

St. Andrew's N.S.

Code of Behaviour

(Revised October 2022)

INTRODUCTORY STATEMENT

St. Andrew's N.S. Code of Behaviour is the result of the ongoing consultation and collaboration between the Principal, staff, parents, and Board of Management. It was reviewed and reformulated in January/February 2010 in the light of "Developing a Code of Behaviour – Guidelines for Schools", issued by the National Educational Welfare Board (NEWB). It was reviewed and revised in April 2014 in February 2015 and January 2017. The Board of Management, Parents, Pupils and Staff were involved in re-drafting the Code to ensure a whole school community approach to behaviour.

In drawing up the code, consideration has been given to the particular needs and circumstances of the school and our pupils. The aim of the Code is to ensure that the individuality of each pupil is respected, while acknowledging the right of each pupil to education in a relatively disruption free and safe environment.

RELATIONSHIP TO CHARACTERISTIC ETHOS OF THE SCHOOL

Our Code of Behaviour relates to the mission statement of St. Andrew's N.S. in that it will nurture a caring environment in which each pupil can develop to his/her full potential and grow in the knowledge that his/her individual talents are valued.

AIMS

- To promote good behaviour in our school.
- To allow the school to function in an orderly and harmonious way.
- To enhance the learning environment 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 Code of Behaviour and to seek their co-operation in implementing it.
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner.
- To ensure that all staff members and parents understand the school's policy on physical intervention and crisis management.

Attendance (DES Guidelines)

- When a pupil is absent, a School Absence Form explaining the reason must be given to the class teacher on return.
- Parents are asked to note mid-term breaks and end of term closures when planning family holidays. It is advisable not to take pupils out of school during term.
- If a pupil is absent for 20 days the school is obliged to inform the NEWB. In the event parents will be informed.

The Code of Behaviour applies in all activities in or out of school. We are very proud of our school's reputation and the Board of Management and Principal reserve the right to invoke the principles and procedures contained in this Code to deal with instances of misbehaviour by pupils even where these occur off school premises or after school hours.

PUPILS WITH SPECIAL NEEDS

Pupils with special needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgement in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other children who may have exhibited the same type of misdemeanours, they may also need to show leniency and understanding in relation to children with specific learning/behavioural/emotional difficulties. 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 effective strategies to help the child to improve his behaviour. This may involve working and co-operating with a Special Needs Assistant (SNA), if an SNA is deployed to assist a pupil/class. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies. We respect diversity in our school and we promote the attitude that everybody is different/special in their own way.

SUCCESS CRITERIA

Practical indicators of the success of the policy include:-

- A happy and caring school environment
 - Positive feedback from teachers, parents and pupils.
 - Observation of behaviour in class rooms, corridors and the playground.
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SCHOOL RULES

School rules will be taught and revised at the start of every school term.

Playground rules will be taught and revised at the start of every school term. Also the rules for the playground will be laminated and put up in each classroom porch so that they are clearly visible to all.

Our School Rules – Pupil’s Responsibilities.

For my own safety and that of others:

- I will be careful coming to and going from school and behave in a safe and respectful manner while boarding and travelling by bus.
- I will enter and leave the school in an orderly fashion.
- I will follow the classroom rules.
- I will always follow the rules for the playground.
- I should remain seated in class and during lunch time on wet days.
- I should never run in the school building.
- I will never leave the school grounds or playground during school times without permission.
- I will not bring illegal drugs, cigarettes or alcohol to school.
- I may only bring my mobile phone to school with written permission from the principal. My phone will be turned off before I enter the school grounds and may not be switched on until I leave the school grounds after the school day ends.
- My phone will be kept in my school bag at all times throughout the school day.
- Physical or rough play is not permitted in classroom, during classes outside the room, e.g. during P.E. or at any time in our school or during school activities.
- We do not hurt or harm ourselves or any other person (child or adult)
- I will walk safely in single file on the left hand side on the stairs and in the corridors.
- I will walk quietly through the corridors.
- I will only bring one treat to school on a Friday.
- I will not bring lollipops, fizzy drinks or chewing gum to school.
- I will make sure our classroom floor is tidy before I leave school at the end of the day.
- If I am late for Assembly I will leave my bag outside the sports hall and walk into Assembly quietly.

