



# Riverview Educate Together National School

## Code of Behaviour

Ratified 2<sup>nd</sup> May 2023

### Rationale

*The Riverview Educate Together National School Code of Behaviour was written in accordance with Circular 20/90 of the Department of Education and Skills on school discipline, the Education and Welfare Act (2000), the Equal Status Act (2004) and the NEWB Publication 'Developing a Code of Behaviour: Guidelines for Schools' (2009). It is underpinned by the four principles of Educate Together; Equality Based, Child-Centred, Democratically-Run and Co-Educational.*

*Staff at Riverview undertook a review of the policy and practice which supports positive behaviour in the school, during the 2022/23 academic year.*

*Practices underpinned by Restorative Practices and informed by the work of Paul Dix form the basis of this new Code of Behaviour, as well as established practice in the school.*

*'NOTE: The term 'Parent' as used in this policy document refers to a Parent, Guardian or Primary Carer'*

# **1 Vision and Aims**

Educate Together schools believe in the inclusive intercultural values of respect for difference, and justice and equality for all. In Educate Together schools, every child will learn in a child-centred, equality based, inclusive, democratic, co-educational setting which values the voice of every child and member of the school community. Educate Together schools are committed to enabling and supporting each child to achieve their full potential, while at the same time preparing them to become caring and active members of a culturally diverse society. In summary, children will Learn Together to Live Together. The Educate Together values also aim to give children an understanding of social, ethical and moral standards in the areas of honesty, respect, justice, integrity, trust and responsibility.

We aim to ensure that these core principles and values underpin all activities and learning in the school and are inculcated in the children through the Learn Together Curriculum and Restorative Practice values.

The expectations for good behaviour at Riverview are all based around our school rule - Ready, Respectful and Safe. Schools are places of learning and living, and the Code of Behaviour is designed to protect the learning environment for all children and to allow all children to experience school as a happy and nurturing place.

The Board of Management of RVETNS believes that in order to create and maintain a happy, safe and effective learning environment for all, children must practise high standards of behaviour. These must be mutually agreed, widely promoted and actively supported by school staff and parents. We strive to create a climate that encourages and reinforces good behaviour, and in which relationships of respect, trust and support grow, both amongst the children, and, between the children and the adults who care for them. Children are expected and helped to take personal responsibility for their own behaviour, so that they may gain maximum benefits from their time at school and mature into caring, responsible citizens. The school respects and celebrates the individuality of each child. However, the needs of a child whose behaviour is a cause of concern will be balanced with meeting the needs of all children in the school, and with the need to provide a safe and productive learning environment for all.

This policy has been drawn up to comply with all relevant legislation and to incorporate best practice. It applies to all children, and must be read in conjunction with all other school policies.

## **2 Promotion of Positive Behaviour**

Our school rule, taught and explored in all of the classes is:

## Ready, Respectful and Safe

Good and exceptional behaviour is **Requested and Recognised** by staff throughout the day. This is noted verbally and visually in various ways in each class - eg. recognition board, tallies etc. Records of good behaviour are cooperative, and not competitive.

**Sticky praise** is acknowledged to be the most effective - specifically identifying where a child has succeeded or put in a particular effort. This is in line with Growth Mindset Theory, which builds in children a sense of learning as an empowered journey, and the use of the magic word 'YET'.

Children are supported to enter and leave the building in a calm and orderly manner, showing **Wonderful Walking**.

Weekly assemblies celebrate children going above and beyond in their work, with **Obair Álainn** awards for exceptional effort in their school work, **Gaeilgeoir na Seachtaine** and **Hot Chocolate** which is awarded to children for going the extra mile; being kind, hard working and cooperative throughout the week.

Communication of positive news with parents is acknowledged to be very important.

Obair Álainn is displayed in the office window and an email is sent home to let parents know when children have been awarded Hot Chocolate.

Certificates are sent home when children are awarded Obair Álainn or Gaeilgeoir na Seachtaine.

Positive Postcards are awarded to children observed to be living our school values.

