

St Felim's National School



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November 2022

Code Of Behaviour

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| Date of Original Policy | June 2011 |
| Review Dates | 1. November 2014 2. November 2016 3. November 2019 4. November 2022 |

Rules are essential to ensure the smooth running of a school. Real educational progress can only be made if there is order in the school.

Discipline is also an essential component of the school and oral education of children so that they can adequately prepare for the responsibility of adulthood and citizenship.

Pupils attending our school are expected at all times to behave in a way that shows consideration for other pupils and teachers and respect for their surroundings. The aim is to maintain an orderly environment in which pupils can feel secure and make progress in all aspects of their development.

In devising a code, the school recognises the variety of differences between children and the need to accommodate these differences while acknowledging the right of each child to education in a relatively disruption-free environment.

Each teacher is responsible for maintaining discipline within their classroom while showing a shared responsibility for good order within the school premises. Overall, responsibility for good discipline rests with the school principal.

Staff will make every effort to ensure a positive approach to behaviour in school.

Introductory Statement

The Board of Management of St Felim's National School initially drew up our Code of Behaviour in June 2011 in conjunction with staff, parents and children. The policy was revised and updated in November 2014, in November 2016 and again in September 2019. A comprehensive review of the policy was undertaken in Term One 2022/2023 involving the Board of Management, staff, parents and pupils.

In formulating this policy in 2011, the Board of Management completed the following steps:

- All staff were involved in the drawing up the initial draft and subsequent revisions of the Code of Behaviour.
- Parents were informed that an initial draft and subsequent revisions of the Code of Behaviour were available. They were then invited to make submissions on the content of the code within a specified timeframe.
- Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils' suggestions to the Principal.
- The initial draft and subsequent revisions of the Code of Behaviour were reviewed and, where appropriate, amended in-line with the feedback received.
- The finalised draft of the policy was submitted for the approval of the Board of Management.

Rationale

The Education Welfare Act, 2000, Section 23 (1) 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.*

The Board of Management of St Felim's NS reviewed the Code of Behaviour to ensure that it complies with legal guidelines and good practise as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2018*.

Relationship to Characteristic Ethos

Our mission statement informs the Code of Behaviour.

St. Felim's N.S. is a Roman Catholic school under the patronage of the Catholic Bishop of Kilmore. Its aim is to promote the full and harmonious development of our pupils: intellectual, physical, cultural, moral and spiritual, including a living relationship with God and with others. The school models and promotes a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus Christ. St. Felim's provides religious education for the pupils in accordance with the doctrines, practices and tradition of the Catholic Church and promotes the formation of the pupils in the Catholic faith.

St Felim's NS seeks to enable each child to develop their potential in a caring environment where their talents are nurtured and valued. We recognise that all within the school influence the school climate and atmosphere. The behaviour of adults in a child's life, including parents and teachers, significantly influences how a child acts. School staff will work to nurture teacher-student relationships built on trust, understanding and care. The Code of Behaviour will be most effective where there is a high level of openness and co-operation between staff, parents and pupils. A clear understanding between all the partners of the standards required and the procedures to be adopted where there are breaches of the Code also helps ensure a harmonious environment where all can work effectively.

Aims

St Felim's NS aims through our Code of Behaviour:

- To ensure an educational environment that is guided by our vision statement
- To promote and nurture positive behaviour and self-discipline while 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 foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others
- To allow the school to function in an orderly way where pupils can make progress in all aspects of their development
- To assist parents and children in understanding the systems and procedures that form part of our Code and to seek their co-operation in the application of these systems
- To ensure that the system of rules, rewards and sanctions is implemented fairly and consistently throughout the school
- To foster caring attitudes toward one another and towards the environment
- To enable teachers to teach without disruption

Whole School Approach to the Code of Behaviour

The Board of Management recognises that our school climate, values, policies, practices and relationships must support our Code of behaviour. The elements of a whole school approach to behaviour include:

- An ethos, policies and practices that are in harmony
- A teamwork approach to behaviour in all aspects of school life
- A whole-school approach to curriculum and classroom management
- An inclusive and involved school community
- A systematic process for planning and reviewing behaviour policy

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. To achieve these aims, every partner in the school has a role and responsibility.

The Role of the Board of Management

The Board of Management is responsible for ensuring this code is prepared and implemented. The Board of Management provides support to the Principal and staff where necessary in implementing this Code, for example, provision of opportunities for staff development, as appropriate. Where suspension or expulsion of a pupil is deemed necessary, the Board will adopt the procedures laid out in this policy in accordance with the NEWB guidelines.

The Board of Management is responsible this code's consultation, review and ratification.

The Role of the Principal

Under the direction of the Board, it is the principal's responsibility to lead the work on the code of behaviour and ensure its implementation in school. It is the responsibility of the Principal to ensure that new staff members are made aware of this code.

The Role of Staff

Staff members must be familiar with the Code of Behaviour and support its implementation. Staff members are responsible for modelling the standards of behaviour in their interactions with pupils and others.

Each teacher is responsible for maintaining discipline in their own classroom while sharing responsibility for good order within the school and at school-related events and activities.

Staff are responsible for promoting and recognising positive behaviour. This can be achieved through:

- Modelling and reinforcing good behaviour
- Using opportunities to praise and encourage pupils
- Working with pupils to develop class rules every year
- Explaining the school rules to pupils
- Use rewards systems to support good behaviour, e.g. star charts, homework passes, pupil of the week etc.
- Using the SPHE curriculum to support this Code
- Preparation and use of social stories where appropriate
- Co-operation between class teachers and the SEN team in the preparation of Student Support Plans in relation to specific targets for behaviour.
- Liaison with outside agencies, i.e. Tusla, CAHMS, NEPS,

The Role of Parents and Guardians

Parents and Guardians are requested to support this Code and model the standards of behaviour expected from pupils. Parents/Guardians who wish to enrol their child in St Felim's NS must read the Code of Behaviour and are required to confirm their acceptance of the Code of Behaviour.