School Rules: Caring for Myself

- I should be punctual and be ready to enter school at 8:30am.
- I should show respect for all school property.
- I should always bring a healthy lunch to school. One treat (example: chocolate, crisps and popcorn) may be included on a Friday. Chewing gum, frubes, glass bottles, cans or fizzy drinks are not allowed.
- I should not wear jewellery to school. One pair of ear studs and a wrist watch may be worn. Nail polish is not permitted.
- I should always wear my hair tied up if long enough.
- I will do my best at all times.

School Rules: Caring for Others

- I will be kind and respectful to all adults and pupils, by being mannerly and polite, by greeting and giving way to adults.
- I will show respect for the property of others, the school building and grounds.
- I will be truthful and honest at all times.
- I will never make nasty or hurtful remarks.

Playground Rules

- I will stay in my own class area during break times. If a ball goes off the pitch, one person will go and get it.
- I will not bring food or drinks into the playground at breaktime.
- I will line up quietly when the bell rings.
- I should always include other pupils in all our games and activities.
- I will not use physical or rough play in the playground, (e.g.: pushing, pulling, dangerous tackling, kicking and throwing stones).
- I will not climb fences walls or trees in the playground.
- I will use the 'Stop! Stop! and Tell' system for dealing with bad behaviour from others.
- I will tell a teacher if I am hurt or if I see someone else is hurt.

Outside of the school: (When accompanied by teachers)

- The standards expected in the Code of behaviour apply in any situation where pupils are still the responsibility of the school. These include school trips, swimming, going to and from the church, fieldtrips and activities after school.
 - Children must only cross the road at the direction of the teacher/adult or parent who is with them.
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Strategies to Affirm and Promote Positive Behaviour

- Promoting good behaviour is the main goal of our code. All staff actively support our school ethos which emphasises care, respect and responsibility.
- Teachers with pupils develop clear, simple classroom rules and routines at the start of the year.
- We promote good relationships between all staff, parents and pupils in order to create a happy school atmosphere.
- Misbehaviour and failure to adhere to school and class rules will incur clear consistent consequences.
- Adults model the behaviour that is expected from students.
- There are good relationships between teachers, parents and pupils and a happy school atmosphere.
- Good school and class routines are in operation. Core routines necessary for the smooth running of classroom learning are clearly established – e.g. entry to the classroom, settling for whole class teaching, appropriate seat planning, transition time routines, how to fairly get teachers attention, noise level for pair/group work. etc,
- Positive behaviour is promoted and success acknowledged.
- We regularly have school assemblies where success (in relation to behaviour, attendance, class and homework) is acknowledged, rewarded and celebrated.
- Parents may contact the school to arrange a meeting if they have a concern. Records of meetings after kept.

“Many of the skills fostered by the SPHE programme, such as decision-making, conflict resolution, communication and self-awareness are central to the promotion of positive behaviour in the classroom” (Managing Challenging Behaviour (INTO))

Approaches to Rewards and Praise

We aim to emphasise positive affirmations rather than sanctions as follows. Our approach to reward and praise includes the following

- A quiet word or gesture to show approval
- A comment in a pupil’s exercise book
- Stickers, smiley faces, ink-stamps and/or stars on pupils work
- A word of praise in front of a group or class
- Classroom reward systems are in place throughout the school
- Extra privileges like extended computer time, extra story time, extended PE, watch a DVD, class outing/field trip, homework passes/reduced homework on agreed days
- Positive comments to the principal

It is also important to reward whole school and class group success as well as individuals because this encourages the development of a team spirit where the pupils share a positive group identity which fosters and encourages co-operative behaviour.

