

ST.FELIM'S NATIONAL SCHOOL

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Code of Behaviour

INTRODUCTION

We, the Board of Management of St Felim's National School have drawn up our Positive Behaviour Policy. This policy was initially drawn up in June 2011 in conjunction with staff, parents and children. The policy was revised and updated in November 2014 and again in November 2016.

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of St. Felim's N.S. has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school;
2. The whole school approach in promoting positive behaviour;
3. The measures that shall be taken when a pupil fails or refuses to observe those standards;
4. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
5. The grounds for removing a suspension imposed in relation to a pupil
6. The procedures to be followed in relation to a child's absence from school; and
7. Supports the school's Anti-Bullying Policy.

The Code of Behaviour of St. Felim's N.S. has been developed in accordance with '*Developing a Code of Behaviour: Guidelines for Schools*', National Educational Welfare Board, 2008.

POLICY FORMATION

Our Positive Behaviour Policy is based on two well researched approaches on behaviour management – Discipline for Learning and The Incredible Years. It has also been guided by the Catholic ethos and the mission statement of our school:

ST. FELIM'S NATIONAL SCHOOL MISSION STATEMENT

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.

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

- I. All staff were involved in the drawing up of the initial draft and subsequent revisions of the Code of Behaviour.
- II. Parents were informed that an initial draft and subsequent revisions of the Code of Behaviour were available and they were invited to make submissions on the content of the code within a specified timeframe.

- III. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils suggestions to the Principal.
- IV. 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.

AIMS AND OBJECTIVES OF THE CODE

The aims and objectives of the code are:

- To create a safe and organised classroom environment where children can be educated without interference and teachers can teach without disruption.
- To create a safe and organised playground where children can play without interference, bullying or harassment.
- To foster a positive school culture where children and teachers treat each other with respect
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others

WHOLE SCHOOL APPROACH

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

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

In order to achieve these aims every partner in school has a responsibility.

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

Responsibilities of Staff

- To be familiar with the Code of Behaviour and to revise its content on an annual basis
- Model respectful behaviour towards each other, pupils and parents
- Communicate in a positive and appropriate manner
- Building positive teacher- student relationships based on trust, understanding and caring.
- Adopt proactive teaching methods to encourage good behaviour and prevent negative behaviour.

- Give attention, encouragement and praise in order to build children's self-esteem thus nurturing a child's academic and social competence.
- Reward good behaviour.
- Apply sanctions for inappropriate behaviour in a fair consistent manner.
- To teach the school rules and their meaning at the beginning of each school year.
 - Teachers may create a set of class rules to compliment the school rules to allow for a smooth and well run classroom
 - Ensure rules are displayed in the classroom
- Ensure there is an appropriate level of supervision at all times (refer to our Supervision Policy)
- Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour
- Report repeated instances of serious misbehaviour to the Principal.
- Invite parents to discuss instances of serious misbehaviour with a view to resolving the issues in a collaborative fashion and supporting the pupil in this way.

Responsibilities of Parents

- To be familiar with the Code of Behaviour and to co-operate with the staff in its implementation
- Encourage their children to abide by the school rules
- Arrange an appointment to discuss misdemeanours with class teacher or principal through the school office or as necessary.
- Equip pupils with appropriate school materials, sufficient healthy lunch and full uniform.
- Be courteous towards pupils and staff
- Make an appointment to meet with a teacher/ Principal through the school office
- Respect school property and encourage their children to do the same
- Label Pupils Coats and other property.
- Supervise their young children on school premises and in school car park when visiting the school and at hometime
- Refrain from bringing family pets/dogs into the school yard (even if on a lead)
- As the Board of Management are responsible for the Health & Safety of all staff and students, Parents are requested not to approach or reprimand another child, not their own, on the school premises.