### 3 Children with Additional Educational Needs

All children are required to comply with the Code of Behaviour. However, the school recognises that children with additional needs may require assistance in understanding certain expectations. Attention will always be given to meeting the needs of the child and to possible reasons for particular behaviours.

When a child with additional needs is unable to behave in a way that ensures the safety of other children and staff, and allows learning to happen in a calm and orderly environment, in spite of the additional supports provided, relevant sanctions in this Code of Behaviour will come into play.

Specific strategies may include the following:

- Class teachers, Support teachers and ANAs will check that standards and rules are communicated in a way that children with additional educational needs can understand. Their understanding of the school's expectations will be monitored on an ongoing basis, especially where a child with additional needs is acting in a way that would usually be seen as being in breach of the school's expectations.
- Some children may need opportunities to practise observing the rules, with feedback on their progress.
- Where necessary, specialised Behaviour Plans will be put in place in consultation with parents, the Class teacher, Support Teacher, and or Principal. They will work closely with home to ensure that optimal support is given. Cognitive development will always be considered.
- The children in the class or school may be taught strategies to assist a pupil with additional needs in adhering to expectations, thus providing peer support. This will be done in a supportive and safe way, acknowledging, and respecting diversity among individuals.
- RVETNS will consider input from trained professionals/appropriate agencies (e.g., NEPS/TUSLA, NCSE privately sourced healthcare professionals) when dealing with behavioural issues.
- Teaching and methodologies employed by the support team and ANA include the discrete teaching of many social and personal skills (e.g., recognising emotions, responding appropriately to situations, turn taking etc.) which will help with self-regulation and behavioural issues.

Restorative Practice values and approaches will be incorporated when providing positive behaviour strategies for children with additional needs.

## **4 Following School Routines**

Children are expected to be **‘in the right place at the right time.’** This expectation is relevant to various contexts. This section also outlines the standards of behaviour that are expected under a range of headings:

### **4.1 Attendance**

If enrolled in the school, children are legally required to attend. School attendance is vitally important, and any avoidable term-time absence is strongly discouraged. If a child is absent, parents must notify the school either in advance, or otherwise on the day of return, through Aladdin. The Principal is legally required to notify any absences of 20 days and over in any school year to Tusla (the Child and Family Agency).

### **4.2 Punctuality**

School commences at 8.30am every day. The start of the school day is as vital and integral to the educational experience as any other part of the day and it is the responsibility of parents to ensure their children are present at this time. Lateness is very disruptive. In cases of persistent lateness, parents will be asked to meet with the Principal to discuss the reasons and to seek solutions to the problem.

### **4.3 Being safe**

Children must ensure they behave in a manner that is safe and secure for themselves and those around them, both during school hours, and immediately before and after the school day. This includes, but is not limited to: dismounting from bicycles, scooters, skateboards and the like before entering the school grounds; not bringing animals into the school grounds (with the exception of support/guide dogs); staying away from out-of-bounds areas; not running in the school buildings; never leaving school or a school activity without permission; and not re-entering the school building at the end of the school day without permission. Children must comply immediately with all adult requests aimed at ensuring health and safety.

### **4.4 Respecting property**

Children must respect their own belongings, the possessions of other people and all school property.

Additionally, they are expected to respect the environment. This includes being tidy and refraining from littering, wilfully damaging school property and stealing.

## **4.5 Relationships with others**

Any interpersonal relationships must be appropriate to the primary school environment. We place great emphasis on the need for respect, honesty, responsibility, kindness and forgiveness. We focus on equality, collaboration, teamwork, and the building of a strong and positive school identity in keeping with the Educate Together values and ethos.

Children are expected to be respectful and listen to their teachers, to other staff members and their classmates and respond in a way that promotes their own learning and well-being and that of others.

Children must not isolate others, nor engage in name calling, nor spread rumours. Bad language, verbal and physical aggression are not tolerated. Bullying is taken extremely seriously and procedures for dealing with allegations of bullying are outlined in our Anti-Bullying Policy.

## **4.6 Break times**

Children eat their lunches in their seats and may not bring food outside of the classroom at break time, for health and safety reasons.