UNDERSTANDING BEHAVIOUR

Staff at St. Andrew's N.S. are also aware of the factors that affect behaviour. These factors include external and interpersonal factors (such as parent and family patterns and relationships, peer groups/friends and neighbourhood and community factors) and within-person factors (including age and stage of development, personality and temperament, physical and medical characteristics and ability to learn). Staff also believe that students' behaviour can change and will endeavour to assist pupils to modify their behaviour. Examples of support and intervention for pupils are outlined below.

Responding to inappropriate behaviour

Whole school strategies

Behaviour	Description	Samples interventions include:
Minor Misbehaviour Support for all	Most students behave appropriately, with the help of consistent and clear rules and routines in class and in school. Occasional minor misbehaviour is attended to routinely and effectively through the skill of the classroom teacher	<ul style="list-style-type: none"> • Classroom management (e.g. the reward chart) • Positive reinforcement • SPHE lessons • Teacher arranges meeting with parents • Timeout – within the classroom
Serious misbehaviour Additional support for some students	Some students need a more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing, behaviourally, socially and educationally. Serious misbehaviour would include showing aggression towards other students or staff members, refusing to comply with school rules, refusing to comply with instruction and bullying	<ul style="list-style-type: none"> • Referral to other teacher or principal to discuss the issue • Teacher arranges meeting with parents • Timeout within classroom/playground • Timeout to another classroom • Class detention • Loss of privileges(e.g. school tours) • The principal is informed and the child is removed from the situation, the pupil's parents are informed by the Principal and asked to collect child from school immediately. •
Gross misbehaviour Specialised support for a small minority of	A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions. These students will need a sustained and	<ul style="list-style-type: none"> • Continued communication between the principal, Board of Management, the parents and the child. • Suspension, when

<p>students</p>	<p>systematic response involving the important adults in their lives, in school and at home.</p> <p>The principal and staff have established links with local support services that are able to assist in responding to the needs of a student with behavioural difficulties.</p> <p>Sources of support include the National Educational Psychological Service, HSE Community Psychology Services, the National Behavioural Support Service, the National Council for Special Education, Child Guidance Services or Adolescent Mental Health Services. Schools must be cognisant of their obligations under the Equal Status Acts 2000 to 2004 with regard to making reasonable accommodation for students with disabilities.</p>	<p>considered a proportionate response.</p> <ul style="list-style-type: none"> • Expulsion. <p>For example:</p> <ul style="list-style-type: none"> • 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 this time constitutes a threat to the safety of themselves, other children or other adults. • A single incident of serious misconduct (e.g. if a child deliberately physically hurts another child or a staff member), may be grounds for suspension/expulsion. • In cases of bullying, the Board of Management reserves the right to impose such sanctions it deems appropriate, up to and including suspension or expulsion.
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INTERVENTIONS AND SUPPORT

- Classroom management plan as agreed with all students at the start of the school year (see attached)
- Social skills programme as part of S.P.H.E.
- Yard games/activities organised if the behaviour is taking place on the yard
- As mentioned above, a reward system will operate in each class.
- Use of Behaviour Monitoring Card/Plan/Chart for particularly disruptive students. The student must get behaviour comments/stickers/smiley faces (age appropriate) from relevant teachers throughout the day.
- Use a behavioural check-list (e.g. Behavioural Environment Checklist – Birmingham City Council or use the learning environment checklist from the NEPS booklet “Special Educational Needs – A Continuum of Support”
- Build self-esteem using for example multiple intelligence checklists for child and parents to fill in re. what type of a learner the child is e.g. the “Eight Kinds of Smart” student checklist in *Teachers, Change Your Bait* by Martha Kaufeldt
- A Behaviour Plan may be considered when a child consistently exhibits challenging and disruptive behaviour. A Behaviour Plan will focus on a limited number of behavioural targets. It is envisaged that the child will be involved in the setting of targets. If a child is entitled to a support teacher on the basis of his behavioural needs, the support teacher may set targets in consultation with the child, the class teacher and the parents. For pupils who exhibit particularly challenging behaviour, support services may be requested to assist in responding to the needs of the pupils. Sources of support may include, the National Educational Psychological Service.
- In certain cases, the school may request that parents attend the school for a meeting with the Principal to discuss behaviour issues and avenues to deal with those issues. The school may put in place an on-going plan of parental engagement to promote appropriate behaviour which facilitates review and the reaching of quantifiable objectives.