Responsibilities of the Pupils

- To present at school at everyday in full uniform, with all necessary school materials required for that day
- To have homework completed to the required standard as outlined by individual teachers
- To uphold the school rules at all times
- To address all adults and children in a respectful and courteous manner
- To respect the right of other pupils to learn without disruption
- To follow instructions given by any adult with a position of responsibility in the school
- To use appropriate language in school at all times
- To take responsibility for their own belongings

STANDARDS OF BEHAVIOUR

School Rules

The staff collaborated with the pupils in drawing up six school rules based on six key principles associated with all aspects of school life. At the beginning of each academic year, each teacher will teach/revise the school rules. Each pupil will be expected to follow the charter of school rules:

RULE NO. 1 Key Word : RESPECT
Be fair to all the whole day through, show that you're friendly and caring too.

INSIDE: Walk on the right hand side inside the school at all times.
 Running in the classrooms or corridors is not permitted.

OUTSIDE: Play in the safe and designated areas.
Seniors: Play at the back of the school.
Juniors: Play at the front of the school.

Co-operate with staff in relation to out of bounds areas:

- Walls at the front of the school.
- You must not climb or walk on any walls.
- Any planted areas.
- Trees and hedges along the town side of the school.
- Any fenced off area. (i.e. around the back).
- Oil tank.

Generally pupils are expected:

- Treat others fairly both inside and out.
- Use appropriate and respectful language. No bad or threatening language.
- Call people by their proper name.
- Practise saying "please" or "le do thoil" and "thank you" or "go raibh maith agat".
- Knock on doors and wait for a reply before you enter.
- Play fairly and according to the rules of the game (within class groupings).
- Treat others with respect. No hitting, kicking, spitting, biting or teasing. No rough play, using sticks or stones.
- Not to interfere in other peoples games.
- Return footballs etc. if they are accidentally kicked into your area.

TREAT OTHERS AS YOU WOULD LIKE THEM TO TREAT YOU!

RULE NO. 2 Key Word : CO-OPERATE**Co-operate with staff at school and always be ready to follow the rule.****Co-operate with staff:**

- Do as you are asked by all members of school staff. This applies in the classroom, while eating your lunch, while moving about the school, in all situations in the yard.
- If asked to go to another class, go immediately, taking work with you and complete the work without interruption and return to you class when sent for.
- On yard, when asked to go to 'time out' – go immediately – and remain there until the teacher releases you.

Always be ready to follow the rule

- Obey any instructions immediately in a pleasant and co-operative manner
- Treat teachers and pupils with respect. You must not:
 - Answer back.
 - Mutter under your breath.
 - Have a sullen attitude.
- If you have a valid excuse or a point to make, do so politely.

**CONTINUE TO BEHAVE AS ASKED EVEN WHEN THE TEACHER OR STAFF MEMBER
HAS LEFT THE AREA OR MOVED OUT OF SIGHT!**

RULE NO. 3 Key Word : SAFETY**Quiet walking is the way we move around the school each day.**

- Always walk, never run inside the school building.
- Walk quietly, in single file, when going in and out at breaktimes.
- Walk quietly in single file, when going to the hall or other classrooms.
- Walk quietly in single file, when going to P.E.
- Walk quietly when going to and from the toilet.
- Children are not permitted back into the school at breaktimes without permission from the teacher on yard.
- If you need medical attention you must report to an adult on yard duty. They will help you or send you into the office.
- Line up quietly in straight lines when the bell rings at the end of breaktime.
- At lunchtime, sit quietly in your own seat while eating your lunch.
- During wet breaktimes, remain sitting in a seat in your own classroom.
- Close doors quietly after you.
- Hold doors open for anyone who may be coming behind you or meeting you.
- Stay in the school grounds at all times unless given permission to leave by a teacher.
- No child may leave the school grounds without prior permission.
- Written permission is needed from a parent before a child is allowed to walk or cycle home from school.

