

Code of Behaviour



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1. Introductory statement

In Carrig NS we strive to provide a well-ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed. We endeavour to enhance the self-esteem of everyone in the school community, to imbue in the pupils, respect for people and property and to encourage in them the idea of being responsible. Our Code of behaviour is integral to the success of our school. It has been formulated through consultation with Board of Management, staff, parents and pupils and is reviewed on an annual basis.

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of **Carrig National School, Nenagh** has drawn up and made available a Code of Behaviour for its Pupils, Staff and Parents.

The Code of Behaviour details:

1. The standard of behaviour that shall be observed by each pupil attending the school;
2. The whole school approach in promoting positive behaviour;
3. The measures to be taken when a pupil fails or refuses to observe those standards;
4. The procedures to be followed before a pupil is suspended or expelled from the school concerned;
5. The grounds for removing a suspension imposed on 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.

The Code of Behaviour of Carrig NS has been developed in accordance with *'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008.*

2. Aims and Objectives of the Code

The Code of Behaviour for Carrig N.S. aims to create an educational environment, in which

- pupils can develop self-discipline
- pupils feel secure and enjoy their days at school
- pupils make progress in all aspects of their development.
- quality teaching and learning can occur.
- there is an atmosphere of respect, tolerance and consideration for others.
- there is a positive and safe working environment for both staff and pupils.
- the good behaviour which is fostered in the school will be evident in all aspects of the child's life both within the school and in the wider community.

3. Principles

- (a) The school recognises the variety of differences that exist between children and the need to tolerate these differences.
- (b) It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils.
- (c) Every effort will be made to ensure that the system of rules, rewards and sanctions are implemented in a reasonable, fair and consistent manner throughout the school.

- (d) The code offers a framework within which positive techniques of motivation and encouragement are utilised by teachers.
- (e) All efforts will be made to match the curriculum to the abilities, aptitudes and interests of each pupil in order to reduce boredom, lack of interest or lack of progress.
- (f) The code places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give best results.
- (g) The Code promotes equality for all members of the school community.

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 through the involvement of the entire school community and in this respect the Board acknowledges the importance of the roles played by the principal, teachers, ancillary staff, members of the board and parents in the review and operation of the Code.

5. 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.

6. Standards of Behaviour

6.1 Pupils

The code of Behaviour covers the following areas:

- Behaviour in class
- Behaviour in the playground
- Behaviour in the school environment and behaviour on school outings

Behaviour in Class

Courtesy and respect are essential. Disrespectful behaviour towards other pupils or towards a teacher (e.g., defiance, cheek, insolence) are unacceptable. Pupils must respect the right of other pupils to learn. Any behaviour which interferes with that right (e.g., constant disruption of the class persistent distracting of others) is considered unacceptable behaviour.

In order that pupils benefit from their work in class full co-operation is required at all times. Pupils must co-operate with instructions given by the teacher.

Behaviour in School

- We show respect for self and others
- We show respect for our own property and the property of others
- We show respect for other students and their learning
- We are kind and willing to help others
- We follow instructions from staff immediately
- We walk quietly in the school building
- We show courtesy and good manners
- We try to use respectful ways of resolving difficulties and conflict
- We ask permission to leave the classroom/school
- We do our best in class
- We take responsibility for your own work
- We wear the appropriate uniform
- We follow our Healthy Eating Policy
- We will complete homework to the best of our ability
- Cyclists will dismount and walk when entering or leaving the school grounds.
- It is forbidden to bring chewing gum inside the school grounds.

Behaviour in the Playground

Pupils should treat others as they would like to be treated themselves. Any behaviour which endangers or offends others is not permitted. Rough behaviour e.g., fighting, kicking, spitting, pushing is forbidden. Games or activities considered to be dangerous shall be prohibited.

Any behaviour which interferes with other pupils' play is not permitted. Pupils may not leave the playground for any reason during breaks without the permission of the supervising teacher, this includes re-entering the school building.

