

Code of Behaviour

Scoil Lua Naofa



CODE OF BEHAVIOUR
Scoil Lua Naofa

INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Scoil Lua Naofa has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school;
2. The whole school approach in promoting positive behaviour;
3. The measures that shall be taken when a pupil fails or refuses to observe those standards;
4. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
5. The grounds for removing a suspension imposed in relation to 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 Scoil Lua Naofa has been developed in accordance with '*Developing a Code of Behaviour: Guidelines for Schools*', National Educational Welfare Board, 2008.

POLICY FORMULATION

In formulating the Code of Behaviour policy the Board of Management completed the following steps;

- i. 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.
- ii. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils suggestions to the Principal.
- iii. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.
- iv. The finalised draft of the policy was submitted for the Patron's Approval.

AIMS & OBJECTIVES OF THE CODE

The ethos of our school establishes and supports a strong sense of community between school, Board of Management and parents/guardians, as well as the cultivation of a mutual relationship of respect between staff, children and parents/guardians.

The aims and objectives of the code are:

- In devising this code, consideration was given to the particular needs and circumstances of Scoil Lua Naofa. The aim is to create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development.
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community

- To assist school staff, parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures.
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

WHOLE SCHOOL APPROACH

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by, the principal, teachers, ancillary staff and parents in the review and operation of the Code.

STANDARDS OF BEHAVIOUR

Pupils

General Behaviour

Each pupil is expected to:

- a) Each child is expected to be well-behaved and to show due consideration for other children and adults
- b) Each child is expected to show respect for property, both personal and communal, in the school and in his environment.
- c) Each child is expected to be aware of his own dignity and the dignity of others, through encouraging habits of hygiene and cleanliness and respect for the rights of others.
- d) Each child is expected to have respect for the truth.
- e) The school recognises the variety of differences between children and the need to tolerate these differences.
- f) 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 between staff, parents and pupils.
- g) Every effort will be made to ensure that the code of behaviour is implemented in a fair, reasonable and consistent manner.

Good behaviour will be praised and rewarded. Unacceptable behaviour will not be tolerated.

Classroom Behaviour

Each pupil is expected to:

- listen – to the teacher and other pupils if they are speaking
- work – to the best of his ability
- value – school property and the belongings of fellow pupils.
- follow – the direction of his teacher
- obtain – his teachers permission to leave the classroom
- respect – the teacher, other pupils and visitors to the classroom.

Playground (Playing Pitches) Behaviour

Each pupil is expected to:

- play – safely avoiding any games or play that are rough or dangerous
- follow – the directions of the playground supervisor(s)
- remain – on school grounds at all times
- obtain – permission before re-entering the school building during break periods
- respect – the yard supervisor and fellow pupils
- avoid – swearing, fighting or name calling

Behaviour in other School Areas

Each pupil is expected to:

- walk – in the school corridors
- take care- behave safely when entering and exiting the school, walk on footpaths, use pedestrian crossings etc.
- respect adults- allow them to pass in the school corridors
- behave- when lining up and standing and walking in the class line
- respect others- be mannerly at all times when on the school premises

Personal Behaviour

Each pupil is expected to:

- respect- themselves and property, keeping books, bag, uniform in good order
- be punctual- be on time for school and for class
- respect- adhere to the rules regarding the wearing of the school uniform
- have good personal hygiene
- be healthy- adhere to Healthy Eating policy

Behaviour during School Outings/Activities

Each pupil is expected to:

- follow – his teacher’s directions at all times
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour

Staff

It is the Principal’s responsibility to ensure the school’s Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However each staff member has responsibility for the maintenance of discipline within common areas of the school.

Teaching staff are specifically responsible for the management of behaviour within their own class.

They will:

- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year.
- Each pupil will sign the personal Pupil Promise (see attached)
- Ensure the rules are discussed and available to all students (homework diary, displayed in the classroom etc.)
- 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 its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the Principal.

Parents/Guardians

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive Behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns.

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

Scoil Luan Naofa, SCHOOL RULES:

Clár Ama na Scoile

Bell: 9.00 a.m.

Class begins: 9.00 a.m.

Break: 10.50-11.00 a.m.

Lunch: 12.45- 1:15 p.m.

School Closes: 2.40 p.m.

Manners and Courtesy:

Pupils shall show respect and courtesy to all members of the teaching staff, visitors and to each other. They are expected to have due respect and consideration for adults and for each other.

Punctuality:

Children are expected to be in school in time for the 9.00am bell.

Attendance:

Any pupil who is absent (full day or half-day) will give a written explanation on our Aladdin Connect App.

No pupil is allowed to leave the school premises on any condition during school time (this also applies to all break times), ***except where the school has received a written request from the parents and they come to collect the pupil.***

Regular attendance is required from all students unless prevented through illness or some other exceptional circumstances.