Crisis management

Episodes of challenging behaviour may occur from time to time at varying levels of intensity. At all times, the health and safety of all students and staff is our priority. **In particular, when students are participating in activities outside school, a risk assessment is carried out and extra precautions are put in place.** If a student presents with challenging behaviour that poses a threat to him/herself or others while on an outing then that student's parents will be contacted to collect the student from the outing. .

The school is in the process of adopting the CPI ® Nonviolent Crisis Intervention training program. All staff members at St. Andrews National School who work with those students who present with severe challenging behaviour will be trained in CPI procedures. Competency measures required by CPI must be met in order to become and remain CPI certified.

CPI provides school staff with a repertoire of crisis management techniques; it is not intended to be used as a behaviour intervention program. Crisis management techniques may be prescribed as part of a comprehensive behaviour support plan for a student with a history of intense levels of challenging behaviour/ behaviour that may pose a risk to self/ others. Staff training in CPI procedures also affords staff the skills to deal with unforeseen/ emergency levels of challenging behaviour in as safe a manner as possible for all involved. As a last resort, emergency safety procedures will be implemented by trained staff in the event of an incident where challenging behaviour occurs. The teaching staff and behaviour support team will take the necessary steps to ensure the safety of the student, other students and staff.

1. Appropriate emergency procedures should only be used when there is a documented need to do so to protect the student, and/ or others in the environment as per the child's IEP or Behaviour Support plan.
2. The protection of the health and safety of the person with whom intervention is taken should be paramount in the decision as to which emergency procedure is used.
3. The use of emergency procedures should result in the assessment of the factors leading up its use and consideration of measures, if any, that should be initiated to reduce or eliminate the need to use the procedure in the future.

Parents are to be informed by phone and in writing via incident report forms following a crisis incident that warrants an incident report as per reporting procedure criteria. School copies of incident report forms are maintained and filed in the Principal's office.

A review meeting is to be conducted following any intense/ crisis level episodes of challenging behaviour. These meetings are to involve all relevant staff.

Physical Intervention

It is recognised that the majority of pupils in the school respond positively to behaviour management strategies. However, it is also recognised that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. St. Andrew's National School recognises that physical interventions are only part of a whole school approach to behaviour management, and that physical interventions should only be used as a last resort when all other strategies have failed.

Every effort will be made by the Board of Management of the School to ensure that all staff in the school clearly understand both this policy and their responsibility to use the minimum level of force necessary to deal with a particular situation. The Board of Management will also ensure that appropriate training is provided to help staff to deal with these difficult situations when they arise.

Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- Placing him/herself at risk;
- Placing other pupils or staff at risk;
- Behaviour leading to damage to property where that damage may lead to placing the pupil, staff or other pupils at risk.

Reasonable force:

The following definition of reasonable force applies:

- *Reasonable force is the minimum force necessary for the shortest period of time to prevent a pupil harming him/herself, others or property, when that damage may cause a risk to themselves or others.*

Reasonable force will only be used as a last resort. This policy aims to provide a transparent overview of how we might use it where appropriate to manage behaviours that have the potential to be damaging to a pupil or others.

St. Andrew's NS recognises that:

- Each child as a unique individual and as such their right to respect and dignity is respected at all times;
- Each child has a right to learn and work in a safe environment;
- Each child has a right to be protected from any form of abuse or harm, assault or violence.