Parents/Guardians should:

- Read the Code and become familiar with its contents before signing.
- Be aware of the School rules and procedures and encourage their child to abide by them.
- Communicate with the school about factors likely to affect the behaviour of their child in school.
- Act as positive role models for their child(ren) in their relationships and interactions with the school.
- Make appointments to see and meet with teachers
- Provide the school with all the necessary background information about their child(ren), including promptly informing the school about any concerns they have or any significant change in their son or daughter's needs or home circumstances,
- Be aware of and co-operate with the school's system of rewards and sanctions
- Support the expectation of appropriate behaviour

- Supervise younger, non-school-going children at all times on the school premises

As the Board of Management is responsible for the health and safety of all staff and pupils, parents/guardians are requested not to reprimand another person's child on the school premises and/or at school related events or activities but to bring matters of concern to the attention of school management and/or teaching staff.

The Board of Management does not tolerate rude, threatening or aggressive behaviour and/or assaults by parents towards staff members or other parents. The Board of Management has a duty to protect staff under the Health, Safety and Welfare at Work Act 2005. If a person engages in rude, threatening or aggressive behaviour and/or assault, the individual will be asked to leave the premises and the Board of Management will be informed. The matter may also be notified to An Garda Síochána.

Meetings with teachers and the Principal are by appointment only. Supervision and teaching cannot be interrupted. A staff member cannot adequately supervise children while at the same time speaking to a parent. Every effort will be made to facilitate a meeting as soon as possible. If a parent/guardian has an urgent message for a teacher, the message can be passed on by phoning or emailing the school secretary. Parents/Guardians are requested not to go into teacher's classroom in the mornings.

Posting of derogatory comments on social media platforms about members of staff/the school and/or members of the school community by pupils/parents and guardians is treated with the utmost seriousness. The Board of Management reserves the right to take appropriate action. Staff members may also have recourse to other options available to them.

Parents/Guardians should note that in any situation where disciplinary sanctions are required, this matter is private to the disciplined pupil, their parent/guardians and the school.

Parents/Guardians who wish to make a complaint may do so under the Complaints Procedure.

Standards of Behaviour

The approach to school behaviour focuses on promoting good behaviour. The overriding principle governing the Code of behaviour is respect – respect for yourself, respect for others and respect for property.

In conjunction with pupils we devised six school standards of behaviour which reflect the values as set in Chapter 6 Setting Standards of Behaviour, *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*

- Respect for self and others
- Kindness and willingness to help others
- Courtesy and good manners
- Fairness
- Readiness to use respectful ways of resolving difficulties and conflict
- Forgiveness

Rule No 1: Be fair to all the whole day through, show that you're friendly and caring too.

Values: Respect for self & others, Courtesy & Good manners, Kindness & willingness to help others, Fairness, Readiness to use respectful ways of resolving difficulties and conflict, Forgiveness

- Pupils are expected to treat each other, members of staff and visitors to the school with respect and courtesy at all times. This will be evident when pupils greet each other, smile, and address people using their proper names. Pupils should be mindful of their body language.
- Pupils are expected to show good manners in their interactions at school. Polite and appropriate language is expected at all times. For example, pupils are encouraged to say please, thank you, excuse me, go raibh maith agat, le do thoil, gabh mo léithscéal. Pupils should knock on doors and wait for a reply before entering; stand back to let an adult pass in the corridor or outside; and hold doors open for those coming behind them.
- Pupils are expected to use respectful language at school. The use of bad or threatening language shall not be tolerated.
- Pupils are expected and encouraged to play appropriately with their peers and others. They are expected to be inclusive of their peers both inside and outside. They are expected to follow the rules of games.
- Each pupil is expected to respect issues of difference that may arise from time to time and to work with other to find a constructive and helpful approach to building a positive relationship so that issues of difference are secondary to the quality of ones' relationship with others.

Rule No 2: Co-operate with staff at school and always be ready to follow the rule.

Values: Respect for self & others, Courtesy & Good manners, Kindness & willingness to help others, Fairness,

- Pupils are expected to follow the guidance, direction and instructions of teachers including substitute teachers, SNA's and office staff in a timely and cooperative manner while on the school premises or on school related activities.
- Pupils are expected to adhere to classroom rules and procedures specific to their classroom.
- Respect, courtesy, cooperation and obedience are basic to classroom behaviour. Pupils must respect the right of others to learn in a secure and safe atmosphere.
- Pupils are expected to be truthful and adhere to school rules at all times. In cases where rules are broken pupils are expected to take responsibility for their actions, apologise and co-operate with any sanctions imposed.
- Pupils should not leave the school premises without permission.
- Pupils are expected to stop the activity they are engaged in when the teacher calls their attention e.g. blows a whistle.
- Written permission is requested from parents before a child can walk or cycle home from school.
- Pupils are expected to play in their designated area in the yard. It is strictly forbidden to climb on walls, fences and railings. The area beside the oil tank is out of bounds. Pupils can play on the grass areas with the permission of their teacher.
- On days when the weather does not permit going out on yard, pupils are expected to remain seated in the classroom, where they will be supervised by staff. Pupils must request permission before leaving their seats.
- Swinging on chairs is strictly forbidden.
- Chewing Gum is strictly forbidden.

Rule No 3: Quiet Walking is the way we move around the school each day.

Values: Respect for self & others, Courtesy & Good manners, Kindness & willingness to help others, Fairness,

- Pupils must walk quietly around the school premises. Pupils should walk on the right-hand side of the corridors.
- Pupils must not loiter in the corridors while on errands or on the way to and from the shared bathrooms.
- Pupils are expected to line up in an orderly fashion and avoid skipping places and pushing.
- Pupils are expected to bring any accidents or injuries on yard to the attention of supervising staff immediately.