Homework:

It is the policy of the school to assign homework on a regular basis. Parents are expected to take an active interest in their child's homework and to sign their homework journal each night, ensuring that it is done to an adequate standard. If there is a legitimate reason why homework cannot be done, a note explaining the reason should be forwarded to the class teacher. In cases where the student fails to produce or complete homework the class teacher will indicate same in the school diary. (For further information see Homework Policy on www.lorrhans.com)

Mobile Phones:

Pupils are not allowed to bring mobile phones to school. The use of mobile phones or receiving phone-calls on mobile phones within the classroom, in the playground or in any part of the school building during school hours is not allowed.

In cases where it is necessary for a pupil to phone home, the phone in the secretary's office will be made available.

Property:

Each pupil is responsible for his own class books and personal property. Coats, uniforms and sports gear are to be clearly marked with the pupil's name and should be taken home each evening after school. The school is not responsible for personal belongings which are left behind by pupils.

All school property and equipment, including book rental materials must be treated with care and respect. The defacing of school property by any pupil will be treated as a very serious offence. Parents are liable for any damage caused by a pupil who abuses or defaces school property.

Safety Indoors/Outdoors:

Pupils should have consideration and respect for each other when in the school building and grounds. Rough or dangerous play is forbidden and pupils must refrain at all times from entering "out-of bounds" areas.

- Running is not allowed inside the school building and care must be taken not to push or jostle others.
- Unauthorised entry into classrooms is prohibited
- If children have to remain in class at break time they should remain in their places unless given permission by the supervising teacher
- When going to or from the church, sports fields, swimming pool etc. each pupil must stay with his group and follow the direction of the teacher in charge.

(c.f. supervision policy on www.Lorrhans.weebly.com for details on organization of play-times and yard rules)

School Outings:

When on school tours, educational visits e.g. UL, engaging in extra-curricular activities or representing the school in any capacity, children must comply with school rules and behave in an exemplary manner. Children should not bring dishonour to themselves or the school

Appearance:

Pupils must be particular about personal hygiene. A high standard of personal cleanliness and neatness is expected at all times.

School Uniform:

The full official school-uniform must be worn at all times -when children are in school, representing the school and coming to or from school. Excuses are only accepted when a note from a parent is received.

(Details on full school uniform may be viewed on school web-site www.lorrhans.weebly.com)

Environment

Pupils should have a lively regard for the school environs and must not throw litter in the classroom or the school grounds.

Bullying:

Bullying will not be tolerated in any form. Students are encouraged to report incidents of intimidation, harassment, isolation, name-calling, threats etc. to their class teacher, yard supervisor or the Principal if an unpleasant incident occurs.

(c.f. www.lorrhans.weebly.com for our Anti-Bullying Policy)

N.B. The final interpretation of these regulations rests with the Board of Management, the Principal and the staff. Further school regulations or changes in the existing ones may be made when necessity warrants it

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.

Good behaviour will be reinforced by praise and encouragement:

The **Pupil Promise** (c.f. attached) will be issued to every class via their school journal it is explained and discussed in detail with the students. The students and parents will sign the **Pupil Promise** in the school journal. This will be referred to from time to time.

A reward scheme for promoting positive Behaviour will be used. Such rewards will include;

- A quiet word or gesture to show approval

- A comment in a pupil's copy or school journal
- A visit to another member of staff or to the Principal for commendation
- A word of praise in front of a group or class or at Assembly
- A system of merit marks, stars or stickers
- Delegating some special responsibility or privilege
- A mention to the parent, written or verbal communication
- Exceptional behaviour may be publicly praised at Assembly
- The use of "Golden Time" or "Homework Off Vouchers" or other incentives
- Extra discretionary P.E. time
- Congratulations' and 'Good News' postcards sent to parent(s)/guardian(s) where applicable
- Personalised letters to parent(s)/guardian(s)
- Special privileges

Behaviour Management System - Formal Procedures:

The strategy used is on a three-card system for misbehaviour, lack of effort in school-work, persistent breaking of school rules etc.

White Card: for minor offences

Yellow Card: for more serious offences, or following a series of white cards

Red Card: for gross misdemeanours

Cards are given according to the nature of the misbehaviour. When a white card is issued the parents are asked to speak to the child and advise him on appropriate behaviour. The card is then returned to the Principal and is put on file. However, after three white cards, a yellow card is given, regardless of the misbehaviour. The issuing of a yellow card signifies a serious offence or a serious deterioration in behaviour. Similarly, after two yellow cards, a red card is given. A yellow or red card may be issued for any incident which warrants them, irrespective of the other cards already given.

When a pupil has been issued with a yellow or red card it must be signed by a parent or guardian and returned to the school the following day. Repeated instances of serious misbehaviour will be reported to the Principal and a written record of all such instances will be kept.

The record will also indicate the warnings and /or advice given to the child on the misbehaviour and the consequences of its repetition.

Pupils will be informed when instances of serious misbehaviour on their part are being recorded.

Parents will be kept fully informed from the outset of instances of serious misbehaviour on the part of their children and will be invited to discuss the misbehaviour with the class teacher and/or the principal before a serious situation should develop.

