education (NCSE).
- Referral of a child displaying behavioural problems for psychological assessment (with the partner(s)/guardian(s) consent).

- Behaviour Support Plan

### 7.3 Level Three

#### 7.3.1 Level 3: Behaviour

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. The school may contact an Garda Síochána if deemed necessary. 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
- Serious vandalism
- Substance use or abuse
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others

#### 7.3.2 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 the 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. A suspension greater than 3 days will only be issued with the approval of the Board of Management.
- **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.

## 8. SUSPENSIONS & EXPULSIONS

### 8.1 Suspension

#### ***Definition of Suspension***

*Suspension shall be defined as: 'requiring the student to absent himself 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 Bhríde Boys' National School has the authority to suspend a student. In this school, this authority has been formally delegated to the Principal. A single incident of serious misconduct may be grounds for suspension. Generally, however, other interventions, as outlined above, will have been tried.

**Grounds for Suspension:**

The decision to suspend a student will be taken on such grounds as the following:

- The student's behaviour has had a seriously detrimental effect on the education of other students
- The student's continued presence in the school at the time constitutes a threat to safety
- The student is responsible for serious damage to property.

The school management is aware of the risks associated with suspension, such as an increased sense of alienation from school which could lead to a cycle of behavioural and academic problems. School management has been, and will continue to be proactive in avoidance of suspension of any student. Whilst suspended, the student shall continue to retain a place in the school.

**SUSPENSION PROCEDURES:**

Where a preliminary assessment of the facts confirms serious misbehaviour that warrants a suspension, the school shall:

Inform the student and their Parent(s) about the complaint. Parents may be informed by phone or in written format. The obvious advantage of the written format is that it presents a formal and permanent record. Written notification will include:

- ✓ the period of suspension and the end date of suspension
- ✓ the reasons for the suspension
- ✓ arrangements for return to the school (parents will be asked to reaffirm their commitment to the code of behaviour)
- ✓ the provision of an appeal to the Board of Management
- ✓ the right to appeal to the secretary general of the Department of Education and Science

Allow Parents and child the opportunity to respond. A meeting shall be arranged with the parents. Should the parents fail to attend a meeting, the Principal shall write, advising of the gravity of the matter and the duty of the school authorities to make a decision to respond to the negative behaviour. These invitations shall be recorded.

In case of immediate suspension, parents will be immediately notified, and arrangements will be made with them regarding collection of the child. The school will always have regard to its duty of care for the child.

**The Period of Suspension**

A suspension will last one, two or three days. A student will not be suspended in excess of three days, except in exceptional circumstances where the Principal considers that a longer suspension is needed in order to achieve a particular objective. This will require Board of Management approval. The Board of Management will place a ceiling of ten days on any one suspension, in these exceptional circumstances

**Section 29 Appeal**

Where the total number of days for which the student is suspended in the current school year reaches 20 days, the parents may appeal the decision under section 29 their right to appeal, and will be given information about how to appeal.

**Suspension as part of a Behaviour Management Plan**

It is envisaged that suspension be part of an agreed plan to address the student's behaviour.

Suspension shall allow:

- the school to set behavioural goals for the student
- school staff to plan for interventions
- the school to impress upon parents and student the seriousness of their behaviour

**Grounds for Removing a Suspension**

A suspension may be removed if the Board of Management decides to remove the suspension for any reason, or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998.

**Reintegrating the Student**

A member of staff will be appointed to support the student and to facilitate his re-integration into the school following a suspension.

**8.2 Expulsion**

The Board of Management reserves the authority to expel a student.

Expulsion will be a proportionate response to a student's behaviour and will be only taken in response to extreme cases of unacceptable behaviour. The school will take significant steps to address the misbehaviour and to avoid expulsion of the student.

**These steps will normally include**

- Meeting the Parents and the student to try to find ways to help the student to change their behaviour
- Making sure that the student understands the consequences of their behaviour if it should persist
- ensuring that all other options have been tried
- seeking the help of support agencies e.g. N.E.P.S., N.C.S.E, H.S.E community services N.B.S.S.

**Grounds for Expulsion**

A proposal to suspend a student will involve serious grounds such as that:

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

### **Expulsion for a First Offence**

In extraordinary circumstances, the Board of Management may for the opinion that a student should be expelled for a first offence. The following such behaviour may warrant this sanction:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supply of illegal drugs to another student or students
- sexual assault

### **Procedures In Respect of Expulsion**

The following steps will preface any expulsion.

#### ***(1). Preliminary assessment of the facts.***

#### ***(2). A detailed investigation carried out under the direction of the Principal.***

In investigating an incident, the Principal shall inform the Parents and student about the alleged misbehaviour, how it will be investigated and that it could result in expulsion. This shall be in written format. The Principal shall also give parents and the student the opportunity to respond to the complaint. If a student or Parent(s) refuse to attend a meeting, the principal shall write to them advising of the gravity of the matter, the importance of attending a rescheduled meeting and failing that, the duty of school authorities to make a decision to respond to this inappropriate behaviour. The school will record the invitation to parents and their response

#### ***(3). A recommendation by the Principal to the Board of Management***

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

The Principal shall:

- Inform the Parents that the Board of Management has been asked to consider expulsion
- Ensure that the Parents have records of the allegations against the student, the investigation, and written notice of the grounds on which the Board is being asked to consider expulsion
- Provide the Board of Management with the records as listed above
- Notify the Parents of the date of the hearing and invite them to that hearing
- Advise the Parents that they can make a written and oral submission to the Board of Management
- Ensure that the Parents have sufficient notice of the hearing

#### ***(4). Consideration by the Board of Management of the Principals Recommendation and Holding of a Hearing***

The board shall review the initial investigation and satisfy itself that the investigation was conducted in line with fair procedures. The Board shall undertake its own review of all documentation and circumstances of the case. No party with direct involvement in the circumstances of the case shall be part of the Board's deliberations.

