



Edenmore National School

Code of Behaviour Policy

Table of Contents:

1. Introduction	2
2. Rationale	2
3. Relationship to Catholic Ethos	2
4. Aims and Objectives of Our Learning Code.....	3
5. Responsibility of Adults	3
6. Expected Standards of Behaviour and Actions of Parents	4
7. Expected Standards of Behaviour and Actions of Staff	5
8. Expected Standards of Behaviour and Actions for Children.....	5
9. Our Whole School Approach to Our Learning Code	6
10. Levels of Behaviour	10
10.1 Minor Misdemeanours	10
10.2 Serious Misdemeanours	11
10.3 Gross Misdemeanours	12
11. Restorative Practice	12
12. Children with Special Needs	13
13. Suspension	13
13.1 Procedures	13
13.2 Implementing the Suspension	14
13.3 Immediate Suspensions	14
13.4 Grounds for Removing a Suspension	15
13.5 Records and Reports	15
14. Expulsion	16
14.1 Procedures with Expulsion	17
14.2 Appeals	20
15. Attendance	20
16. Success Criteria	21
17. Ratification and Review	21



Edenmore National School

Code of Behaviour Policy

1. Introduction

This Code was revised by the staff of Edenmore NS, approved by representatives of the Parents' Association and ratified by the Board of Management on _____.

This Learning Code was drafted after liaising with teachers, parents, students and the Board of Management. It is based on the recommendations offered by the National Education Welfare Board in accordance with Section 23 of the Education Welfare Act 2000.

Parental support and co-operation are essential to ensuring this policy is effective.

2. Rationale

- The Board of Management of Edenmore N.S. has ensured that the Code of Discipline Policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*.
- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:*
 - a) The standards of behaviour that shall be observed by each student attending the school;
 - b) The measures that shall be taken when a student fails or refuses to observe those standards;
 - c) The procedures to be followed before a student may be suspended or expelled from the school concerned;
 - d) The grounds for removing a suspension imposed in relation to a student; and
 - e) The procedures to be followed in relation to a child's absence from school

3. Relationship to Catholic Ethos

Edenmore N.S. seeks to enable each child to develop his/her potential in a caring environment where the talents of each child are nurtured and valued. The school climate and atmosphere is created by the actions of everyone in the school. The behaviour of adults in a child's life, including parents and teachers, has 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 partnerships can work effectively.



Edenmore National School

Code of Behaviour Policy

4. Aims and Objectives of our Learning Code:

Our Learning Code recognises every child's right to receive an education in an environment that is free from disruptive behaviour, within reason.

At Edenmore National School we aim:

- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences;
- To create an atmosphere of respect, tolerance and consideration of others;
- To enhance the learning environment and allow the school to function in an orderly way where children can make progress in all aspects of their development;
- To ensure the safety and well-being of all members of the school community;
- To assist the parents and children in understanding the systems and procedures that form part of the Code 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.
- To enable teachers to teach without disruption.
- To enable each child to learn in a safe, secure and happy environment.
- To facilitate the education and development of every child.

5. Responsibility of Adults

- The adults working with the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.
- The Learning Code is taught to pupils by the class teacher. The same rules apply to all pupils in the school.
- In relation to pupils with Special Education Needs, an individual approach to behaviour will form part of their Individual Education Plan (I.E.P.) to support them with their behavioural needs. Teachers, SNAs and any other external support agencies will ensure that the school rules are taught to the pupils in a way that they can understand and engage with based on their individual needs. A Code of Conduct for staff, parents, pupils and volunteers ensures that the rights of all are upheld.



Edenmore National School

Code of Behaviour Policy

6. Expected Standards of Behaviour and Actions of Parents

Outlined below are the expectations that the Board of Management expect from all parents with children attending Edenmore National School. These are to include how parents can support the successful implementation of this Learning Code.