The Essential out of Class Rules

1. Stay within the boundaries of the yard.
2. Play safely and fairly. Treat others fairly, the way you would like to be treated yourself.
3. Keep yard and school environment litter free and tidy.
4. Respect all school property.
5. Line up quickly and quietly and leave and return to your classroom in an orderly fashion.

Behaviour in the School Environment & Behaviour on School outings

1. Respect and courtesy to others is essential.
2. Any kind of verbal or physical abuse of other pupils is unacceptable.
3. Use of foul language among pupils is unacceptable.
4. Bullying or intimidation of other pupils is prohibited and is always regarded as a serious offence. (cf Anti-bullying policy).
5. Pupils must show respect for school property at all times.
6. For reasons of safety and to minimise accidents, pupils should move about the school in an orderly manner.

Pupils are encouraged to be respectful of each other on their way to and from school.

When on school outings pupils are expected to behave in an orderly manner and show respect for public property. They should always co-operate fully with their teachers and special needs assistants.

Mobile Phones

The use of personal mobile/smart phones and other personal devices by children who attend the school is not allowed while the children are in the care of the school staff, while at school, on trips from the school or involved in extra-curricular activities. The children should, therefore, not bring mobile phones and other personal devices to school or when engaging in school-related activities.

If a mobile phone is deemed necessary by a parent the following will apply:

Parents must send the Principal a letter requesting that their child be permitted to bring his/her mobile phone/device to school. The letter should be addressed to the Principal. This letter will be kept on file.

The phone must be turned off throughout the school day and stored in the teacher's desk drawer. Carrig N.S. accepts no liability for phones lost/stolen/damaged.

Teachers will confiscate the above items if they find children using them during school hours. Confiscated items will be returned directly to parents on their request.

Personal Device Exceptions

Students may have access to a mobile phone if it is needed for medical reasons e.g., the monitoring of blood sugar levels for children with diabetes.

In this instance, the principal and class teacher must be made aware that a student has a mobile phone in their possession. The mobile phone is to be stored in the child's diabetic kit bag. The mobile phone can be connected to Bluetooth, as Bluetooth is necessary to monitor blood sugar levels and will signal when levels are high or low. However, the camera is to be disabled on the phone and the phone should not be connected to the internet.

Homework

It is the policy of the school to assign homework on a regular basis. Parents are strongly advised to take an active interest in their child's homework and to sign their Homework Journal each night (ensuring that work is done). cf. Homework Policy.

6.2 Staff

In our school, we aim to treat all children with respect and dignity. Our focus is on the promotion and recognition of positive behaviour. We also believe that children learn from example, therefore, it is important that as a staff we show respect and consideration for our colleagues and the children in our care.

- Behaviour is on the agenda of staff meetings. Input from staff is welcomed on how to improve the code of behaviour. Strategies are constantly monitored and adapted to meet with changing situations and experiences.
- A copy of the code is given to new staff.
- The school's SPHE curriculum is used to support the Code of Behaviour in promoting positive self-esteem, developing self-confidence and developing communication skills.
- There is continuous communication between staff on a daily basis in regard to children's behaviour. When teachers become aware of issues outside the school which may explain why

a child is behaving in an unacceptable fashion this is communicated in a sensitive and confidential way to other teachers.

- Special consideration is given to children who present behavioural difficulties arising from their special education needs. Their class teacher and resource teacher plan strategies to modify and improve their behaviour. All members of staff are made aware of this.
- Teachers will communicate with parents at an early stage if they are concerned about a pupil's welfare.

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 and when the need to do so arises.
- 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 repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the principal.

6.3 Parents / Guardians

Parental support is essential if Carrig N.S. is to achieve and maintain high standards of behaviour and discipline

- Co-operation between staff and parents is encouraged by having an atmosphere in the school where parents are made feel at ease in coming forward with concerns and opinions and in turn where staff can feel confident of parental support when issues arise.
- At the annual meeting in June for parents of the incoming Junior Infants, parents are made aware that the Code of Behaviour is published on the school website and are asked to read it in detail.
- In the September newsletter all parents are reminded to view the code of behaviour on the website.
- Parents support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour in many ways.
 - Parents are aware of and co-operate with the school's system of rewards and sanctions.
 - Parents ensure their children are at school in time and in full school uniform.
 - Parents provide their children with a healthy lunch.
 - 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.
 - Parents monitor their children's online activity at home, ensuring that they are engaging with age-appropriate content.
 - Parents communicate the reason for their child's absence from school on the Aladdin App.