Outdoor breaks are an important part of the day, but do require specific rules. Children are expected to follow instructions for safe and orderly movement between classrooms and the yard, and within the yard itself. Children must stay within their designated zones. Children may only engage in the activities that have been permitted for their age group and may only use the toys and games from their own class boxes. Rough play and argumentative behaviour are not allowed.

A yard book is used for communicating behaviour issues amongst staff members.

If inclement weather does not permit outdoor breaks, children must stay seated and engage in quiet activities such as reading, drawing, colouring or puzzles. Educational or entertaining content suitable to the age of the children may also be shown in the class on wet breaks. The use of computers and scissors is not allowed during indoor breaks.

## **4.7 School work**

All children are expected to participate in all school activities and do their best during each task. It is important that they have the right books and equipment in order to do their school work and that they strive to maintain a neat working space. They should listen to instructions, and not distract others or disrupt the class.

## **4.8 Homework**

See Homework policy - to be reviewed.

## **4.9 School outings**

Children are reminded that they are representing the school when they are on outings. They must adhere to the Code of Behaviour, and all instructions designed to ensure the health and safety of the group, given by staff, volunteer helpers, drivers and tour guides. Children may not bring money with them when they go on school outings, unless in exceptional circumstances.

## **4.10 Birthdays**

Birthdays are an important part of a child's life. Children are invited to visit the office for a birthday pencil on or around the date of their birthday. Furthermore, teachers may choose to acknowledge children's birthdays. If they do so, it is important that no pupils are left out (for example, if their birthdays fall on non-school days). No birthday party invitations, cards or presents may be distributed by children, their parents or minders within the school grounds at any time. Neither may treats be brought in by children to mark their birthdays.

## **4.11 Personal electronic devices**

Children should not bring devices into school, as there is a risk of damage and/or theft and the school cannot be held responsible for this under any circumstances. Phones and other devices, including smart watches, which can be connected to the internet are not permitted at school. Nor is any device which can be used to record audio or video, or to take photos. In exceptional circumstances, however, a family may apply for permission for a child to have a phone at school. It must remain switched off and will be kept in the office during school hours. The school accepts no responsibility for loss of or damage to any devices stored in the office.

## **4.12 Online activity**

Please refer to RVETNS ICT Acceptable Use Policy

Breaches of this policy will be seen as breaches of the Code of Behaviour.

## **4.13 Dangerous substances**

Cigarettes/vaping devices, alcohol, drugs and weapons are illegal for school age children.

They may never be brought onto the premises by children.

## **4.14 School Expectations**

School expectations are devised with regard for the learning, health, safety and welfare of all members of the school community. It is necessary that expectations are clearly stated, and applied consistently and fairly. The main expectations are:

- To uphold the school ethos of Equality and Respect
- To be prepared for school every day
- To listen, pay attention, and always try to do your best work
- To be helpful and respectful towards all members of the school community
- To be proactive in following and promoting our school rule - Ready, Respectful, Safe.
- To play your part in ensuring our school environment is clean and tidy
- To take responsibility for your actions - aim to be positive and try to follow Restorative Practice values
- To think before you speak. Is it helpful, is it kind, is it necessary?
- To move safely within the school building
- For safety reasons, to always ask permission to leave your classroom or the playground.
- To play within the correct playground boundaries.



## 5.1 Rights & Responsibilities of the School Community

Central to the implementation of the school's Code of Behaviour is the expectation that all members of the school community behave in ways that show respect for others and that they have an understanding of their rights and responsibilities. Responsibility for the implementation of this policy rests with all the stakeholders in our school.