Where the Board of Management deems it necessary to authorise the Chairperson or Principal to exclude continuously disruptive pupils, or those guilty of serious breaches of discipline, from school, the maximum period of such exclusion shall be three school days. A special decision of the Board of Management is necessary to authorise a further period of exclusion up to a maximum of ten school days to allow for consultation with the pupil's or pupils' parents or guardian. In exceptional

circumstances, the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed.

The Card System:

(a) White Card - for minor offences will be

1. Signed by the parent
2. Returned to the Principal
3. Kept on file

(b) Yellow Card - sent to parents of the pupil, informing them of the more serious nature of the offence. They are asked to:

1. Speak to the child
2. Sign the card
3. Return the card to the school
4. Card is kept on file

(c) Red Card -sent to parents of the pupil informing them of the offence. They are asked to

1. Speak to the child
2. Sign the card
3. Return the card to the school
4. Call to the school to meet the teacher or the Principal
Restricted day/Suspension may be imposed

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.

Level One

Level 1: Behaviours

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive.

Children will be taught what is expected and how they should behave. Listed below are some examples of the types of Behaviour that are included in Level 1. Please note the list is not exhaustive.

- Talking in class
- Swinging on chair
- Not paying attention

- Failure to prepare for class, forgetting necessary books or gear as defined by individual teachers
- Humming/whistling in class
- Incorrect uniform
- Disorganized work area
- Out of seat
- Running/creating disturbance in the hallways
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Punctuality
- Misbehaviour at swimming or other outings

Level 1: Disciplinary Actions

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. Some examples of Level 1 responses are:

- Verbal reprimand/reminder(s)
- Note to parent in homework diary to be signed
- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others (placed on line)
- Prescribing additional work e.g. write out copy of Code of Conduct, write story of misdeed
- Golden Time reduced

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- Discussion of behaviour with the child
- Classroom-based interventions, such as Circle Time, SPHE , 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: 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 (3) instances of Level 1 behaviour which have not been modified by intervention
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Telling lies
- Use of mobile phone

- Use of profanity
- Name-calling /verbal abuse
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys (e.g. bow and arrow, knife, etc.)
- Misbehavior on school outings or during fire drill etc

Level 2: Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parents, with written documentation. Some examples of Level 2 responses are:

- In school supervised detention from play-time
- Meeting with Principal
- Meeting with parent(s)/guardian(s)
- Exclusion from school trips/tour
- Mobile phone confiscation, to be returned on payment of fine
- Yellow card

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 and/or Principal.
- In-class Behaviour Management Programme such as STOP THINK DO, conflict resolution exercises etc.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Level Three

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated (3) or serious instances of Level 2 behaviour which have not been modified by intervention
- Bullying
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Violent aggression

- Intentional causing physical harm to others
- Violent fighting or intentionally causing physical harm to others
- Leaving school grounds without permission
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin

Level 3: Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

- **Child /parents /teacher /principal meeting**
- **Suspension from school for one to five days:**

This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.

- **Suspension from school for five to ten days:**

This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

- **Expulsion:**

Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

PROCEDURES FOR SUSPENSIONS & EXPULSIONS

Suspension

Definition of Suspension:

‘requiring the student to absent himself/herself from the school for a specified, limited period of school days’

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

Authority to Suspend:

The Board of Management of Scoil Lua Naofa has formally and in writing delegated the authority to impose an *‘Immediate Suspension’* to the Principal Teacher. An *‘Immediate Suspension’* may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an *‘Automatic Suspension’* for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the

Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Immediate Suspension and Automatic Suspension

An '*Immediate Suspension*' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An '*Immediate Suspension*' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

An '*Automatic Suspension*' is a suspension imposed for named behaviours. The Board of Management of Scoil Lua Naofa, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur '*Automatic Suspension*' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff

or

- Physical violence resulting in serious damage to school property

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

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

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

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

The Board of Management of Scoil Lua Naofa acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

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 Scoil Lua Naofa 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);

- i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of Scoil Lua Naofa acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

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

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

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 Suspend:

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

Procedures in Respect of Expulsion:

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

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

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

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

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

b) The Principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
- ii. ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

c) Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing

- i. as to the date, location and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management

- iii. that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that 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;

- i. the meeting will be properly conducted in accordance with Board procedures
- ii. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
- iii. each party will be given the opportunity to directly question the evidence of the other party
- iv. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

d) Board of Management Deliberations & Actions following the Hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
- v. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

e) Confirmation of the Decision to Expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of Scoil Lua Naofa acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

NOTIFICATION OF A CHILD'S ABSENCE FROM SCHOOL

Parent(s)/guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence;

- The school should be notified of the absence on the first day the pupil returns to school
- The reason for the absence should be notified to the class teacher or on the Aladdin App
- The absence should be notified in writing on 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 Education Welfare Officer in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register

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.

POLICY RATIFICATION

The policy review was ratified by the Board of Management of Scoil Lua Naofa at its meeting held on