- ✓ Treat all staff and other children with respect, courtesy, and polite language.
- ✓ Ensure children come to school each day on time.
 - (9.05am – 1.45 p.m. Junior Infants & Senior Infants)
 - (9.05am – 2.45 p.m. First to Sixth Class)
- ✓ Co-operate with school staff and attend meetings, when requested
- ✓ Sign homework diaries each night and respond to any teacher notes written
- ✓ Check your child's homework each night
- ✓ Help your child be prepared for school each day
- ✓ Make an appointment, through the secretary, if they wish to meet with a teacher to discuss any concerns or problems they may have. Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour. Parents should make appointments to meet with class teachers and/or the Principal at the earliest opportunity in an effort to prevent any escalation of inappropriate behaviour.
- ✓ As the Board of Management is responsible for the Health and Safety of all staff and students, parents are requested not to approach or reprimand another person's child on the school premises or during school-based activities.
- ✓ Promote good behaviour and support the school's Learning Code. This can be done in the following ways:
 - Try to nurture a positive attitude towards school and all those involved in it.
 - Try not to pass on any negative experiences which parents themselves may have had at school.
 - Model good behaviour in your relationship with teachers.
 - Support the work being done in school in teaching the Learning Code
 - Parents can co-operate with the school by encouraging their children to abide by the school rules and behave in an acceptable manner. An overview of the Learning Code will also be presented at the Enrolment Open Night for new prospective parents.



Edenmore National School

Code of Behaviour Policy

7. Expected Standards of Behaviour and Actions of Staff

Outlined below are the expectations that the Board of Management expect from all staff members working in Edenmore National School. These are to include how all staff can support the successful implementation of this Learning Code.

- ✓ Treat children, parents and other staff members with respect, courtesy, and polite language
- ✓ Model positively and respectful interactions at all times
- ✓ Be punctual
- ✓ Co-operate with each other and work as a team
- ✓ Be fair and consistent
- ✓ Be aware of their duty of care to all children, at all times.
- ✓ Teach the Learning Code to the pupils in an age-appropriate manner
- ✓ The use of sanctions by the teacher must be:
 - a) Clear why the sanction is being applied
 - b) Be appropriate for the behaviour displayed
 - c) Communicated what changes in behaviour are required to avoid future sanctions
 - d) Group punishment should be avoided as it breeds resentment
 - e) Behaviour focused as opposed to person focused
- ✓ To facilitate new members of staff become familiar with practices within the school, discussion regarding the implementation of the code will always form part of the first staff meeting held each September. A copy of the code will be included in all teachers' documents.

8. Expected Standards of Behaviour and Actions for Children

Outlined below are the expectations that the Board of Management expect from all pupils attending Edenmore National School. These are outlined according to our 5 school rules.

Rule 1: Prepared and Ready –

- We are always prepared and ready to learn each day.
- We have all our materials that we need for school and home
- Our homework is complete
- We are wearing the correct school uniform.
- We take responsibility for our work, our belongings and our behaviour.



Edenmore National School

Code of Behaviour Policy

Rule 2: Respect:

- We always treat each other with respect including the staff who work with us and everyone in the wider community.
- We show respect through our kind words and actions.
- We respect our property, other people's property and that of the school.
- We show respect towards others as they strive to learn in their class/school environment.
- We listen to staff and follow their instructions.
- We always show courtesy and good manners through our words and actions
- We use respectful ways of resolving difficulties and conflict.
- We endeavour to be a bully free zone
- Nice language is how we communicate. Bad language will not be tolerated.

Rule 3: Our Learning Environment:

- We create a positive learning environment so that each of us can learn and try our best.
- We respect each other's right to learn in a calm and positive environment.
- We listen to our teacher and engage in learning activities prepared by the teacher.
- We keep our classroom and school litter free and tidy

Rule 4: Safety:

- Our school is a safe zone and we never put ourselves or others in danger.
- Prohibited Items: Chewing gum, Tipp Ex, Mobile Phones
- We walk safely inside the building
- We walk safely to and from the yard in our class lines
- We play within the boundaries of the yard in our allocated play area
- Rough behaviour and games are forbidden e.g. fighting, pushing, hitting, pinching, kicking, wrestling or any behaviour which endangers yourself and/or others
- When the bell rings we line up quickly and quietly
- At home time children walk safely to the front gate

Rule 5: Mobile phones & Electronic Devices

- The use of mobile phones and electronic devices during school hours is strictly forbidden. Any infringement of this rule will involve the confiscation of the phone and any other electronic equipment and will only be returned to the parent or guardian of the pupil.