<b>Pupils' rights</b>	<b>Pupils' Responsibilities</b>
<ul style="list-style-type: none"> <li>• To be educated in a safe, happy and respectful environment</li> <li>• To grow intellectually, emotionally, morally, spiritually and physically</li> <li>• To be listened to</li> <li>• To be included</li> <li>• To have their feelings respected</li> <li>• To be free from all forms of abuse, whether physical, emotional, mental or sexual.</li> <li>• To receive information about topics and concerns affecting their lives including information on the Code of Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Be fair</li> <li>• Comply with school and class rules</li> <li>• Attend school regularly and punctually</li> <li>• Bring correct materials and resources to school</li> <li>• Listen to school staff and act on instructions/advice</li> <li>• Respect all school property and the property of others</li> <li>• Behave in a safe manner that does not harm others</li> <li>• Include others in games and activities</li> <li>• Show respect for other people's personal space, i.e. no verbal or physical violence, aggression, or any form of bullying behaviour</li> <li>• Be courteous and mannerly</li> <li>• Inform a trusted adult if they have a concern or worry</li> <li>• Behave in accordance with the Code of Behaviour even when those around them aren't</li> </ul>

<b>Staff Rights</b>	<b>Staff Responsibilities</b>
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<ul style="list-style-type: none"> <li>• To work in a respectful and safe environment</li> <li>• To work in an environment free from constant disruptions</li> <li>• To be able to express themselves and be listened to.</li> <li>• To appeal to a higher authority e.g. Board of Management, Department of Education &amp; Skills, INTO Union.</li> <li>• To receive adequate facilities and resources appropriate to their duties</li> <li>• To confidentiality</li> <li>• To have access to relevant information on pupils in their class</li> </ul>	<ul style="list-style-type: none"> <li>• Be fair</li> <li>• Support and implement the Code of Behaviour</li> <li>• Promote a culture and practice of equality</li> <li>• Deal appropriately and consistently with misbehaviour and implement Continuum of Support Guidelines where necessary</li> <li>• Keep an accurate record of instances of misbehaviour on Aladdin</li> <li>• Provide support to colleagues</li> <li>• Report matters of serious concern to Principal, Deputy Principal or APII</li> <li>• Engage with in-school reviews of behaviour</li> <li>• Ensure that the class teacher is made aware of all incidents in relation to children in their class</li> <li>• Promote positive behaviour through effective teaching, an inclusive and engaging curriculum and positive, well managed classrooms</li> <li>• Use a variety of classroom management techniques and curricular methodologies to sustain pupil interest and motivation and maximise positive behaviour</li> </ul>
<p><b>Parents’ Rights</b></p>	<p><b>Parents’ Responsibilities</b></p>

<ul style="list-style-type: none"> <li>• To respect, understanding and confidentiality</li> <li>• To informative communication with and access to their child’s teacher and the Principal at appropriate times</li> <li>• To updates on the progress of the pupil/pupils in the form of annual Parent Teacher Meetings</li> <li>• To be consulted about disciplinary action at an early stage</li> <li>• To appeal to a higher authority e.g. Board of Management, Department of Education and Skills</li> <li>• To have access to the Code of Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Be fair</li> <li>• Be respectful towards staff</li> <li>• Familiarise themselves with the Code of Behaviour and other relevant policies</li> <li>• Ensure that children attend school regularly and punctually</li> <li>• Be interested in, support and encourage their children’s schoolwork</li> <li>• Ensure that children are well prepared to attend school and have the correct materials/resources and lunch</li> <li>• Cooperate with staff if their child’s behaviour is causing difficulties for others</li> <li>• Communicate appropriately with the school regarding any problems that may affect their child’s progress and behaviour</li> <li>• Attend meetings if required</li> <li>• Be positive role models to pupils</li> <li>• Support behaviour interventions that are put in place</li> </ul>
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<b>Board of Management Rights</b>	<b>Board of Management Responsibilities</b>
<ul style="list-style-type: none"> <li>• Uphold the characteristic spirit of the school</li> <li>• Support the Principal in the application of the Code of Behaviour</li> <li>• Ensure that staff consistently and fairly implement and uphold the school’s Code of Behaviour</li> <li>• Regularly review the school’s Code of Behaviour</li> <li>• Be informed of any children at risk of suspension or whose behaviour regularly breaches the school’s Code of Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• To be fair and equitable</li> <li>• Ensure that all students enrolled and their parents, agree to the school’s Code of Behaviour</li> <li>• Ensure that the entire school community has a safe environment</li> <li>• Provision to support the Principal and staff with the implementation of the Code of Behaviour</li> </ul>

## 6.1 Behaviours of Concern

Behaviours of concern which may be observed in the school are listed below. These lists are not exhaustive.