RULE NO. 4 Key Word : APPEARANCE Uniform is how we dress, keep the school tidy and looking its best.
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Uniform:

- Full uniform is to be worn everyday, except P.E. days, when the school tracksuit is to be worn.
- If you don't have a school tracksuit you must wear your school uniform.
- Any child not in uniform will get a warning, unless they have a valid excuse, along with a note from parents.
- Any child not wearing their uniform will not be permitted to join in assembly or visits outside of the school.
- Keep uniform shoes neat and clean.
- All classes will be reminded at the start of the school year about personal hygiene.
- The only jewellery permitted to be worn is earring studs and watches.

Tidy School:

- Keep classrooms tidy.
- Put rubbish in bins.
- Keep desks and books tidy and schoolbags in a safe place where others won't trip over them.
- Put things back in their correct place in classrooms, e.g. games etc.
- Leave classroom tidy after eating lunch. Wrappers and food items must be put in the appropriate bin or put back in your lunch box.
- Keep the school yard tidy. You are not allowed to eat or drink outside. Food or drink brought outside may be confiscated.

RULE NO. 5 Key Word : PATIENCE Raise your hand and wait your turn to give us all a chance to learn.

- Stop what you are doing and listen when the teacher is speaking.
- This applies whether you are in the classroom, on the corridor or out in the yard.
- Put your hand up and wait until given permission to speak.
- When the teacher is out of the classroom for any reason, stay in your place and work quietly on your given task. If finished, read quietly.
- You must remain in your place, except of course in an emergency
- If a visitor calls to speak to the teacher, continue work quietly.
- Be on time for class in the morning and after each breaktime.
- Within each class the teacher will decide what constitutes unnecessary movement around the classroom and unnecessary talking or noise and will make that clear to the class.

RULE NO. 6 Key Word : EFFORT
Try your best in all you do, at school and with your homework too.

Try your best:

- Always do your best at your work in school.
- Pay attention to what you are asked to do and do it carefully and neatly.
- Be on time for school.
- Have all necessary books, pencils, etc. with you.
- If you are absent from school, upon your return bring a written note in your journal for your parents explaining your absence and give it to your teacher.

Homework:

- Homework should always be done neatly and carefully.
- Finish any work you are asked to finish at home as carefully as you have started it in school.
- Bring any books, copies home with you that you will need in order to do your homework.
- If you have a genuine reason for homework not being done, bring a written note from your parents explaining the reason.

SCHOOL ORGANISATION

- **Yard** – There are designated play areas for different groups. These are designated at the beginning of each school year and are subject to change.
- **Supervision** – The yard is supervised by teachers and SNAs on a rota basis. (See Supervision Policy)
- **Special Needs Pupils** – Any children with behavioural difficulties may have SNA supervision in yard. The teacher and LS teacher will set specific social skills targets & strategies for these pupils in their IEP.

PROMOTING POSITIVE BEHAVIOUR

We will endeavour to create an environment where positive behaviour is reinforced through praise and reward. The rewards will be awarded through the use of individual, group and whole class systems.

Individual Rewards

Each child will have a stamp book. They will have an opportunity to earn at least three stamps per day. Rewards will be given to children at intervals throughout the filling of their stamp books. This will be carried out on a graded system according to the child's age.

Group/Whole Class Rewards

These awards will be awarded by each class teacher and will differ from class to class.

Examples of Rewards

- A word of praise in front of class
- Occasionally comment on good behaviour in homework journal/notebook where appropriate.
- A system of merit stamps/stickers
- Homework passes
- Certificates
- Golden time
- Small prizes/sweets
- Good attendance awards are given as medals at the end of the school year.
- Personalised letters to parent(s)/guardian(s)
- Special privileges.
- Group rewards
- Whole class rewards

INAPPROPRIATE BEHAVIOUR

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

MINOR LEVEL MISBEHAVIOURS

Minor level behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave.