9. Our Whole School Approach to Our Learning Code

In Edenmore N.S., our Learning Code is based on the principles of Discipline for Learning (DFL). DFL is a system of positive discipline where the emphasis is on recognising and affirming the children who behave well. The children are taught the four school rules and are also aware that if they do not adhere to these rules there is a consequence.



Edenmore National School

Code of Behaviour Policy

There are three elements to our Learning Code

1. Rules
2. Positive Rewards
3. Sanctions

Please note: Although all classes will follow the principles of D.F.L., Junior Infants to 1st Class will follow one age-appropriate variation and 2nd-6th Class will follow a slightly different age-appropriate system.

A. Rules

As previously stated in Section 8, there are five rules in our code. A copy of the rules is displayed in all the classrooms and children will learn these with the expectation they are adhered to, in order to create a positive school environment and sense of community through our Learning Code.

B. Positive Rewards

At Edenmore N.S., we have a whole school reward system. This is called a Planet System in which all pupils across all classes are divided across six planets. It works as follows:

- Pupils gather yellow tokens from all teachers and staff members across the school to reinforce positive behaviours.
- Special red tokens are awarded from the Principal and Deputy Principal for outstanding efforts. A red token is worth the same as 3 yellow tokens.
- Each week at our Whole School Assembly, these tokens are gathered and the planet with the most tokens that week receive extra yard time on Friday afternoons.
- At the end of each term, the planet with the most tokens collected over the course of the term receive a special treat to celebrate their great success.
- Each week, three special certificates are awarded to the children in each class for great work. These certificates include Gaeilgeoir na Seachtaine, Pupil of the Week and Handwriting Award.
- Each term, special awards are given to those with 100% Attendance during that term.

All staff have a common understanding of expectations and a common approach to awarding yellow tokens. Through daily contact with the children, teachers and staff will promote an atmosphere of mutual respect.

Staff will award yellow tokens for any of the following types of positive behaviour:

- Great work in class



Edenmore National School

Code of Behaviour Policy

- Caring and helping other pupils
- Treating others with respect and having positive everyday interactions
- Being a good team-player
- Showing great effort with their work to the best of their ability
- Displaying good manners to anyone in the whole school community
- Showing positive behaviour and adhering to school rules

As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the code.

C. Sanctions:

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

- helping pupils to learn that their behaviour is unacceptable.
- helping pupils to recognise the effect of their actions and behaviour on others.
- helping pupils, appropriate to their age and development, to understand that they have choices about their behaviour and that all choices have consequences.
- helping pupils to learn to take responsibility for their behaviour.

A sanction may also:

- reinforce the boundaries set out in this Learning Code.
- signal to other pupils 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 pupil, or other pupils or adults safe

In Edenmore N.S. a systematic approach to sanctioning is used to provide clear boundaries and consistency for the pupils that is communicated to pupils in an age-appropriate manner. Every effort is made in the school and the individual classes to encourage positive methodologies and rewards to encourage the children to behave positively. However, it is important to have a discipline system which is democratic and fair to all pupils and the staff of the school. It applies to both class and yard time. It also applies to all school activities. Inappropriate behaviour does occur at times. If it is persistent it can be disruptive to both pupils and staff. Serious misbehaviour can affect a pupil's own learning and the learning of other pupils. It can cause distress and anxiety or even pose a threat to the health and safety of pupils and school staff. Therefore, it is our policy to try and resolve inappropriate behaviour at the



Edenmore National School

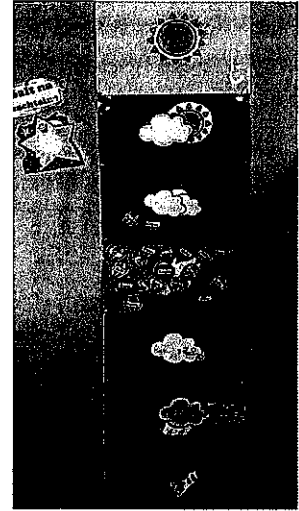
Code of Behaviour Policy

very early stage to ensure that the behaviour does not become serious or gross. We endeavour to do this with a chance/step system which ensures consistent communication early if a concern arises.