Rule No 4: Uniform is how we dress, keep the school tidy and looking its best.

Values: Respect for self & others, Courtesy & Good manners, Kindness & willingness to help others, Fairness,

- Pupils must present for school in a clean and tidy manner in correct uniform as outlined in the school uniform policy.
- Pupils who do not have all or part of their PE tracksuit must wear their school uniform or jumper.
- Each pupil is expected to respect the school building and its contents.
- Each pupil is expected to respect their belongings and those of others.
- Pupils are encouraged to exercise personal hygiene.
- Jewellery should be kept to a minimum in school. Earring studs and watches are permitted. For health and Safety reasons necklaces and bracelets should not be worn.
- Pupils are expected to maintain a tidy workspace and basket in the classroom. Pupils should tidy their floor area in the evening and after art activities.
- Pupils are expected to help keep the classroom and yard tidy by putting rubbish in the bins provided. Pupils are not permitted to bring food out on yard.
- Pupils should not deface their school copies, desks, chairs, or any other school property. Pupils are responsible for the appearance of, condition and safekeeping of schoolbooks.
- Pupils are expected to put shared resource materials back where they belong after use.
- Mobile phones and/or electronic devices are not permitted in school.

Rule No 5: Raise your hand and wait your turn to give us all a chance to learn.

Values: Respect for self & others, Courtesy & Good manners, Kindness & willingness to help others, Fairness,

- Pupils are expected to stop what they are doing and listen when the teacher, substitute teacher, other members of school staff, or any visitor call their attention.
- Pupils should listen respectfully to their peers without interrupting. They are expected to show respect for the views and ideas of others.
- Pupils are expected to raise their hand quietly in class if they require the teacher's attention or wish to speak when another is doing so.
- Pupils should work quietly if a visitor comes into the class to speak to the teacher.
- Pupils are expected to remain in their seat in school. Within each class, the teacher will decide what constitutes unnecessary movement around the classroom.
- Pupils are asked to co-operate with the levels of unnecessary talking or noise made clear by their class teacher.
- Pupils should not interfere with the work of others in class.
- Pupils are expected to cooperate when working in groups.

Rule No 6: Try your best in all you do, at school and with your homework too.

Values: Respect for self & others, Courtesy & Good manners, Kindness & willingness to help others, Fairness,

- All pupils are expected and encouraged to work to the best of their ability.
- Pupils are expected to arrive punctually in the morning with all the necessary materials required for school.
- Pupils are expected to complete homework activities. Parents are asked to sign their child's homework journal. As outlined in our homework policy pupils may be asked to complete homework at break time or at home. Failure to complete homework may result in a loss of privilege. If pupils have a genuine reason for homework not being done, parents are requested to send in a note by way of explanation.

Whole School Approach to Promoting Positive Behaviour

It is the policy of this school to promote good behaviour using the following strategies:

Nurturing Positive Relationships with Students – Teachers will invest time in getting to know their students as individuals and showing an interest in their interests.

Teachers/Staff can show students they care by:

- Greeting students on arrival
- Asking about their life outside school
- Listening to them
- Recognising birthdays in some way e.g. singing happy birthday
- Sharing something personal about yourself
- Spending time playing with them
- Calling parents periodically to report success or accomplishments
- Celebrating their achievements

Teachers/Staff can show students they believe in them by:

- Identifying negative self-talk
- Encouraging and promoting positive self-talk
- Communicating our belief in their ability to succeed
- Being an appreciative audience for their ideas

Teachers/Staff can show students they trust them by:

- Inviting students to help with daily tasks and classroom responsibilities
- Encouraging collaboration among students
- Encouraging students to help each other

Proactive Teaching: Teachers will provide a predictable and safe learning environment by proactively teaching classroom routines and procedures, how transitions are handled and by giving clear guidelines for the expected behaviours. Each class teacher should

- Explicitly teach the school rules during September and October and revise them each term or as necessary
- Develop clear classroom rules in discussion with the children in September
- Post the classroom rules for everyone to see. Teachers are encouraged to support young children with pictures.
- Explicitly teach how the reward system in their class operates and how sanctions will be applied
- Develop predictable routines for handling transitions
- Get children's attention before giving instructions
- Give clear specific commands
- Use non-verbal clues to redirect disengaged children
- Give frequent teacher attention, praise and encouragement to pupils who are engaged and following directions

Teacher Attention, Encouragement and Praise: Teachers and other school staff will use praise to encourage children to display positive behaviours.

- Catch them being good- Teachers praise positive behaviours consistently and frequently, pinpointing what it is they like about the behaviour
- Praise individual children in addition to the whole class and groups

- Specifically praise children who are following directions
- Teachers will not wait for behaviour to be perfect before praising – efforts and improvements will be acknowledged.
- Teachers will express their belief in their students' capabilities

Motivating Through Incentives: Teachers will use incentives, rewards or special privileges to encourage good behaviour. Teachers have the autonomy to choose rewards and incentives appropriate for their class.