BEHAVIOURS	SANCTIONS
<p>Listed below are some examples of minor level misbehaviours. Please note the list is not exhaustive.</p> <ul style="list-style-type: none"> • Arriving late for school • Inattentiveness in class • Failure to prepare for class, as defined by individual teachers • Running in the hallways • Disturbing the work or play of others including talking in class • Extreme frequency in visit to toilet (without parental explanation) • Not completing homework without good reason (to include a note from a parent/guardian) • Being disruptive in class including answering out of turn • Disobedience • Minor breaches of school rules • Minor disputes at playtime • Telling lies • Cheating • Swinging on chairs • Playing in out of bounds areas • Failure to wear correct uniform 	<p>Sanctions for minor level misbehaviours are graded in five steps:-</p> <p>Step One: Verbal warning and rule reminder. Teacher will speak with the child and give direction on how to improve behaviour.</p> <p>Step Two: Written warning – the child's name will be recorded on the board. A rule reminder will be given and the child will lose one stamp.</p> <p>Step Three: Second written warning - the child's name will be recorded on the board again. A rule reminder will be given and the child will lose a second stamp.</p> <p>Step Four: Third written warning – the child's name will be recorded a third time. A rule reminder will be given and the child will be isolated in class and will lose all their stamps.</p> <p>Step Five: Consequence sheet to be completed at home and signed by parents.</p> <p>Please Note: If a child incurs the five sanctions outlined above twice in the same term, parents will be required to attend a meeting to discuss classroom interventions by means of a behaviour contract.</p>

SUPPORTIVE INTERVENTIONS

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

- 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)
- Discussion of behaviour with the child
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.
- For repeated minor misbehaviours, parents will be required to attend a meeting to discuss classroom interventions by means of a behaviour contract.

SERIOUS MISBEHAVIOURS

Serious misbehaviours 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.

BEHAVIOURS	SANCTIONS
<p>Listed below are some examples of serious misbehaviours. Please note the list is not exhaustive.</p> <ul style="list-style-type: none"> • Repeated instances of minor level misbehaviours which have not been modified by intervention • Behaviour that is hurtful (including bullying, harassment etc.) which falls short of gross misbehaviour • Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting) • Intentionally damaging school or personal property • Leaving school premises without permission • Disrespectful language, tone, or manner • Ignoring staff requests • Use of profanity • Stealing • Use of mobile phones • Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin • Disrespectful language or behaviour toward an adult • Serious breaches of school rules 	<p><i>Sanctions for repeated incidents of minor misbehaviours and incidents of serious misbehaviours are also graded in five steps:-</i></p> <p><i>Step One:</i> Consequence sheet to be completed at home and signed by parents.</p> <p><i>Step Two:</i> Consequence sheet to be completed at home and signed by parents. Parents will be required to attend a meeting to discuss supportive interventions to be put in place.</p> <p><i>Step Three:</i> Referral to Principal – 1st yellow card (name recorded in behaviour book) and a consequence sheet to be signed by parents with a letter explaining that the child has received their first yellow card. Parents will be required to attend a meeting to put a specific Behaviour Plan in place.</p> <p><i>Step Four:</i> Suspension.</p> <p><i>Step Five:</i> Exclusion</p> <p><u>Please Note:</u> If a child incurs the five sanctions outlined above for a second time in the same term, 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.</p>
SUPPORTIVE INTERVENTIONS	
<p>Listed below are some examples of supportive interventions for serious misbehaviours.</p> <ul style="list-style-type: none"> • 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) • Discussion of behaviour with the child • Informal notes regarding incident/intervention/date. This information would be useful should a problem persist. • Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal. • Request for assistance from external agencies may be sought e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education. 	