Sanctions for Junior Infants, Senior infants, 1st Class

A colour-coded age-appropriate system is used in these classes

- Every day all children begin the day on blue. Throughout the day children get rewarded for good behaviour, work, acts of kindness etc and move up the chart. If a child reaches the sun on yellow they get a star token to take home to let everyone know they have worked very hard today.
- If children are not following school rules, the children can also go down the chart. If a child reaches the rain cloud (on brown) they will have time-out at the 'Learning table' within their classroom for the duration of that particular lesson.
- If they land on the lightning cloud (on black) the child will go to the Principal for Time-out at lunch time (for no longer than 15 mins) and the class teacher will talk to the parent regarding the child's behaviour at the end of the day.
- If a child lands on the lightning cloud more than once in one week, the Principal will contact the Parent for a meeting
- A record will be kept of the frequency that a child lands on black.



Sanctions for 2nd – 6th Class

Each week pupils start off with a fresh start to encourage pupils to engage in positive behaviour. The sanctions are as follows and increase in severity as their behaviour continues throughout the week.

Verbal Warning: A verbal warning will be given to children before their name is recorded.

1. Name recorded by teacher
2. Supervised timeout with Principal/ Deputy Principal for 10 minutes (this can be during class or break time)
3. Note sent home from class teacher
4. Name recorded by Principal/Deputy Principal and 30 minute time-out with Principal/Deputy Principal.
5. 2nd time name recorded by Principal/Deputy Principal & Letter home from Principal/ Deputy Principal
6. 3rd time name recorded by Principal/Deputy Principal & Phone call to Parents from Principal or Deputy Principal



Edenmore National School

Code of Behaviour Policy

7. Meeting with Principal and Parents
8. Suspension (Section 2 of the Education Act – compulsory sanction in all school's Discipline policy)
9. Expulsion (Section 2 of the Education Act – compulsory sanction in all school's Discipline policy)

If a pupil is repeatedly sanctioned on a week-to-week basis, parents will be requested to meet the class teacher and Principal/Deputy Principal to discuss this ongoing behaviour. If there is continued concern on behaviour, individual behaviour systems may be introduced and more regular review meetings will be requested to work collaboratively with Parents.

10. Levels of Behaviour

Below outlines the behaviours deemed unacceptable by Edenmore N.S. Board of Management. We recognise these levels of unacceptable behaviour. *Please note that these lists are not exhaustive.*

- ✓ Minor
- ✓ Serious
- ✓ Gross

10.1 Minor Misdemeanours: Students will receive a verbal warning and will be sanctioned in order of the steps listed above. Minor misdemeanours include:

1. Continuous talking in class/shouting out of turn
2. Being discourteous, unmannerly to peers and staff.
3. Not following staff instructions and direction from adults
4. Pushing in line/not lining up properly
5. Refusing to do work/deliberate incompleteness of work
6. Littering classroom/yard
7. Disturbing others at work or play
8. Playing in prohibitive areas.
9. Entering classroom/school without permission at break-time to exclude toilet breaks
10. Running in the school
11. Messing in classroom or corridor
12. Throwing items in classroom or school
13. Leaving seat without permission
14. Not wearing correct uniform
15. Not completing homework without a note from parents
16. Interfering or annoying fellow pupils in the classroom and schoolyard – safety and learning



Edenmore National School

Code of Behaviour Policy

17. Leaving the schoolyard to retrieve ball without permission.
18. Use of prohibited items
19. Lying and cheating (minor)

10.2 Serious Misdemeanours

Children will receive more serious sanctioning for displaying any of the following more severe behaviour offences: *(This list includes examples and is not exhaustive):*

These include:

1. Persistent instances of minor misbehaviour.
2. Behaviour that is hurtful (including harassment, discrimination and victimisation.)
3. Bullying (as defined by the Department of Education in the Anti-Bullying Procedures document)
4. Threatening and intimidating behaviour towards peers and/or staff
5. Behaviour that constantly interferes with teaching and learning (including insolence and disrespect)
6. Theft (minor)
7. Property interference – stealing, damage defacing. (minor)
8. Use of mobile phones
9. Accessing internet without permission
10. Directing bodily fluids towards peers and/or staff
11. Racist / Sexual Remarks
12. Leaving school premises or grounds without permission
13. Undermining other pupils by laughing or mocking them.
14. Stealing or damaging other pupils' or teacher's property.
15. Attempting to damage/interfere with school IT resources – unplugging or cutting cables.
16. Interfering with and/ or breaking fire alarm.
17. Frequenting school premises outside school hours.
18. Using personal abusive language/bad language/rude gestures towards pupils and/or staff. Using conversational bad language.
19. Smoking on school grounds.
20. Inappropriate physical/sexual behaviour.
21. Taking off clothes inappropriately.
22. Lying and cheating (major)



Edenmore National School

Code of Behaviour Policy

10.3 Gross Misdemeanours:

A single incident of Gross Misbehaviour may incur automatic suspension. The following are considered examples of Gross Misbehaviour:

1. Repeated incidents of serious unacceptable misbehaviour
2. Consistent disruption to the teaching and learning in a classroom
3. Assault on a pupil or teacher or member of non-teaching staff
4. Repeated Bullying
5. Repeated Aggressive, threatening or violent behaviour towards a member of staff or pupil
6. Serious theft
7. Serious damage or vandalism or setting fire to school/staff/pupil property.
8. Sexual assault
9. Carrying drugs, alcohol, cigarettes, pornographic material, dangerous weapons e.g. pen knives, pellet guns etc.

Additional Information

- Every Friday the Principal or Deputy Principal will visit each class teacher to encourage the children for the week ahead and to record any sanctions given by the teacher during that week.
- Pupils are given a new start every Monday to encourage positive behaviour.

11. Restorative Practice

Restorative Practice in our school provides a focus on developing and maintaining positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and learning, as well as encouraging empathy. Restorative Practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence. Where misbehaviour occurs, the school will use restorative practice involving all parties affected to help repair the harm done.

Restorative Questions to respond to Challenging Behaviour

1. What happened?
2. What were you thinking about at the time?
3. What have you thought about since?
4. Who has been affected, and in what way?



Edenmore National School

Code of Behaviour Policy

5. How could things have been done differently?
6. What do you think needs to happen next?

12. Children with Special Needs

All children are required to comply with our code of behaviour and the Le Chéile ASD class will create an age-appropriate visual for the rules and sanctions in this Learning Code. However, the school recognises that children with special needs may require assistance in understanding and abiding by certain rules. Staff have an appreciation and awareness of these complex and individual needs and professional judgement will be used. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, support teachers and/or principal will work closely with home to ensure that optimal support is given.

13. Suspension

13.1 Procedures

- Where there are instances of serious misbehaviour, or repeated instances of minor misbehaviour, every effort will be made to resolve matters in school with pupils concerned. Children will be made aware that such misbehaviour has clear consequences and that failure to comply with school rules and the Learning Code will not be tolerated and the relevant sanctions will be implemented.
- If there is a reoccurrence of the misbehaviour on a weekly basis, and/or the child reaches sanction no. 7, the parents/guardians will be requested to come to the school to discuss the matter with the Principal & Deputy Principal. The parents will be asked to explain how they will address their child's misbehaviour to prevent this from occurring in the future.
- If the unacceptable behaviour persists the parents/guardians will be required to attend regular meetings with the Principal and Deputy Principal and/or relevant class teacher to monitor the pupils behaviour on an on-going basis. If the pupil continues to display disruptive misbehaviour, the Chairperson of the Board of Management will be contacted and will delegate the authority to suspend a pupil for up to three days as a further sanction.
- Following a suspension, if instances of serious misbehaviour continue, a meeting of the Board of Management will be convened. A further period of suspension of between 3 and 5 days will be referred to the Board of Management for consideration and approval, given the circumstances and the expected outcomes. This step may be repeated as necessary.
- There will be a ceiling of 10 days on any one period of suspension imposed by the Board of Management.