Examples may include:

- Points, marbles, stickers
- Lucky dips or special prize boxes
- Surprise notes home
- Tickets that can be traded in for a prize
- Token Economy system

Special Privileges could be

- Special "award Bear" to take home
- Lunch with a friend
- Extra playtime on yard
- Chose which seat to sit in for a day
- Being teachers helper
- Line leader
- Homework pass
- Extra computer time
- Board game pass
- Visit to another classroom
- Disco time
- Pizza Party
- Special mention at assembly

Managing Misbehaviour

Despite the best proactive classroom and school management on the part of teachers and school staff, misbehaviours will occur. A clear discipline plan is necessary to ensure consistency of response across the school. Teachers will use the least disruptive discipline teaching tools to target and reduce misbehaviours. Strategies to manage misbehaviour include:

- **Planned Ignoring:** The teacher withholds attention or ignores the targeted behaviour (i.e. behaviours that are not dangerous or hurtful to other children or adults) until it stops and quickly returns their attention when the student is behaving appropriately.
- **Use non-verbal signals, prompts and pictures cues for redirecting** – These will be used for students who are off task during classwork. Examples include:
 - Musical sound for transitions or for getting attention
 - One finger pointing down and moving in a circle (to indicate turn around)
 - Finger on lips (stop talking)
 - Show me Five hand signal (Ears open, Eyes on teacher, hand in lap, mouth closed, feet quiet)
 - Flat palm moved through the air (quiet down)
 - Picture cue – for example red light –absolute quiet, yellow light – quiet talk while working, green light- talk freely
 - The Stare – catching the child's eye
 - Teacher stands close to or beside the child to redirect their behaviour

- Proximity Praise- Teacher praises children engaged in positive behaviour close to the child
- Physical redirect – e.g. Walking with a child back to their seat if they leave it without permission
- Calling a child's name in class to redirect
- Redirect a child by asking them a question
- Rule reminders: Positive rule reminders e.g. remember our rule for asking questions. Remember our rules for good manners.
- Calling students aside and quietly reminding them of the teacher expectations.
- Use of logical Consequences – a negative outcome that results from the child's behaviour because the teacher set it up that way. Examples include: *(The list is not exhaustive)*
If a student is not using scissors correctly, they will be taken away.
If a student spills water everywhere, they will be responsible for cleaning it up.
If a student is throwing blocks in a play area, they will be moved to another play area.
If a student cannot stop distracting and bothering other students then they will need to sit away from others in the class for a period.
If a student pushes in the line, they will be moved to the back of the line.
If a student engages in rough play at break time they will be given time out.
If a student procrastinates and does not do their work in class then they will have to do it at another time.
If a student is running up a corridor, they may be asked by staff to go back and walk up the corridor.
- Planned after-class chat with the teacher
- Verbal reprimand with advice on how to improve
- Moving the child- Removing the child from a situation gives the child a chance to calm down and get back on track.
- Time Out – Students are removed from all sources of positive reinforcement especially teacher and peer group attention. Time Out is also a time when students calm down and reflect on their behaviour. It also teaches children that dangerous behaviours will not be tolerated and will consistently result in temporary exclusion. Time Out Spaces will be referred to as the "Time Out to Calm down space". The length of time spent in time out will be based on the child's age.
- Loss of privilege – A consequence of misbehaviour could be for a child to lose a privilege e.g. a stamp, reward,
- Consequence sheets – These enable the child to reflect on their misbehaviour and how they would do things differently. In the older classes it may also include prescribing extra work.
- Communication with Parents/Guardians
- Behaviour Plans – the purpose of a behaviour plan is to target and correct misbehaviours
- Suspension
- Expulsion

Classification of Misbehaviours and Use of Sanctions

Misbehaviour falls into one of three categories – minor, gross or serious. Examples of misbehaviours and the sanctions that correspond each category are outlined in the tables that follow.

The objective of a sanction is to:

- help students learn that the behaviour is unacceptable;
- help them realise the effect of their actions and behaviour on others;
- help students, in ways appropriate to their age and development, to understand that they have choices about their own behaviour and that all actions have consequences;
- help them to learn to take responsibility for their behaviour

A sanction may also reinforce the boundaries set out in the code of behaviour and signal to other students and to staff that their well-being is being protected. In imposing sanctions, it is the misbehaviour, which is unacceptable, and not the individual. Curriculum subjects will not be withdrawn from a child except where his/her behaviour in class is a source of danger or disruption to others.

Minor Misbehaviours

Minor Misbehaviours are the most common type of misbehaviour that are dealt with in the school environment. These behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Minor misbehaviours especially those repeated by one or more pupil's within a class are the most disruptive to a child's learning environment. They pose the greatest challenge to teachers in the delivery of the curriculum.

Examples of minor misbehaviours in class include but are not limited to:

Running in the corridor, arriving late for school, talking out of turn in class, talking over others in class, disturbing the work of others, inattentiveness in class, discourteous and unmannerly behaviour or language, failure to prepare for class as defined by individual teachers, failure to complete homework without good reason (i.e. note from parents/guardians), swinging on chairs, failure to comply with the school policy on uniform or jewellery, name calling, inappropriate gestures, taking things from others without permission, failure to comply with teacher instruction, failure to complete classwork in a timely manner, use of disrespectful language, teasing, pushing in the line, taking another child's place in the line, failure to respond to the school bell after break, playing in out of bounds areas, retrieving the ball from an out of bounds area without permission, leaving the yard to go indoors the building without permission, unfair play, non-co-operation with rules of games, rough play including play with sticks and stones, swinging coats or jumpers, pushing others during play,

Teachers will take the following steps when dealing with minor level misbehaviours:

Step 1 – Chose from

- Use of verbal cues to redirect student,
- Calling a child's name to redirect,
- Rule reminders
- Calling pupils aside and reminding them of teacher expectations
- Use of Logical Consequences
- Time Out
- Verbal Reprimand

Step 2 – Regular occurrences of minor level misbehaviours will be dealt with using the following strategies

- Verbal Reprimand
- Temporary Separation from peers
- Loss of privilege
- Note in journal to be signed by parents/phone call home
- Referral to another teacher or classroom
- Discussion with parents regarding continuous misbehaviour
- Meeting with parents, class teacher and/or principal
- Implementation of behaviour support plan

Supportive Interventions

Listed below are some examples of supportive interventions for minor misbehaviours:

- Whole school Approaches to promoting positive behaviours as outlined in the policy
- Proactive teaching of School and Classroom Rules
- Teacher Modelling
- Use of Role Play and Picture books to teach children how to behave appropriately and to address misbehaviour from peers
- School based Initiatives e.g. Friendship Fortnight, Anti Bullying Awareness Month, Assemblies,
- SPHE lessons, including Stay Safe, will include discussions about behaviour and the consequences of inappropriate behaviour at all class levels
- Classroom-based interventions, such as Circle Time or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Discussing behaviour with child
- Phone call with parent/guardian
- Where problems with behaviour are apparent teachers will keep a running record of minor misbehaviours to identify patterns. The class teacher will invite parents to attend a meeting to discuss classroom interventions e.g. a classroom support behaviour plan.