Minor Misbehaviour	Serious Misbehaviour	Extreme Misbehaviour
<ul style="list-style-type: none"> <li>• Breaking the school rule</li> <li>• Preventing others from learning</li> <li>• Not completing school work</li> <li>• Leaving seat without permission</li> <li>• Telling lies (age appropriate)</li> <li>• Running in the school building</li> <li>• Derogatory remarks to staff or students – eg name calling</li> <li>• Failing to line up</li> <li>• Not completing homework, without good reason</li> <li>• Disrespect to staff</li> <li>• Not following the healthy eating policy</li> <li>• Rough play</li> <li>• This is not an exhaustive list</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly breaking the school rule</li> <li>• Regularly preventing others from learning</li> <li>• Derogatory remarks to students or staff that cause hurt or upset, including name-calling</li> <li>• Isolated incidence of racist, homophobic or sexist behaviour</li> <li>• Bullying</li> <li>• Stealing</li> <li>• Refusal to comply with teacher requests</li> <li>• Deliberate damage to school property</li> <li>• Shouting at staff</li> <li>• Moving from one area to another within the school building, without permission</li> <li>• Consistently not completing homework</li> <li>• Using a phone or any internet enabled mobile device whilst on the school premises</li> <li>• Continuous minor misbehaviour automatically becomes a serious misbehaviour</li> <li>• Abusive Behaviour/Cursing</li> <li>• Spitting</li> <li>• Hitting/Kicking</li> <li>• Using inappropriate verbal or physical language towards children or staff</li> <li>• Returning to the school building during break times/after school without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous and serious disruption of teaching and learning</li> <li>• Aggressive, threatening or violent behaviour towards any staff member, pupil, parent or visitor</li> <li>• Verbal abuse, threatening language or derogatory remarks, of a serious nature, to staff or students, including name-calling, racist behaviour, sexist behaviour, homophobic behaviour etc.</li> <li>• Persistent racist, homophobic or sexist behaviour</li> <li>• A single serious incident of racist, homophobic or sexist behaviour</li> <li>• Persistent bullying</li> <li>• Bringing weapons or any harmful or illegal substances to school</li> <li>• Any act of assault, intentionally or recklessly causing another to suffer violence including a staff member, pupil, parent, visitor</li> <li>• Vandalism of school property</li> <li>• Leaving supervised areas without permission</li> <li>• Continuous serious misbehaviour automatically becomes extreme misbehaviour</li> <li>• Physical fighting</li> <li>• This is not an exhaustive list.</li> </ul>

	<ul style="list-style-type: none"> <li>• Entering school grounds outside school hours without permission</li> <li>• Stealing</li> <li>• Telling lies</li> <li>• Throwing objects (that could cause harm)</li> <li>• Rough play</li> <li>• This is not an exhaustive list.</li> </ul>	
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## 6.2 Responding to behaviour of concern

### 6.2.1 Adopting a Whole School Approach

Despite best efforts to counter it, we acknowledge that inappropriate behaviour happens from time to time, whether intentionally or unintentionally. We know that even minor breaches of agreed procedures and practices can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and possibly long-lasting effects that include the disruption of the child’s own learning and the learning of others. It can cause anxiety and distress and potentially compromise safety. It is important therefore, to adopt a systematic and consistent approach informed by restorative practice. This includes: teaching the skills needed for a restorative approach; intervening early; keeping the response as local as possible; adopting a problem-solving approach; and involving both the child, and if necessary, their parents in seeking solutions. Staff will always endeavour to have a collaborative response to behaviour issues. The input and support of parents will be sought at an early stage to ensure that the child feels supported to meet the behaviour standards expected.

The majority of incidences of misbehaviour will be occasional and minor and will, therefore, be quickly and effectively dealt with by the class teacher. A restorative approach will be taken to build positive relationships and resolve conflict. Some children may need additional help to manage their behaviour, such as discrete teaching of social and personal skills or drawing up a

behaviour contract. A minority of children may show very challenging behaviour that will need a sustained response involving all the important adults in their lives, both at school and at home, and may also require the support of external professionals. In a case where possible criminal behaviour is suspected, the school may seek advice from the Gardaí.

