

# **Code of Behaviour**

## **Kilteely National School**

### **Introductory Statement**

This policy was revised in line with Developing a Code of Behaviour Guidelines for Schools published by the NEWB (2008). Our revised policy will be compliant with the requirements of the Education Welfare Act (2000) particularly in relation to suspension and expulsion (section 24) and also with the requirements of the Health and Safety at Work Act (2005). In Kilteely N.S. we enjoy a high level of respect and cooperation between staff, parents and pupils.

### **Rationale**

The Code of Behaviour in our school was selected for review/amendment during the school year 2019/20. The formulation of a Code of Behaviour is a requirement under the Education Welfare Act 2000 (Section 23) which refers to ‘the obligation on schools to prepare a code of behaviour in respect of the students registered at the school’, specifying:

1. The standards of behaviour that shall be observed by each student attending the school.
2. The measures that shall be taken when a student fails or refuses to observe those standards.
3. The procedures to be followed before a student may be suspended or expelled from the school.
4. The procedures to be followed in relation to a child’s absence from school.

Our Code of Behaviour and Discipline ensures an orderly climate for teaching and learning in our school.

### **Relationship to Spirit of the School**

Kilteely National School is a co-educational, Catholic primary school, which strives to provide a well-ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and nurtured. We endeavour to enhance the self-esteem of everyone in the school community, to imbue in the pupils respect for people and property and to encourage them to be thoughtful, responsible and caring. The Code of Behaviour intends to achieve this aim and all partners in the school are required to subscribe to it. A positive attitude permeates the code, which is based on respect, courtesy and self-discipline. The school rules are put in place to create an atmosphere of harmony and security for the children.

Parents are recognised as the primary educators of their children. Teachers are recognized as professionals in education, and work in partnership with parents. Kilteely National School strives to foster a positive relationship between home and school.

### **Aims**

Our aim is to create a happy, secure environment for all our pupils, within which there is a sense of good order and effective teaching and learning.

Through this policy Kilteely National School hopes:

- To ensure an educational environment that is guided by our vision statement ‘Mol an óige is tiocfaidh sí’
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school

## **Content**

The Code of Behaviour endorses a whole school approach to promoting positive behaviour. The Code of Behaviour in Killeely National School recognises the right of each pupil to an education in as secure an environment as possible. All members of staff will approach the code in a positive way and will use motivation and encouragement to help our pupils. A high standard of behaviour comes from a high level of co-operation among staff and parents. Such co-operation can be witnessed through teacher and parents discussing issues as they arise, distribution of the Code of Behaviour at enrolment, reinforcement of our positive behaviour message regularly in the school newsletter and through formal Parent/Teacher meetings. The school recognises the variety of differences that exist between children and the need to tolerate these differences. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils. Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner. The limits of behaviour are clearly defined and children become familiar with the consequences of behaviour beyond these limits. The over-riding principle governing this code is respect – respect for ourselves and others and their property. The school expects the highest standard of behaviour from its pupils including the following:

- Each pupil is expected to be well behaved and show consideration for other children and adults;
- Each pupil is expected to show respect for the property of the school, other children’s and their own belongings;
- Each pupil is expected to attend school on a regular basis and to be punctual;
- Each pupil is expected to do his/her best both in school and for homework.

While the school has expanded on these principles to outline the “school rules” each class has their own class rules or charter, through consultation and discussion within the class and they will reflect the age and maturity levels of the students in the class. These rules will be kept to a minimum, they will be recorded in simple language and they will be stated positively, telling students what to do as well as what not to do. The rules will be referred to regularly and will form part of SPHE lessons.

## **Whole School Approach to Promoting Positive Behaviour**

The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of this policy. However, all staff members have responsibility for their own classes and for the general school population when on yard duty or on any organised out-of-school activity. Senior students have a role to play in modelling good behaviour. The school values the

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support and co-operation of parents in the promotion of this strategy. The policy shall apply to all students during all school related activities.

It is the policy of this school to actively promote good behaviour. Children learn best by being rewarded. As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the code and development of positive behaviour strategies. Staff will be given opportunities to share their experience of both positive and negative behaviour and to learn from collective wisdom.

These sentiments are contained in the Golden Rules for our school listed as follows:

1. I will be gentle – I will not hurt anyone
2. I will be kind and helpful – I will not hurt people's feelings
3. I will be honest – I will not hide the truth
4. I will listen – I will not interrupt
5. I will respect property – I will not waste or damage things
6. I will work hard – I will not waste time

Classroom Rules are designed to ensure a positive teaching and learning environment for each pupil. General classroom rules for Kiltteely National School are as follows:

1. Sit in your seat
2. Raise your hand
3. Be kind to your classmates
4. Always try your best
5. Look after your belongings and those of others

### **General Rules**

Kiltteely National School expects particular standards of behaviour that shall be observed by each student attending the school:

- Each pupil is expected to be well behaved and to show consideration for other children and adults
- Each pupil is expected to show respect for the property of the school, other children's and their own belongings
- Each pupil is expected to attend school on a regular basis and to be punctual
- Each pupil is expected to do his/her best both in school and for homework.
- Jewellery must be kept to a minimum; one pair of stud earrings are permitted. Nose rings or other piercings are not permitted.
- Long hair is to be tied up. Hair dye is not permitted. Shavings of shapes or symbols on the head are not permitted. Make-up is not permitted.
- Pupils may not use another pupil's property without the owner's permission. Items borrowed must be treated with respect and returned in good condition.
- Pupils must walk in the school
- On fine days pupils go to the playground. If a child has to stay indoors at lunch-time (due to illness only) a note must be given to the class teacher.
- On wet days pupils remain indoors and 'Wet Day Activities' are provided. Supervision is organised and children must remain seated or standing at their tables.