- Parents inform the school when issues arise in the home environment which may lead to a change in the child's behaviour at school e.g., bereavement, separation, illness in family etc.
- Parents refrain from commenting negatively about school staff or pupils and their families when children are listening, as such commentary can filter back in to the classroom and cause great upset.

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 case of an identified pattern of misbehaviour, parents will be invited to participate in the intervention process.

7. 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 previously been associated with poor behaviour so that not only good behaviour but also improvement in behaviour is acknowledged.

Pupils

Pupils are involved in drafting rules for their own classroom with their class teacher.

They are involved in assembly, where school rules are explained and re-enforced.

They are given opportunities to think of ways in which they can help, support and encourage each other and avoid conflict and bullying situations. (S.P.H.E and Grow in Love)

Input is sought from 6th class in relation to issues which impact behaviour and safety and they are encouraged to suggest solutions and ways in which things can be improved.

Strategies to promote positive behaviour

- "Ground rules"/ behavioural expectations are established in each class that are consistent with the ethos as expressed in the code of behaviour and which set a positive atmosphere for learning.
- The rationale for having rules in place is explained clearly and the children are guided to an understanding of the necessity for rules. The aim going forward is that good behaviour is internalised and children are motivated to behave without the need for extrinsic rewards.
- 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.
- Teachers plan timetables carefully so that the children's day is varied and interesting.
- A supervision policy is in place to ensure the children are adequately supervised at all times.

Strategies for acknowledging good behaviour

Praise may be given by means of any one of the following:

- A quiet word or gesture to show approval.
- A comment on a pupil's worksheet or copy.
- A visit to another member of Staff or to the Principal for commendation.
- A word of praise in front of a group or class.

- Delegating some special responsibility or privilege.
- A mention to parent, written or verbal communication.

8. 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.

Such courses of action should always contain a degree of flexibility to take account of individual circumstances.

Unacceptable Behaviour

Three levels of misbehaviour are recognised: Minor (level 1), Serious (level 2) and Gross (level 3). All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. In cases of repeated serious misbehaviour or single instances of gross misbehaviour parents will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour.

LEVEL ONE

Level 1: Inappropriate Behaviours

Level 1 behaviours are those that interfere with the learning environment of the school, classroom and common areas. Students learn through their mistakes. To this extent, responses to the daily misbehaviours, 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
- Not following instructions
- Not wearing appropriate uniform
- Bringing in chewing gum

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(s)
- Teacher talks to pupil about their behaviour
- Reinforcement of alternative positive behaviour
- Within the classroom, pupil may be moved to another table or offside area in the classroom
- Pupil may be sent to another classroom to complete designated work quietly, pupil may be given a behaviour sheet to fill in to emphasise how he can improve his behaviour
- Prescribed additional work
- Loss of privileges
- Parents/guardians contacted

- Behaviour contract

Level 1: Supportive Interventions

Listed below are some examples of Level 1 supportive actions;

- Discussion of behaviour with the child.
- Use of Behaviour Report to reflect on his/her actions and what they might have done differently.
- 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).
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

LEVEL TWO

Level 2: Inappropriate 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
- Derogatory reference to another person's race, gender, religion, physical condition, disability or ethnic origin
- Behaviour that interferes with teaching and learning
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Stealing
- Bringing dangerous equipment to school
- Leaving the school without permission during the school day or leaving the care of school staff during school outings
- Cheating
- Use of profane or obscene language
- Disrespectful language or behaviour towards 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 behaviours 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;

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

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions;

- Team conference to include classroom teacher, other involved staff, Deputy 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: Inappropriate 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
- Assault on a teacher or pupil
- Serious Theft
- Serious Damage to property
- Serious bullying
- Carrying drugs, alcohol, cigarettes
- 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, disability 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 may 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, where the authority to do so has been delegated by the Board of Management in writing.
- **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.