Serious Misbehaviours

Serious Misbehaviours occur occasionally. These 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.

Examples of serious misbehaviours in class or yard include but are not limited to:

Repeated instances of minor level misbehaviours which have not been modified by interventions, Behaviour which is dangerous to self or others, Intentionally damaging school (including book rental books) or personal property, graffiti, leaving school premises without permission, disrespectful language, tone or body language including the use of profanity, disrespectful language towards a staff member or pupil, walking away from a staff member while being reprimanded, back chat towards staff, ignoring staff requests, Stealing, Not using/misusing the iPads as directed by the teacher for educational purposes, use of mobile phone in school, use of a recording or photographic device in school without permission, behaviour that is hurtful including bullying (Please refer to Anti-Bullying Policy), harassment and discrimination (race, gender, religion, physical condition, disability, sexuality or ethnic origin), failure to comply with the Internet Acceptable Use Policy, deliberate and continual disobedience, physical fights,

Teachers will take the following steps when dealing with serious misbehaviours:

Step 1 – Serious misbehaviours will be dealt with using the following strategies. Chose from:

- Verbal Reprimand and consequence Sheet to be signed by parents/guardians (Please refer to Appendix 3 for samples of Consequence Sheets)
- Time Out and Consequence Sheet to be signed by parents/guardians
- Temporary Separation from peers and consequence sheet to be signed by parents
- Loss of privilege and consequence sheet to be signed by parents
- Phone call home and consequence sheet to be signed by parents

Step 2- Depending on the circumstances teachers may proceed to the following steps when dealing with serious misbehaviour:

- Child will be referred to the principal and consequence sheet to be signed by parents/guardians
- Recording of incidents of serious misbehaviour in School Incident Book
- Loss of Privilege in relation to the attendance at sporting events, class trips and/or school tours
- Formal letter from Principal informing parents/guardians of serious incidents of misbehaviour,
- Meeting with parents, class teacher and principal
- Chairperson of Board of Management will be informed and parents/guardians will be invited to a meeting with the Chairperson and another Board Member and Principal
- Suspension will be used as a sanction where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with the parents or guardians of the pupil have failed to achieve a satisfactory conclusion. Following formal verbal discussions a letter outlining items discussed will be sent to parents. Communications to parents regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, will be in writing. (Copies of all correspondence will be retained)

****A child who fails to return a consequence sheet on the agreed day will be kept in at break time to complete it and their parents/guardians will be informed****

Supportive Interventions

Listed below are some examples of supportive interventions for serious misbehaviours.

- See interventions for minor misbehaviours
- Discussion of behaviour with the child and advice on how to improve.
- Implementation of social skill/anger management/emotional regulation programme if deemed necessary
- Teachers will keep a record of serious misbehaviours, to discuss with parents and other relevant staff members when supportive interventions are to be put in place as outlined above.
- Request for assistance from external agencies may be sought e.g. NEPS, HSE, CAMHS, NCSE, SESS.
- Referral of a child displaying behavioural problems for assessment (with consent of parent(s)/guardian(s)).

Gross Misbehaviours

Gross Misbehaviours are rare. They are considered the most serious violations of the school's Code of Behaviour. These behaviours endanger the immediate health, safety and personal well-being of the pupils and staff of the school. In general, these are extremely rare.

Examples of gross misbehaviours include but are not limited to:

*Serious physical assault and injury to any member of the school community, bringing weapons or dangerous substances to school, Use of knives or other weapons in school, aggressive, threatening or violent behaviour towards staff or pupils, serious theft, serious and deliberate damage to school property,
Please note that persistent incidents of serious misbehaviour will be classified as gross misbehaviour,*

Sanctions for gross misbehaviours are graded in two steps:

Step One: Suspension- Principal and Chairperson will be informed and a suspension will be issued in line with the procedures outlined in Appendix Two of this policy.

Please Note:

In certain cases of gross misbehaviour e.g. serious physical assault on a staff member or pupil, an automatic suspension of 3 days will apply and undertakings will be required from both child and parents/guardians in relation to the child's behaviour before the child can be reinstated

Step Two: Expulsion

Referral to Principal – The child will be expelled from the school in line with the procedures outlined in Appendix Three of this policy.

Supportive Interventions

Listed below are some examples of supportive interventions for Gross misbehaviours:

- Team conference to include classroom teacher, other involved staff, Deputy Principal and/or Principal, parents, and B.O.M., Tusla, Gardaí if deemed necessary.
- Request for assistance from external agencies may be sought e.g. NEPS, HSE, CAMHS, NCSE, SESS.
- Referral of a child displaying behavioural problems for psychological assessment (with consent of parent(s)/guardian(s)).

Procedure for notification of a pupil's absence from school

In co-operation with parents and guardians, we strive to help each pupil achieve his/her full potential and so we will promote a positive attitude towards good attendance and punctuality.

The Education Welfare Act, 2000, Section 23 (2) (e) states that the code of behaviour must specify, *"the procedures to be followed in relation to a child's absence from school."* Section 18 stipulates that parents must notify the school of a student's absence and the reason for this absence.

Parents/Guardians are expected to record their child's absence and the reason for their absence on Aladdin Connect.