## **6.2.2 Dealing with inappropriate behaviour and moving on**

Over time, children learn what behaviour is and is not acceptable in school, and why. They come to understand that the choices they make have consequences and may impact both themselves and others. They learn to accept responsibility for their own choices and learn how to put things right with those who are impacted by negative choices. We adopt a restorative approach which provides opportunities for reflection and rebuilding damaged relationships and signals to all involved that positive behaviour is expected. The key to a successful outcome is if it is arrived at by those people actually involved in the conflict. A restorative approach assumes that everyone has a unique and equally valued perspective on an issue and should have an opportunity to express this in order to feel respected, valued and listened to. The restorative process is a structured one and use is made of the questions below.

We acknowledge that a restorative approach might not always be the best solution, and that children impacted by negative behaviour might not always be ready to sit down together, in which case the solution would be mediated by adults.

The first four questions in the restorative process could be grouped together and addressed first by all parties followed by numbers 5 & 6. Restorative Questions

- What happened?
- What were you thinking of at the time?
- What have you thought about it since? - (Senior)
- Who has been affected and in what way? - How did the other person feel?
- How could things have been done differently?
- What do you think needs to happen next?

In the case of any behaviour of concern, interventions will be

- Clear
- Timely
- Designed to defuse and not escalate a situation
- Applied in a fair and consistent manner
- Proportionate to the nature and seriousness of the inappropriate behaviour
- Appropriate to the age and developmental stage of the child(ren) concerned, taking into

account any specific vulnerabilities they might have.

Very rarely, and in a potentially dangerous situation, staff may be obliged to use a minimum amount of physical intervention to restrain a child, in line with our Flight Risk and Physical Intervention Policy.

### **6.2.3 School framework for supporting and addressing behaviour.**

In addition to the restorative conversations that take place when conflict arises, teachers in all classes follow a series of steps to support positive behaviour in class.

#### **1. Request and recognise**

Requesting and recognising positive behaviour is ongoing throughout the day, and reinforces the expectations of the teacher and school that the children are Ready, Respectful and Safe, and also places the focus of attention firmly on the positive.

#### **2. Remind**

Where a child is not meeting the expectations above, in spite of the support provided, the teacher will discretely and clearly remind them of the expectation. The child will be expected to engage with the teacher for this conversation, and to show that they understand what is expected of them.

#### **3. Reflection**

The supportive collaboration between school and home is a highly valued resource in our school and one which we draw on so that children can have the very best outcomes, and so that classrooms are happy places where learning is protected.

If a child continues to behave in a way that does not meet the clearly expressed expectations of the school, and teacher, the support of their families will be sought. The teacher will write a brief description of the behaviour of concern on a reflection sheet which will be completed at home with the child's parent. On this sheet they will have an opportunity to reflect on who was affected by their behaviour, how to make a change and to commit to that change going forward. This sheet must be returned to the office the following morning to be signed by the principal and then returned to the class to be filed. If a pattern is observed where a child needs to complete numerous reflection sheets, parents will be contacted so that a meeting can be scheduled for a discussion about how this can be addressed. Reflections will be given with discretion and consideration to children's privacy.

As part of the reflection process children will be supported to find ways to make amends for

what has happened and also to plan for how they would address a similar situation in the future.



## PROCEDURES IN RESPECT OF SUSPENSION

(as per P.77 of the NEWB guidelines)

- Investigation of the facts to confirm serious misbehaviour
- Parents will be informed by phone, email or in writing about the incident.
- In the case of an immediate suspension, parents will be notified by the Principal and arrangements will be made for the pupil to be collected immediately. The child will be supervised away from his/her class, in the interim.