The Board of Management approves the use of the MAPA (Managing Actual and Potential Aggression) programme by school staff. This programme is a holistic behaviour management system based on the philosophy of providing the best care, welfare, safety and security for pupils and staff even during moments of violence or aggression. The programme focuses on preventing disruptive behaviour by communicating with individuals respectfully and with concern for their welfare and well-being. This programme advises physical intervention only as a last resort – when a pupil presents an imminent danger to self or others. All physical interventions are designed to be non-harmful, non-invasive and to maintain the pupil's dignity. Follow up strategies are also key components of the programme. The nonviolent crisis intervention programme not only teaches staff to respond effectively to the warning

signs that someone is beginning to lose control, but also addresses how staff can deal with their own stress, anxieties and emotions when confronted with these challenging situations.

Procedure:

The procedure for the use of nonviolent crisis prevention and intervention as a behaviour management programme will be followed precisely. The Crisis Development Model is used to describe four distinct and identifiable behaviour levels children may exhibit when a crisis occurs. Appropriate teaching staff in the school will be CPI trained, will be proficient with this model of behaviour management and will use it to determine their approach in dealing with the escalating behaviour. The aim is to intervene early and de-escalate a potentially dangerous situation as non-physical interventions are always preferable. While physical interventions may be necessary from time to time,

Physical interventions must never be attempted alone and if a staff member is alone when an incident occurs, they must immediately seek assistance/support from colleagues.

Behaviour levels of child	Attitude of staff	Description of staff Response
Anxious	Supportive	Empathetic approach which aims to reduce/alleviate the stress.
Defensive	Directive	The staff member takes control of an escalating situation. eg “come with me”, “let’s leave that for now”
Child acting out	Non-violent physical crisis intervention	Safe, non-harmful control and restraint techniques used to control an individual until that individual can regain control of his/her behaviour. This technique should only be used when the individual presents a danger to him/herself or others and when the potential danger of intervening is surpassed by the imminent danger of the crisis moment.

Tension Reduction/Therapeutic Rapport: this is an approach used to re-establish communication with an individual who has experienced a crisis episode.

Single Separation:

The practice of isolating students is never done as a sanction. If a pupil appears to become agitated or anxious, a staff member would offer/invite the pupil to accompany them to an appropriate location away from sensory and social behavioural triggers. This gives the pupil the opportunity to calm down, it removes them from whatever was causing the anxiety and in the greater percentage of cases it prevents the behaviour from escalating to a more serious level. Some pupils may choose to go into a quiet room or area alone in which case the door is never closed, they have the opportunity to carry out an activity of their choice while they are

there and they are always free to come back to the class room if they choose. When a pupil chooses to be in the quiet room alone, they are monitored closely by staff.

Monitoring and Review:

Each incident that involves a physical intervention will be reviewed at a meeting with the participating staff and principal;

The principal will review the use of physical interventions as they occur in the school. When a pattern of physical intervention emerges for a particular child, and individualised behaviour modification plan will be put in place in consultation with the teacher, parents, principal, class team.

If an incident occurs, the staff member should respond in the best interest of the care, welfare, safety and security of the child and others and they must ensure that the incident is recorded and reported to the principal.

Sanctions for Misbehaviour.

Our goal as a school is to promote behaviour in a positive manner and ensure that an ethos and example is set which allows that pupils understand what is expected of them and respond in a way which demonstrates personal discipline and respect for others. While we would hope to instil this discipline and respect in a positive manner, we also recognise that behaviour management also requires the use of sanctions in certain scenarios. The school employs an escalating scale of sanctions – which will be invoked or applied at different stages in different cases, according to the seriousness of the incident(s) and the history of the particular case and student(s) involved. While suspension and expulsion will normally be reserved only for the most serious cases or cases involving persistent misbehaviour, it may be that in certain cases these measures will be deemed necessary or appropriate for a student who has not previously had behaviour problems.

Non-exhaustive examples of the different, normally escalating, stages of the process are set below but staff members have discretion to invoke the process at whatever stage they deem is necessary in order to prevent the behaviour from happening again or to ensure that the student(s) involved recognise what norms of behaviour are recognised.