Please refer to the **Statement of Strategy for School Attendance** for further information on:

- strategies to promote good attendance
- responding to poor attendance

Children with Special Needs

All children are required to comply with the code of behaviour. However, the Board of Management recognises that pupils with special educational needs may need extra time and help to understand and observe the code. Staff will support pupils with SEN to understand and relate cause and effects of behaviour in

tangible ways e.g. through role-play, visual cues, social stories etc. Support from NEPS or other professional support services will be considered in managing the behaviour of pupils with a SEN.

Record Keeping

Not all incidents of indiscipline are recorded.

Staff use a common sense approach and their professional judgement in this regard. Some incidents of misbehaviour are recorded in teachers' assessment folders. This allows for patterns of poor behaviour to be identified and appropriate interventions planned.

Incidents of serious misbehaviour requiring a consequence sheet are recorded in the Class Incident Folder (Year of Entry) that is passed from class teacher to class teacher annually. Parents/Guardians are contacted as soon as possible when a serious incident of misbehaviour occurs.

Where deemed necessary Behaviour Support Plans are put in place to support pupil's behaviour. These are stored in the teachers Student Support Folder. A log of Actions relating to Student Support Files is saved on Aladdin. All interventions aimed at helping the pupil to deal with unacceptable behaviour should be recorded including contact with parents/guardians or other referral agencies.

Incidents of Bullying are dealt with under the school's Anti Bullying Policy.

Records will be kept in accordance with the *Data Protection Act 1988* and the *Data Protection (Amendment) Act 2003* and our Data Protection Policy. All records in relation to pupil's behaviour are kept in a locked press/filing cabinet in a teacher's classroom or Principal's office. Records may also be kept electronically in the pupil's file on the school's database Aladdin.

Suspension and Expulsion

The procedures in relation to suspension and expulsion are set out in Appendix 1 and 2 of this document.

Reference to Other Relevant Policies

- Child Safeguarding Statement
- Anti-bullying Policy
- SPHE Plan
- Enrolment Policy
- Statement of Strategy for Attendance
- Data Protection Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Dignity at Work Policy
- Acceptable Use Policy

Success Criteria

- Observation of positive and improved behaviour in classrooms, corridors, playground and school environment.
- Practices and procedures listed in this policy being consistently implemented by teachers.
- Positive feedback from teachers, parents/guardians and pupils.

Implementation & Review

The whole staff is responsible for the implementation of this Code of Behaviour. The Policy will be implemented from the date of its ratification.

The board of Management will review the Code of Behaviour in 2025/2026 as part of our three-year policy review cycle. It may be subject to change at any stage during the year as deemed necessary by the Board of Management and/or legislative requirements.

Ratification and Communication

The Board of Management ratified this policy at its meeting on 13 / 12 / 22.

The Code of Behaviour will be available on our school website and a copy will be made available to parents/guardians on enrolment.

Signed: Gerry Sheanon ¹
Gerry Sheanon (Chairperson B.O.M.)

Signed: Eilís Keegan .
Eilís Keegan (Principal)

Appendix 1

Suspension from School ¹

Suspension is defined as *'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

- During the period of suspension, the pupil retains his/her place in the school.
- The Board of Management has the authority to suspend a student. The Board have formally and in writing delegated the authority to impose a suspension to the Principal Teacher in consultation with the Chairperson of the BOM or in their absence the Deputy Principal for a period not exceeding three days.
- If a suspension of more than three days is deemed necessary, the matter will be referred to the board of management for consideration and approval. However, the board of management authorises the Principal, with the approval of the Chairperson of the Board of Management, to impose a suspension of up to five days in circumstances where a meeting of the Board of Management cannot be convened in a timely fashion.
- Suspension will be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. The decision to suspend a pupil requires serious grounds such as:
 - The pupil's behaviour has had a seriously detrimental effect on the education of other pupils.
 - The pupil's continued presence in the school constitutes a threat to safety.
 - The pupil is responsible for serious damage to property.
- A single incident of serious misconduct may be grounds for suspension.
- In cases where the Principal is imposing the suspension, the Deputy Principal will, where possible, also investigate the incident.

Types of Suspension

Immediate Suspension: In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the pupil in school at the time would present a serious threat to the safety of students or staff of the school, or any other person.

Automatic Suspension: The Board of Management of St Felim's NS having given due consideration to its duty of care under Health & Safety Legislation has determined that the following named behaviours will incur an automatic suspension:

- Serious Physical assault/violence resulting in bodily harm to a pupil or member of staff where the child's continued presence in the school constitutes a threat to Health and safety
- Serious/Gross incidents of misbehaviour as outlined in this policy where the child's continued presence in the school constitutes a threat to Health and safety

Factors which will be considered before suspending a pupil:

The Nature and Seriousness of the Behaviour

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been?
- Has the problem escalated, in spite of the interventions tried?

The Context of the Behaviour

- What are the circumstances of the incidents of serious misbehaviour (e.g. in a particular teacher's class, in the yard, in a group)?
- What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- What is the age, stage of development and cognitive ability of the pupil?

¹ See NEWB Guidelines, Chapter 11 pages 69-78

- Are there any factors that may be associated with the behaviour (e.g. particular circumstances, SEN)?

The Impact of the Behaviour

- How are other pupils and staff affected by the pupil's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?
- Does the behaviour have a particular or greater impact on some pupils or teachers?
- Does the pupil understand the impact of his/her behaviour on others?

The Interventions Tried to Date

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of those interventions?
- Have the parents/guardians been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate? Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available and/or appropriate?
- Is the pupil or parents/guardians involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance, e.g. Child and Adolescent Services?

Whether Suspension is a Proportionate Response

- Does the pupil's behaviour warrant suspension?
- Is the standard being applied to judging the behaviour, the same as the standard applied to the behaviour of any other pupil?

The possible impact of suspension

- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the pupil to change the inappropriate behaviour?
- How will suspension help teachers or other pupils affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the pupil?