Edenmore National School

Code of Behaviour Policy

13.2 Implementing the Suspension

Written notification

The Principal will notify the parents and the student by phone call and/or meeting and follow a letter in writing of the decision to suspend. The letter should confirm:

- The period 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 student and the parents (for example, parents might be asked to reaffirm their commitment to the Learning Code)
- The right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, section 29): Parents have the right to appeal to the Secretary General of the DES where the total number of days for which the student has been suspended in the current school year reaches 20 days. (Education Act 1998 section 29. Otherwise, they may appeal to the Board of Management, unless the Board of Management has made the decision to suspend after a hearing)

13.3 Immediate Suspensions

The Board of Management of our school has the authority to suspend a pupil. The Principal of Edenmore National School has been delegated the authority to implement the immediate suspension of a pupil where

- ❖ There is an assault on a pupil or member of staff.
- ❖ The pupil's continued presence in the school at this time constitutes a threat to safety.
- ❖ The pupil is responsible for serious damage to property or serious theft.

The Chairperson of the Board of Management will be immediately informed.

The immediate suspension will be for a maximum period of 3 school days.

The immediate suspension will be carried out following a preliminary investigation. A formal investigation will follow the imposition of the sanction.

With immediate suspension parents will be given the reasons verbally. A formal letter will follow.

- Decision to suspend
- The period of the suspension



Edenmore National School

Code of Behaviour Policy

- Any study programme to be followed
- Arrangements for returning to school, including any commitments to be entered into by the pupil and parents.
- The right to appeal to the Board of Management
- The right to appeal to the Secretary General of the D.E.S.

(Parents have the right to appeal to the Secretary General of the DES where the total number of days for which the student has been suspended in the current school year reaches 20 days. (Education Act 1998 section 29) Otherwise, they may appeal to the Board of Management, unless the Board of Management has made the decision to suspend after a hearing)

This will also be done in writing following the formal investigation.

- If there is a re-occurrence of the behaviour that warranted the immediate suspension in the first place, the principal is authorised by the Board of Management to impose a further period of an immediate 3-day suspension and the Chairperson is to be informed immediately.
- If there is another re-occurrence of the behaviour, which warranted an immediate suspension, a Board of Management meeting will be convened as soon as possible (within 10 days).
- The Board of Management following consideration of the circumstances and the likely outcomes may impose a further period of suspension of up to 15 days duration.
- This process to be repeated if necessary.
- The provisions relating to the written notification of parents will be carried out on every occasion.

13.4 Grounds for Removing a Suspension

- 1) A suspension may be removed if the Board of Management decides to remove the suspension for any reason.
- 2) 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. (Parents have the right to appeal to the Secretary General of the DES where the total number of days for which the student has been suspended in the current school year reaches 20 days. (Education Act 1998 section 29)

13.5 Records and Reports

Records of investigation and decision-making:

Formal written records should be kept of:



Edenmore National School

Code of Behaviour Policy

- the investigation (including notes of all interviews held)
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension

Report to the Board of Management

The Principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

Report to NEWB

The Principal will report suspensions in accordance with the NEWB reporting guidelines.

(Education (Welfare) Act, 2000, section 21 (4)(a)).

In line with the school's policy on record keeping, and data protection legislation, formal records in relation to pupils' behaviour are kept in a secure filing cabinet. Copies of all communications with parents/guardians will be retained in the school. Records of more serious incidents are recorded in and are retained until students reach 21 years.

14. Expulsion

The Board of Management of *Edenmore N.S.* has the authority under section 24 of Education (Welfare) Act 2000 to expel a pupil. This authority is delegated to the Principal by the Board of Management but reserved to the Board of Management.