9. Pupils with Special/Behavioural/Emotional Needs

Pupils with special needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgement in the application of the Code.

Teaching the rules to children with SEN and helping them understand behaviour and its consequences will be a main focus of teacher's work.

Parents of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising strategies to help the child to improve his/her behaviour. This may involve working and co-operating with a Special Needs Assistant, and/or agreeing a behaviour plan or IEP. Support services such as NEPS, the SENO and the SESS may be involved in this context.

10. Procedures for Sanction, Suspension & Expulsion

10.1 Sanction

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.
- In instances of more serious breaches of school standards, sanctions may be needed to:
 - prevent serious disruption of teaching and learning
 - keep the student, or other students or adults, safe.

The following steps will be taken when a child behaves inappropriately. This list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the circumstances involved. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this.

1. Reasoning with pupil
2. Verbal reprimand including advice on how to improve
3. Temporary separation from peers within class and/or temporary removal to another class
4. Prescribing extra work/ writing out the story of what happened
5. Loss of privileges
6. Detention during break or ten minute timeout on yard away from peers
7. Communication with parents
8. Referral to Principal
9. Principal communicating with parents

10. Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000)

Usually, sanctions will relate as closely as possible to the behaviour.

10.2 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

Schools are required by law to follow fair procedures when proposing to suspend or exclude students.

All sanctions should contain a degree of flexibility to take account of individual circumstances.

Before any decision is made to suspend a student there are many considerations that the school must take into account:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether suspension is a proportionate response
- The possible impact of suspension

Section 11: Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to suspend

The Board of Management of Carrig NS 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 the 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 which can be imposed for named behaviours. The Board of Management of Carrig N.S., having given due consideration to its duty of care as prescribed by

Health & Safety Legislation, has determined that the following named behaviours may 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 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 Carrig NS 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 Carrig NS 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);

1. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.

2. 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 Carrig NS, acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

1. 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.
2. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself 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.

10.3 Expulsion

Definition of Expulsion: 'A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.'

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Expel

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

Procedures in Respect of Expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

a) A detailed investigation will be carried out under the direction of the principal (or a nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

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

2. 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:

1. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
2. 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
3. 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 and 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;

1. as to the date, location and time of the hearing
2. of their right to make a written and oral submission to the Board of Management
3. 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;

1. the meeting will be properly conducted in accordance with board procedures
2. the principal (or BOM nominee) and parent(s)/guardian(s) will present their case to the board in each other's presence
3. each party will be given the opportunity to directly question the evidence of the other party
4. 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;

1. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.

2. 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
3. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted.
4. Will be represented at the consultation to be organised by the Educational Welfare Officer.
5. 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 Carrig NS, acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

1. 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.
2. 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.

11. Notifications 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 of absence via the online Schools Administration System – Aladdin.
- Details pertaining to the absence, such as duration and reason, should be provided.
- Significant absences caused by ill health (i.e. absences longer than 10 school days) should be certified.

The school will inform the Educational 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

12. 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

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

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

13. Anti-Bullying Policy

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Carrig NS has its own Anti-Bullying Policy – in full compliance with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*, which were published by the Department of Education & Skills in September 2013. The Code of Conduct Policy works in tandem with this.

Ratification, communication, monitoring and review

This policy was ratified and reviewed by the BOM in September 2024 and communicated to parents thereafter.

Review Timetable

This policy will be reviewed in ____ years time and amended as necessary by means of a whole school collaborative process.

Revision History

Reviewed by BOM December 2023 – amendments to reflect compliance with Section 23 of the Education (Welfare) Act 2000 and that the procedures for suspension and expulsion, which are based in law, are included in their entirety.
Reviewed by BOM 17 th Sept 2024.

Brian Geraghty
Chairperson BOM

Date: 17/9/24

Perry Maloney
Principal

Date: 17/9/24