Suspension as part of a behaviour management plan.

Suspension should be part of an agreed plan to address the pupil's behaviour. The suspension should:

- Enable the school to set behavioural goals with the pupil and his/her parents/ guardians.
- Give school staff an opportunity to plan other interventions.
- Impress on a pupil and his/her parents/guardians the seriousness of the behaviour.

Procedures in respect of suspension

The school will follow fair procedures when proposing to suspend a pupil. Where a preliminary assessment of the facts confirms serious behaviours that could warrant suspension the school will observe the following procedures:

- Inform the pupil and their parents about the complaint
- Give parent and the pupil an opportunity to respond

Informing the pupils and parents/guardians

The pupil and his/her parent/guardians/guardians will be informed about the complaint, how it will be investigated and that it could result in suspension. Parents/guardians may be informed by phone or in writing, depending on the seriousness of the matter. If informed by phone, a follow up letter will be sent.

Opportunity for parents/guardians and pupil to respond

Parents/guardians & the pupil should be given an opportunity to respond before a decision is made and before any sanction is imposed. A meeting is held with the pupil and the parents/guardians and they are afforded an opportunity 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.

This meeting may also be an opportunity for the parents/guardians to make their case for lessening the sanction, and for the school to explore with parents/guardians how best to address the pupil's behaviour. If a pupil and his/her parents/guardians fail to attend a meeting, the Principal will write to them advising them 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 negative behaviour. The School will record the invitations made to the parents/guardians and their response.

Procedures in relation to an immediate suspension

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the pupil, other pupils, staff or others, a preliminary investigation will be conducted to establish the case for imposition of the suspension.

The formal investigation will immediately follow the imposition of the suspension.

The suspension will not be open-ended. In the case of an immediate suspension, parents/guardians will be notified and arrangements made with them for the pupil to be collected.

Appeals

The Principal's decision to suspend a pupil can be appealed to the Board of Management.

Section 29 Appeals

Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the parents/guardians may appeal the suspension under Section 29 of the Education Act 1998 (as amended). At the time the parents/guardians are being formally notified of a suspension, they and the pupil are informed of their right to appeal to the Secretary General of the Department of Education & Skills under S.29 of the Education Act 1998 (as amended) and are given information on how to appeal.

Implementing the Suspension

Written notification

The Principal will notify the parents/guardians and the pupil in writing of the decision to suspend the pupil. The letter will 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 commitment to be entered into by the pupil and the parents/guardians (for example, the parents/guardians might be asked to reaffirm their commitment to this Code).

The provision for an appeal to the Board of Management (where applicable).

The right to appeal to the Secretary General of the Department of Education & Skills under S.29 of the Education Act 1998 (as amended) (where applicable).

Where appropriate, when a decision to suspend has been made, the Principal or another member of staff delegated by the Principal will meet the parents/guardians to emphasise their responsibility in helping the pupil to behave well when the pupil returns to school and to offer help and guidance on this. Where the parents/guardians do not agree to meet the Principal, written notification will serve as notice to impose a suspension.

Grounds for removing a suspension

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education & Skills directs that it be removed following an appeal under section 29 of the Education Act 1998.

After the suspension ends

The period of suspension will end on the date given in the letter of notification to the parents/guardians about the suspension.

Re-integrating the pupil

The school will put in place a plan to help the pupil to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Where possible, the school will try to arrange for a member of staff to provide support to the pupil during the re-integration process.

Clean slate

When the suspension is completed, the pupil will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school will expect the same behaviour of this pupil as of all other pupils.

A pupil will not be suspended again shortly after s/her returns to school unless:

- S/he engages in misbehaviour that warrants suspension; and
- Fair procedures are observed in full; and
- The standards applied to judging the behaviour is the same as the standard applied to the behaviour of any other pupil.

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

It will inform the pupil and his/her parents/guardians about the complaint; and

It will give the parents/guardians and pupil an opportunity to respond.

Records and Reports

Records

Formal written records will be kept of:

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

Reports

The Principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension. The Principal will report suspensions in accordance with the NEWB reporting guidelines as per the Education (Welfare) Act 2000.

Review of the use of Suspension

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the School and to ensure that use of suspension is appropriate and effective.

Appendix 2

Expulsion²

'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

The Board of Management's policy and procedures are in line with the NEWB Guidelines and any additional requirements as set down by the Patron.

1. Authority to Expel:

Only the Board of Management has the authority to expel a pupil. This authority is reserved by the Board of Management and will not be delegated.

2. Grounds for Expulsion

Expulsion will be proportionate to the student's behaviour. The Board recognises that it is a serious step and one that will be taken only in extreme cases of unacceptable behaviour.

A pupil may be expelled where:

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

The grounds for suspension may be similar to the grounds for suspension.

In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, other interventions have been tried and it is believed that all possibilities for changing the pupil's behaviour have been exhausted.

3. Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a pupil should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of this Code could include:

- Violence or physical assault, including but not limited to, a threat against another pupil, member of staff or a member of the school community.
- Supplying illegal drugs including but not limited to supplying illegal drugs to other pupils.
- Sexual assault.

Factors to consider before proposing expelling a pupil

Given the seriousness of expulsion as a sanction, the Board of Management will undertake a detailed review of a range of factors in deciding whether to expel a pupil including:

The nature and seriousness of the behaviour

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been and over what period of time?
- Has the problem behaviour escalated, in spite of the interventions tried?

The context of the behaviour

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?

² See NEWB Guidelines Chapter 12 pages 80-87

- What factors may have triggered or provoked incidents of serious misbehaviour (e.g. bullying, cultural of other factors)?
- Are there any factors that may be associated with the behaviour (e.g. particular circumstances, special educational needs)?

The impact of the behaviour

- How are other pupils and staff affected by the pupil's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?