In Class:

Stage 1: Communication of misbehaviour to the child by a verbal warning.

Stage 2: (Assuming the misbehaviour occurs within the same class period e.g. 9-10.45am) Written warning e.g. name on board / on record sheet. If child is spoken to again they stay in at breaktime.

Stage 3: Child is removed from situation e.g. to another table / time out/ class next door.

Stage 4: Principal is informed. Privileges may be withdrawn; withdrawal from class activity may occur; extra homework may be set; child may be excluded from participation in class treat etc.

Stage 5: Contact child's parents/guardians.

At each stage and at an appropriate time the teacher may discuss the misbehaviour with the child. Where a child commits a serious misdemeanour e.g. name calling/hitting/spitting /stealing etc, the child begins at stage 4. A note may be sent home to inform child's parents/guardians of the misbehaviour.

Where a child assaults another child/ adult guidelines for dealing with serious misbehaviour will be adhered to. (see relevant section of the Code of Behaviour below).

Yard

Stage 1: Communication of misbehaviour to the child by a verbal warning.

Stage 2: Child is removed from situation for 5 minutes e.g. walk around beside teacher/stand at side by fence or wall depending on yard.

Stage 3: Child's name is recorded in Yard Book. Class teacher will be informed.

Stage 4: Principal is informed and child removed from yard. Child to be supervised by a teacher in first aid / detention room. Class teacher is informed.

Stage 5: The child's parents/guardians are informed.

Excursions

Stage 1: Communication of misbehaviour to the child by verbal warning.

Stage 2: Child remains beside teacher.

Stage 3: Name recorded and Principal informed on return to school. School may be contacted also if appropriate/necessary in the event of a serious incident during an excursion. Where necessary the child's parents may be called to collect the children from the excursion.

Guidelines for dealing with serious misbehaviour:

Serious misbehaviour threatens the health, safety, physical and emotional wellbeing of all pupils and staff members.

Examples of serious misbehaviour include:

- Aggressive, threatening or violent behaviour towards self, pupils and school staff
- Bullying
- Stealing
- Persistent disruptive behaviour
- Act of deliberate violence

Taking cognisance of each individual case including the child's age and level of individual need, the following procedures will apply. Although these procedures will normally be sequential, the school reserves the right to invoke the procedure at the stage which is appropriate to the level of wrongdoing and risk involved (taking into account the previous history of the child and the nature of the scenario).

Stage 1: If a pupil displays serious misbehaviour towards another pupil or member of staff a **verbal warning** is given, the incident is recorded in the **serious incident folder** (locked in principal's/secretary's office). The Principal is informed and the child is removed from the situation. The pupil's parents are informed by the class teacher and asked to collect child from school immediately. The seriousness of the incident is discussed with them. **In extreme cases where the level of physical aggression endangers another pupil or member of staff, the matter may be dealt with under Stage 3 and suspension may be imposed by the Board**

Stage 2: If bullying behaviour is repeated parents are informed immediately by the principal, and asked to collect their child from the principal's office. The incident is again recorded as above. The pupil re-enters school the following day by presenting at the Principal's office with the parent(s). The child gives an undertaking that this behaviour will not be repeated and following an apology the child is allowed back to class. This constitutes a **final warning**.

Stage 3: If the behaviour is repeated again (or is particularly serious) the matter will be recorded as above and referred to the Board of Management. The suspension procedure set out below may be invoked by the Board.

SUSPENSION

Normally, other interventions will have been tried before suspension and the school staff will have reviewed the reasons why these have not worked. Suspension can provide a respite for staff and the pupil, give the pupil time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the pupil to change unacceptable behaviour. The decision to suspend a pupil will follow from serious/gross misbehaviour:

- The pupil's behaviour has had a seriously detrimental effect on the education of other students
- The pupil is responsible for serious damage to property
- The pupil's continued presence in the school at this time constitutes a threat of safety to themselves, their peers and/or staff

Procedures for Suspension

The Board of Management and Staff of St. Andrew's National School will follow the procedures for suspension and expulsion outlined in the Guidelines for Schools on Developing a Code of Behaviour.