GROSS MISBEHAVIOURS

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

BEHAVIOURS	SANCTIONS
<p>Listed below are some examples of the types of behaviour that are included in gross misbehaviours. Please note the list is not exhaustive.</p> <ul style="list-style-type: none"> • Verbal abuse or physical assault on a staff member or pupil • Serious theft • Serious damage to property • Endangering self or fellow pupils in the class or the yard • Bringing weapons or dangerous substances to school • Aggressive, threatening or violent behaviour toward a staff member or pupil • Very serious breaches of school rules 	<p><i>Sanctions for gross misbehaviours are also graded in three steps:-</i></p> <p><i>Step One:</i> Referral to Principal – 1st yellow card (name recorded in behaviour book). Parents will be contacted and asked to collect their child. The child will also receive a consequence sheet which is to be signed by parents. Parents will receive a letter explaining that the child has received their first yellow card. Parents will also be required to attend a meeting to put a specific behaviour plan in place.</p> <p><u>Please Note:</u> In certain cases of gross misbehaviour e.g. 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</p> <p><i>Step Two:</i> Suspension.</p> <p><i>Step Three:</i> Expulsion</p>
SUPPORTIVE INTERVENTIONS	
<p>Listed below are some examples of Level 3 supportive interventions:</p> <ul style="list-style-type: none"> • Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal. • Request for assistance from external agencies may be sought e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education. • Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent). 	

Please note the following in relation to sanctions for all types of misbehaviour:

The context of each incident will determine how it is dealt with and the sanctions that will be imposed. It is vitally important that children accept that sanctions will be incurred from time to time.

Sanctions will relate as closely as possible to the behaviour. Therefore in addition to the stages mentioned previously a teacher can detain a child at break or lunch time, for example, a child who does not do his/her class work or homework may be detained at break time to complete it.

In relation to inappropriate behaviour on the yard a time out sanction may be enforced whereby the child will be expected to stay in a designated area for a period not exceeding five minutes.

In relation to instances of persistent misbehaviour or once off serious misbehaviours the child may lose privileges, for example, not allowed attend sporting activities, class trips and school tours.

Nobody expects perfection and all that is required is an attitude of co-operation and a willingness to conform.

Children with Specials Needs

All children are required to comply with the Positive Behaviour Policy. However the school recognises that children with special needs may require assistance in understanding certain rules.

Specialised behaviour plans will be put in place in consultation with parents and the class teacher, special needs assistant; learning support/resource teacher, and or the Principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

The children in the class may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

PROCEDURES FOR SUSPENSIONS & EXPULSIONS

Suspension

Definition of Suspension:

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

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

Authority to Suspend:

The Board of Management of St. Felim's N.S. has the authority to impose an 'Immediate Suspension'. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

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

Immediate Suspension and Automatic Suspension

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

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

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

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

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

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

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

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

The Board of Management of St. Felim's N.S. acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

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

Procedures in Respect of Other Suspensions:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of St. Felim's will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s)/guardian(s);

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

The Board of Management of St. Felim's acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

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

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

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

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

Removal of Suspension

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil behave in accordance with the Positive Behaviour Policy and the principal must be satisfied that the pupil's reinstatement will not constitute a risk to pupil's own safety or unduly disrupt the education of the other pupils. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Expulsion

Definition of Expulsion:

'A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.'

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

Authority to Expel:

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

Procedures in Respect of Expulsion:

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

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

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

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

- b) The Principal (or B.O.M. Nominee) will make a recommendation to the Board of Management

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

In this event the Principal (or nominee) will:

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

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

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

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

- i. as to the date, location and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management
- iii. that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

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

d) Board of Management Deliberations & Actions following the Hearing

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

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

e) Confirmation of the Decision to Expel

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

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

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

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

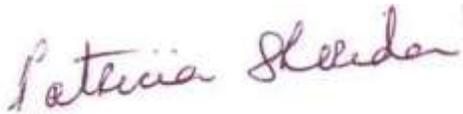
Roles and Responsibilities:

The whole staff is responsible for the implementation of this Code of Behaviour. It will be implemented with immediate effect of it being ratified by the Board of Management. The Board of Management will receive regular updates from the Principal in relation to this.

Ratification and Communication

This policy was initially drafted in June 2011 and then reviewed and updated in November 2014 and again in November 2016 by the staff and Board of Management and feedback from parents was sought.

This policy was ratified by the Board of Management on 7th February 2017.



Signed: _____
Patricia Sheridan – Chairperson of Board of Management



Signed: _____
Cathriona Meegan - Principal

Date of next review: Term 1 2019