The interventions tried to date

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of these interventions?
- Have the parents/guardians been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Is the pupil or parents/guardians involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?
- Is the Board of Management satisfied that no other intervention can be tried or is likely to help the pupil to change his/her behaviour?

Whether expulsion is a proportionate response

- Is the pupil's behaviour sufficiently serious to warrant expulsion?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other pupil?

The possible impact of expulsion

- To what extent may expulsion exacerbate any social or educational vulnerability of the pupil?
- Will the pupil be able to take part in, and benefit from, education with his/her peers?
- In the case of a pupil who is in care, what might be the implications of expulsion for the care arrangements?

Inappropriate use of expulsion

Expulsion will not be proposed for:

- Poor academic performance.
- Poor attendance or lateness.
- Minor breaches of this Code.

However, any behaviour that is persistently disruptive to learning or dangerous can be a serious matter. Behaviour will be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

Procedures in respect of expulsion

The Board of Management is required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act, 2000, when proposing to expel a pupil. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

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 of 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.

The Board of Management will decide whether the tasks involved in these procedural steps require separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents/guardians due notice of meetings and a fair and reasonable time to prepare for the Board of Management hearing.

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 his/her parents/guardians about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- Give the parents/guardians 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/guardians will 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/guardians are very clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents/guardians the seriousness with which the school views the alleged misbehaviour.
- Parents/guardians and the pupil will 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 will take place between the pupil and his/her parents/ guardians. The purpose of this meeting is to provide them with an 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/guardians to make their case for lessening the sanction, and for the school to explore with parents/guardians how best to address the pupil's behaviour.
- If a pupil and/or his/her parents/guardians fail to attend a meeting, the Principal will 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 will record the invitation issued to parents/guardians and their response.

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

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

- Inform the parents/guardians and the pupil that the Board of Management is being asked to consider expulsion. Ensure that parents/guardians have records of the 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/guardians.
- Notify the parents/guardians of the date of the hearing by the Board of Management and invite them to that hearing.
- Advise the parents/guardians that they can make a written and oral submission to the Board of Management.
- Ensure that parents/guardians 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

- The Board of Management will review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board of Management will undertake its own review of all documentation and the circumstances of the case. It will ensure that no party who had any prior involvement in the case is part of the Board of Management's deliberations (for example, a member of the Board of Management who may have made an allegation about the pupil).
- Where the Board of Management decides to consider expelling the pupil, it will hold a hearing. The Board of Management meeting for the purpose of the hearing should be properly conducted in accordance with Board of Management procedures. At the hearing, the Principal and the parents/guardians put their case to the Board of Management 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/guardians to make their case for lessening the sanction. In the conduct of the hearing, the Board of Management must take care to ensure that they are, and are seen to be, impartial as between the Principal and the pupil. Parents/guardians may be accompanied at hearings and the Board of Management will facilitate this, in line with good practice and Board of Management procedures.

- After both sides have been heard, the Board of Management will ensure that the Principal and parents/guardians are not present for the Board of Management's deliberations.

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

- Having heard from all the parties, the Board of Management will 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 pupil should be expelled, the Board of Management will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. The pupil will not be expelled before the passing of twenty school days from the date on which the Educational Welfare Officer receives this written notification
- The Board of Management will inform the parents/guardians in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents/guardians will be told that the Board of Management will inform the Educational Welfare Officer.

Step 5: Consultations arranged by the Education 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:
 - i. Make all reasonable efforts to hold individual consultations with the Principal, the parents/guardians and the pupil, and anyone else who may be of assistance
 - ii. Convene a meeting of those parties who agree to attend.
- Pending these consultations about the pupil's continued education; the Board of Management may take steps to ensure that good order is maintained and that the safety of pupils is secured. The Board of Management may consider it appropriate to suspend a pupil during this time. Such suspension will only be considered where there is the 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 pupils 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 pupil should be expelled, the Board of Management will formally confirm the decision to expel. This task will be delegated to the Chairperson and the Principal. Parents/guardians will be notified immediately that the expulsion will now proceed. Parents/guardians and the pupil will be told about the right to appeal and will be supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the pupil.

An Appeal

A parent/guardian may appeal a decision to expel to the Secretary General of the Department of Education and Skills under section 29 of the Education Act 1998 (as amended). An appeal may also be brought by the National Educational Welfare Board on behalf of a pupil.

Review of use of expulsion

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that expulsion is used appropriately.

Appendix 3 – Consequence Sheets

St Felím's National School

(042) 9665605
office@thevalens.com
www.thevalens.com



Roll No. 18564W
Charity No: 20109967
Principal: Mrs. Eilís Keegan
Deputy Principal: Mrs. Patrice Clarke

Leiter, Bailieborough, Co. Cavan A82 CX30

Dear Parent/Guardian,

As a result of the following inappropriate behaviour:

Your child has reached:

- Step 1 of the sanctions for Serious Misbehaviour as outlined in our Code of Behaviour

He/she has received this consequence sheet, which must be completed, signed and returned to school tomorrow.

TASK:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.

Signed: _____

Date: _____

St Felim's National School

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Roll No. 18564W
Charity No: 20109967
Principal: Mrs. Eilís Keegan
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- STEP 1 of the sanctions for Serious Misbehaviour as outlined in our Code of Behaviour

He/she has received this consequence sheet, which must be completed, signed and returned to school tomorrow.

Draw pictures and write a sentence:

| What I did? | What I will do in the future? |
|-------------|-------------------------------|
| | |

Signed: _____

Date: _____

St Felim's National School



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TASK:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Signed: _____

Date: _____

St Felim's National School

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Roll No. 18564W
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He/she has received this consequence sheet, which must be completed, signed and returned to school tomorrow.

TASK:

What did I do?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

What rule did you break?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.

What I will do in the future:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

Signed: _____

Date: _____