Fair procedures (i.e. the right to be heard and the right to impartiality) will be applied at all times. Accordingly, pupils and their parents will be fully informed about the alleged misbehaviour and the processes that will be used to investigate and decide the matter and they will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed. In exceptional circumstances, the Principal/Board may consider an immediate suspension to be necessary when the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person on the school premises. Automatic suspension will apply in the event of a student engaging in gross misbehaviour.

The power of suspension has been formally delegated to the School Principal by the Board of Management of St. Andrew's National School and that delegation is hereby confirmed.

The Board of Management will also follow the factors below to consider before suspending a student and the factors to consider before proposing expelling a student.

In relation to suspension,

- Communication to parents regarding the suspension of a pupil or the possibility of suspension will be in writing and copies of all correspondence will be retained. In some circumstances it may be necessary to contact parents by phone.
- The parents/guardians and the pupil will be invited to meet with the Principal and/or Board of Management to discuss the proposed suspension.
- The Board of Management has delegated responsibility for suspension to the principal in the event that immediate suspension of a pupil is warranted. In such a scenario, the

Principal has the authority to place a student on suspension without seeking the Board of Management's authority to do so. The Board of Management will be informed of any suspension at the next meeting of the Board.

- Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.
- A written statement of the terms and date of the termination of a suspension will be given to parents/guardians. A suspension will not be for more than three days, except in exceptional circumstances where the principal considers that a period of suspension longer than three days is necessary in order to achieve a particular objective. In such a case, the longer period will only be imposed after consultation between the Chairperson of the Board of Management and the Principal.

The letter will confirm;

1. the period of the suspension and the dates on which the suspension will begin and end,
2. any study programme to be followed,
3. the reasons for the suspension,
4. the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, the pupil and parents might be asked to reaffirm their commitment to the code of behaviour.
5. the provision for an appeal to the Board of Management,
6. where applicable, the right to appeal to the Secretary general of the Department of Education and Science (Education Act 1998 Section 29).

- The suspension will be recorded on the NEWB '*Student Absence Report Form*' (when applicable).
- When a period of suspension ends, the pupil will be re-admitted formally to the school by the principal. The school will help the pupil catch up on work missed and the pupil will be given the opportunity and support for a fresh start.
- Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the Principal and/or the chairperson of the Board of Management.
- If a pupil continues to misbehave on return to the school s/he may be suspended for a major fixed period (up to ten days) to allow for consultation with both the pupil and the pupil's parents/guardians to address the issues.
- As outlined above, parents/guardians and pupil will be given the opportunity to discuss the issues with the Principal/Board of Management.
- The Education Welfare Officer will be informed when a student has been suspended for six days or more cumulatively.

Suspension may also be invoked in order to direct a student to absent themselves from school premises for a particular period for reasons including but not limited to health and safety concerns for the student themselves or for other members of the school community or for administrative reasons pending the investigation of particular issue.

A meeting of the Board of Management may authorise further suspension up to a maximum of 10 days.

Suspension will be in accordance with the Rules for National Schools and Section 23 of the Education (Welfare) Act 2000.

Removal of suspension (reinstatement)

Following or during a period of suspension, the parent(s) may apply to have the pupil reinstated to the school. The Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff.

In the event that the Principal is not satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupil's or staff, the parents(s) application to have the pupil reinstated to the school may be referred by the School Principal to the Board of Management.

In the event that the pupil is reinstated a revised Behaviour Intervention Plan for the pupil will be required prior to re-admitting the pupil formally to the class.

Appeal

Parents of a pupil who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.