Grounds for Expulsion

- 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 health and safety.
- The pupil is responsible for serious damage to property and/or assault.
- *The above serve as examples NOT an exhaustive list.*

Factors to be considered in relation to Expulsion

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- Interventions to date
- Whether expulsion is a proportionate response
- Possible impact of expulsion



Edenmore National School

Code of Behaviour Policy

14.1 Procedures with Expulsion

- 1) A detailed investigation carried out under the direction of the Principal
- 2) A recommendation to the Board of Management by the Principal.
- 3) Consideration by the Board of Management or the Principal's recommendation; and the holding of a hearing.
- 4) Board of Management deliberations and actions following the hearing.
- 5) Consultations arranged by the Educational Welfare Officer.
- 6) Confirmation of the decision to expel.

Step 1: A detailed investigation carried out under the direction of the Principal in investigating an allegation, in line with fair procedures, the Principal will:

- Inform the pupil and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents and the pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

Parents should be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know. This also ensures that parents are very clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

Parents and the student must have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed. Where expulsion may result from an investigation, a meeting with the pupil and their parents is essential. It provides the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour.

If a pupil and their parents fail to attend a meeting, the Principal should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school should record the invitation issued to parents and their response.

Step 2: A recommendation to the Board of Management by the Principal



Edenmore National School

Code of Behaviour Policy

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

- Inform the parents and the pupil that the Board of Management is being asked to consider expulsion
- Ensure that parents have records of: allegations against the pupil; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion.
- Provide the Board of Management with the same comprehensive records as are given to parents.
- Notify the parents of the date of the hearing by the Board of Management 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 parents have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing

It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board should undertake its own review of all documentation and the circumstances of the case. It should ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations.

Where a Board of Management decides to consider expelling a student, it must hold a hearing. The Board meeting for the purpose of the hearing should be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a pupil aged eighteen years or over, put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be, impartial as between the Principal and the pupil. Parents may wish to be accompanied at hearings and the Board should facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations.



Edenmore National School

Code of Behaviour Policy

Step 4: Board of Management deliberations and actions following the hearing

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)). The Board of Management should refer to National Educational Welfare Board reporting procedures for proposed expulsions. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).

An appeal against an expulsion under section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007,s4A)

The Board should inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents should be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5: Consultations arranged by the Educational Welfare Officer

Within twenty days of receipt of a notification from a Board of Management of its opinion that a pupil should be expelled, the Educational Welfare Officer must;

- Make all reasonable efforts to hold individual consultations with the Principal, the parents and the pupil, and anyone else who may be of assistance.
- Convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24)

The purpose of the consultations and the meeting is to ensure that arrangements are made for the pupil to continue in education. The consultation should focus on alternative educational possibilities. In the interests of the educational welfare of the student, those concerned should come together with the Educational Welfare Officer to plan for the student's future education. Pending these consultations about the student's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (Education (Welfare) Act 2000, s24(5)). A Board may consider it appropriate to suspend a pupil during this time. Suspension should only be



Edenmore National School

Code of Behaviour Policy

considered where there is likelihood that the continued presence of the pupil during this time will seriously disrupt the learning of others or represent a threat to the safety of other students or staff.

Step 6: 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 should formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal). Parents should be notified immediately that the expulsion will now proceed. Parents and the pupil should be told about the right to appeal and be supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to expel the pupil.

14.2 Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

15. Attendance

Under the Education Welfare Act, absences or lateness must be explained by writing a reason for absence on the school's Aladdin App. Absences of 20 days or more must be referred by the school to Education Welfare Board. Any child wishing to leave school early must write a message on Aladdin or contact the school office to notify the school prior to their collection. The Education Welfare Officer is available to support parents with attendance issues. Daily attendance and punctuality are required from all pupils. Children with hospital or dental appointments on an ongoing basis should give a copy of appointments to office Secretary. All late arrivals and early collections will be recorded on Aladdin and will form part of the end of year school report.



Edenmore National School

Code of Behaviour Policy

16. Success Criteria

This policy will be deemed to be successful when the following are observed:

- Positive behaviour in classrooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Feedback from teachers, parents and pupils.

17. Ratification and Review:

This Learning Code Policy was adopted by the Board of Management on **19/2/2024**.

Signed: *Joseph Mc Quillan*
Chairperson of Board of Management

Signed: *Caitiana Uí Chléirigh*
Principal

Date: *19-2-24*

Date: *19/2/2024*