The Board, if satisfied as outlined above, shall hold a hearing. At the hearing, both Principal and parents shall put their case in the presence of the other(s). The board shall be, and shall be seen to be impartial. Parents may wish to be accompanied to this meeting. The Board shall facilitate this.

**(5). Board of Management Deliberations and Actions following the Hearing**

Having heard from both parties, the Board shall decide whether expulsion is the appropriate sanction. Where the Board decides that expulsion is the appropriate sanction, the Board shall notify the Educational welfare officer in writing, giving reasons for its opinion. The student shall not be expelled before the passage of twenty school days from the date on which the EWO receives this notification (in line with the Education Miscellaneous provisions act 2007, s24).

**(6). Consultations arranged by the Education Welfare Officer**

The Education officer must:

- Make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance.
- Convene a meeting of those parties who agree to attend.

The purpose of these consultations is to ensure that arrangements are made for the student to continue in education. Pending these consultations, the board of Management may take steps to ensure that good order is maintained and that the safety of students is secured, (in accordance with Educational welfare act 2000, s24). The Board may consider it appropriate to suspend the student during this time. Suspension shall be considered where there is a likelihood 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 students or staff.

**(7). 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 be expelled, the Board of Management shall formally confirm the decision to expel. Parents shall be notified immediately. Parents shall be informed of the right to an appeal and be supplied a standard form on which to lodge this appeal. A formal record shall be kept of the decision to expel the student.

**Appeals**

The Board of Management recognises that a parent may appeal a decision to expel the student to the Secretary General of the Department of Education and Science. (Education Act 1998, section 29) An appeal may also be brought on behalf of the student by the Education Welfare Officer.

**HOME SCHOOL COMMUNICATION**

The principal and Board of Management will always endeavour to work closely with Parents in a spirit of cooperation and partnership. The school shall contact Parents at the earliest stages of any disciplinary process. Should the school have concerns about a child's progress in school, the child's Parents will be made aware of this at an early stage. A database of all contact numbers is kept on a secured file on the school's database.

**POTENTIAL PROBLEM AREAS UNIQUE TO SCOIL BHRÍDE**

- Children will not be permitted onto the roof to retrieve footballs. Balls will be retrieved at 3 p.m. daily.
- Children are not allowed onto the river bank. Should a ball be kicked into that area, students must inform the supervising Teacher who will organise retrieval.
- No child or adult shall be permitted to cycle in or through the school yard.
- Climbing of trees is not permitted for reasons of health and safety

**MINOR MODIFICATION STATEMENT**

It may be necessary to revisit this policy in the future, as minor modifications may need to be made. Such modifications may be necessary due to new technologies, unforeseen events etc. The Board of Management reserves the right to make such minor modifications if and when they should arise. These minor modifications shall then be communicated to all families within the school.

**COMMUNICATIONS PROCEDURE AND SIGNING REQUIREMENTS**

This code will be issued to all new entrants to the school. It shall also be distributed to all families of the school when ratified. It is a fundamental requirement that this code is both read and understood by the Parent(s) of the new entrant. The Parent(s) must then sign that they have read and understand the code. If the Parent does not understand the code, then all reasonable efforts will be made to enable them to do so, including translation if available.

**9. NOTIFICATION OF A CHILD'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
- The absence should be notified in writing by letter/using the school journal or by phone-call.
- Details pertaining to the absence, such as 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.

**Reduced School Days**

As per Circular 0047/2021 this school management will ensure that reduced school days are only used in a manner that is limited, appropriate and absolutely necessary, in line with the Department of Education's Guidelines. The school acknowledges its obligation to notify TESS where there is an intention to expel a pupil and also where the expulsion has been confirmed. Where a student has been suspended for a period of six consecutive days or a cumulative total of 20 school days a notification must be sent to TESS.



## 10. RECORDS

A standardised record system will be used to track an individual pupil's behaviour. Such records will contain

- Incidents of misbehaviour
- Interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
- Evidence of improved behaviour
- Any sanctions imposed and the reasons they were imposed.

All records will be kept in accordance with the Data Protection Act 1998 and the Data Protection (Amendment) Act 2003.

## 11. REFERENCE TO OTHER POLICIES

List and check other school policies that have a bearing on the code of behaviour e.g.

- Anti-Bullying
- Enrolment
- Health & Safety
- Special Educational Needs
- Child Protection

## 12. POLICY RATIFICATION

The policy was ratified by the Board of Management of Scoil Bhríde Boys' National School at its meeting in February 2010. It was reviewed in January 2019.

### Recent Revision History:

- Reviewed by the Board of Management of Scoil Bhríde BNS in January 2019.
- Reviewed by Board of Management in January 2023.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Chairperson, Board of Management

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Principal

**In an instance where a Parent refuses to sign the code, enrolment in the school cannot proceed.**