Report to NEWB

The Principal is required to report to the NEWB suspensions of a certain length (i.e. 6 days or over) or suspensions which mean that the aggregate number of days of suspension in a school year is 20 or more

EXPULSION

Subsequent to the above suspension procedures and meetings with parents/guardians, if serious/gross incidents of misbehaviour continue, the pupil will be recommended for permanent expulsion by the Board of Management. In exceptional circumstances, pupils may be expelled for a first offence. Automatic expulsion will apply in the event that

- ❖ The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- ❖ The pupil's continued presence in the school constitutes a real and significant threat to safety.
- ❖ The student is responsible for serious damage to property, involvement with drugs or sexual assault.

Automatic expulsion:

The Board of Management may sanction automatic expulsion for certain prescribed misbehaviour:

- Sexual assault
- Possession of and/or supplying illegal drugs
- Actual violence or physical assault against another pupil or member of staff
- Attempted violence or physical assault against another pupil or member of staff
- Attempted self-harm resulting in the risk of potentially serious physical injury where the school judges that it can no longer meet the pupil's needs by adequately providing for the pupil's health, safety and well-being when at school
- Actual self-harm resulting in serious physical injury where the school judges that it can no longer meet the pupil's needs by adequately providing for the pupil's health, safety and well-being when at school

Procedure in respect of expulsion:

1. Detailed investigation of incident(s) by school principal including interviews with all relevant parties, witnesses and the alleged wrongdoer.
2. Provision of written report by Principal to Board of Management outlining the facts of the matter as ascertained by the Principal and the Principal's recommendations in relation to sanctions.
3. The Principal's report should be furnished to the parents of the pupil at least 5 working days before the hearing referred to below. Sufficient time must be allowed to them to

review the report and be aware of what allegations are being investigated as part of this process. If statements have been taken as part of the investigation or evidence gathered, the parents are entitled to copies of such statements (unless the statement has been given in confidence and on the understanding that it will not be shared with the pupil and/or their parents) and details about the evidence which will be considered by the Board of Management.

4. The Board of Management considers the school principal's report and recommendations and holds a hearing at which the child's parents/guardian can make submissions.
5. The Board of Management considers if expulsion is appropriate in light of the following factors:
 - 5.1. The nature, scale and persistence of the behaviour in question
 - 5.2. The effect of the behaviour on the school community (staff and pupils)_
 - 5.3. The previous behaviour and conduct of the pupil
 - 5.4. Any contrition or attempts by the pupil to reform their behaviour
 - 5.5. Attempts (short of expulsion) made by the Principal and staff to divert, correct or check the behaviour and the effectiveness of those attempts
 - 5.6. The duty of the school to provide an education for its students and whether the continued enrolment of the student affects or limits the Board's ability to discharge this duty.
 - 5.7. The duty of care owed by the school to its employees, pupils and to visitors to the school and whether the continued enrolment of the student affects or limits the Board's ability to meet this duty of care.
6. Based on the foregoing considerations, any submissions from the parents and the Principal's Report, the Board then makes a decision as to whether or not to exclude the pupil.
7. If the Board of Management recommends expulsion, the Board of Management will propose a date on which the expulsion will become effective which will allow a 20-day period from the date on which the Education Welfare Officer is notified of the proposed expulsions.
8. The Education Welfare Officer is informed of the proposal to expel the pupil and the effective date of that proposal.
9. Parents of the pupil are informed of their rights to invoke a Section 29 appeal under the Education Act 1998.
10. The Education Welfare Officer arranges consultations with the appropriate parties.
11. Confirmation of the decision of the Board of Management (and if relevant, the effective date of the expulsion) is sent in writing by registered post or a recorded delivery method to the parents of the pupil.

- A record will be kept in the school of all instances of serious misbehaviour by pupils.
- Breaches of behaviour will be recorded in writing by the class teacher and if necessary by the Principal
- Other relevant school policies (eg. Health & Safety) will be referred to as appropriate.
- The school's Anti Bullying Policy is attached to this policy.

Robert Grier
Chairman Board of Management

Padraic Byrne
Principal

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