*If Suspension is still decided upon:*

*The Principal will notify the parents, in writing, of the decision to suspend. The letter will confirm:*

- The period of suspension, beginning and end dates.
- The reason for suspension.
- Any study/work to be completed during the suspension.
- The arrangements for returning to school, including any commitments to be entered into by the pupil and parents.
- The provision for appeal to the Board of Management or Secretary General of the DES, if appropriate (where the total number of days for which the student has been suspended in the current school year has reached 20 days).

A pupil will not be suspended for more than 3 days. In exceptional circumstances, where the Principal considers that a suspension period longer than 3 days is necessary, they will refer the matter to the Board of management for their consideration. A period of 10 days' suspension will be the maximum period imposed by the BOM in such exceptional circumstances.

## *RECORDS AND REPORTS*

Formal written records will be kept of:

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

## PROCEDURES IN RESPECT OF EXPULSION

(as per P. 82 of the NEWB guidelines)

### **1. A detailed investigation is carried out under the direction of the Principal.**

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 students every opportunity to respond to the complaint of serious/extreme misbehaviour before a decision is made and before a sanction is imposed.

### **2. A recommendation is made to the Board of Management by the Principal.**

The Principal will:

- Inform the pupil and their parents that the BOM is being asked to consider expulsion.
  - Provide BOM and parents with comprehensive information regarding the investigation and the grounds for possible expulsion.
  - Notify the parents of the date of the hearing by the BOM and invite them to that hearing.
  - Advise the parents that they can make an oral and written submission to the BOM.
  - Ensure that parents have enough notice to allow them prepare for the hearing.
- 3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing (P84, NEWB guidelines).**
  - 4. Board of Management deliberations and actions following the hearing (P.85, NEWB guidelines).**
- If the BOM is of the opinion that the pupil should be expelled, they must notify the Educational Welfare Officer, in writing.

The student cannot be expelled before the passage of 20 school days from the date on which the EWO receives this written notification. However, the BOM may consider the sanction of suspension during this period, should the continuing presence of the pupil in the school be likely to seriously disrupt the learning of other students or represent a threat to the safety of other students and staff.

- The BOM should inform the parents, in writing, about its conclusions and the next steps in the process.
- 5. Consultations arranged by the Educational Welfare Officer**
- Within the 20 days, the EWO must make all reasonable efforts to hold individual consultations with the Principal, Parents, student and anyone else who may be of assistance.
  - Convene a meeting of those parties who agree to attend.

\*\*The purpose of the above are to look at the possibility of the pupil continuing in the school or to look at alternative educational possibilities.

- 6. Confirmation of the decision to appeal.**

- When the 20 days have elapsed, the BOM will meet to decide whether or not to expel the pupil.
- Where the BOM remains of the view that the pupil should be expelled, a formal record of the decision will be made.
- Parents will be informed immediately, in writing, that the expulsion will now proceed.
- Parents and student will be informed of their right to appeal and supplied with the standard form on which to lodge an appeal.

## **7. Appeals**

- A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29). An appeal may also be brought by the NEWB on behalf of a student.
- The appeals process begins with the provision of mediation by a mediator nominated by the Appeals Committee (DES)

## DISSEMINATION OF THE CODE OF BEHAVIOUR:

The support and cooperation of parents is essential if the Code of Behaviour in school is to operate effectively. To foster good communication the following procedures are school policy:

1. Upon registration of their child, all parents will be given a copy of the Code and asked to sign that they have read, understood and agree to support it.
2. The Code is referenced and referred to at induction and yearly school meetings.
3. The Code is published on the school website.
4. Personal contact with Principal.
5. Formal meeting by appointment with class teacher and/or Principal and parent(s)/carer(s).
6. This policy will be circulated to all parent(s)/carer(s) for consultation and feedback.

This policy will be brought to the attention of all new staff members upon their appointment to the school. A copy of the policy will be included in the substitute teacher folder.

A copy of the school policy will be available at the school office.

## RATIFICATION OF THE CODE OF BEHAVIOUR:

This policy was adopted by the Board of Management on June 26<sup>th</sup>, 2023

Signed: Margaret Burke (Principal)

Date 26/6/2023

Signed: Joan Ward (School Chairperson)

Date: 26/6/2023