- Chewing gum is strictly forbidden in the school buildings, yard and grounds.
- Smoking and/or drinking alcohol in the school grounds or building is strictly prohibited. Smoking by any student at any time cannot be condoned. The “No Smoking / No Drinking” rule applies to all out-of-school trips.
- Mobile phones are not permitted for students.
- Toys/electronic games should not be brought to school and the school does not accept responsibility for such items.
- No pupil may leave the school premises without adult supervision.

**Procedures are in place to ensure that good habits/practices are developed and encouraged:**

**Assembly and Dismissal**

School hours are 9.00am to 2.40pm. Children should arrive on time for school and be should be collected punctually after school. Children are encouraged to become independent and are expected to make their own way to their classrooms each morning. Junior Infant pupils may be escorted to their room by parents/guardians but should also be encouraged to develop independence in coming to their classrooms by themselves. Doors open at 8.50am to allow children time to get settled before classes commence.

Regular late arrivals for school or requests for early departure form bad habits for children and these disruptions are unfair to the children and class teachers. Parents are requested to ensure that the children arrive on time for school and should only request early departures in the most exceptional circumstances.

**Hometime**

Children must remain with a teacher at dismissal time when their class is brought to the front door until their parent/guardian/minder collects them. Children may never leave the front yard area without adult supervision. Parents are requested to come to the school gate at collection time as children cannot be allowed onto the road unaccompanied. Children are requested to walk to the gate/ their cars.

**Absences/Illness/Medical Appointments**

Regular attendance at school is essential for the child. Absences should be explained by note when the child returns to school. Any cases of infectious illness should be notified to the school without delay. Absences in excess of 20 school days will be reported to TUSLA.

**Uniforms**

Kilteely National School has a designated school uniform;

- Boys- Navy trousers, light blue shirt/t-shirt and navy jumper
- Girls- navy skirt/ pinafore/ trousers, light blue shirt/shirt , navy jumper.

Pupils are expected to wear the full school uniform to school each day, with a navy tracksuit worn on PE/Sports Days.

## **Link to SPHE Curriculum**

The school's SPHE curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences.

## **Positive Reinforcement**

We believe that the best way to encourage good pupil behaviour is through a system of positive recognition and encouragement. Teachers have reward systems for:

Good Behaviour

Improvement in Behaviour

Hard work

Rewards include:

Praise for behaving well/working hard

Notes to parents acknowledging good behaviour

Prizes & Stickers

Certificates/ Homework passes

Golden Time

## **Misbehaviour on the Yard**

To pre-empt incidents of misbehaviour on yard, our whole school approach focuses on **RESPECT** – respect for yourself, respect for others, respect for the environment. We encourage pupils to take responsibility should they accidentally hurt another child, thus showing respect for that individual. Pupils misbehaving on a regular basis are withdrawn from the playground, in order to safeguard the welfare of the other children. This withdrawal will be for a fixed period (ie: a specified number of breaks) dependant on the nature of the offence and whether it was a once-off offence or a part of a pattern of poor behaviour. Teachers explain the no-go zones of the playground and pupils are expected to remain away from these zones. A daily report of incidents in the playgrounds is maintained by the school. Parents are informed of serious or repeated unacceptable behaviour.

## **Classification of Misbehaviours**

Misbehaviour falls into one of three categories – minor, serious or gross. Teachers and/or the Principal will make judgements based on a common sense approach having regard to the age or vulnerability of the child and the gravity and frequency of any misbehaviour as follows:

### **Minor Misbehaviour**

The following are examples of minor misbehaviour:

*Interrupting class work / Running in the school building / Littering around the school / Being discourteous or unmannerly / Not completing homework without good reason (to include a note from a parent/guardian) / Inappropriate behaviour or gestures / Name calling / Minor infringement of the school rules / Talking out of turn / Not wearing appropriate uniform*

***(this list is not exhaustive)***

## **Serious Misbehaviour**

The following are examples of serious misbehaviour:

*Constantly disruptive in class / Telling lies / Blackmail / Stealing / Persistently not working to full potential / Damaging others' property / Bullying / Answering back a teacher / Continuously not completing homework / Endangering self or fellow pupils in the class or the yard / Using unacceptable language / Inappropriate use of the internet/ Deliberate, continual disobedience/ Spitting*

***(this list is not exhaustive)***

***All incidents of bullying will be dealt with as outlined in the school's Anti-bullying policy.***

## **Gross Misbehaviour**

The following are examples of gross misbehaviour:

*Bringing weapons or dangerous substances to school / Smoking / Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate / Leaving school premises without permission / Injuring any member of the school community / Setting fire to school property / Purposely activating school fire alarm/ Deliberately leaving taps (fire hose) etc. turned on / Aggressive, threatening or violent behaviour towards a member of staff or a pupil; (e.g. physical violence, striking, nipping, biting, spitting) / Vandalism / serious inappropriate behaviour / assault*

***Persistent incidents of serious misbehaviour will be classified as gross misbehaviour.***

## **Involving Parents/Guardians in Managing Problem Behaviour**

The school Communications Policy outlines parent/teacher contact in Killeely National School. Parents/guardians are valued as partners in the school community and as such will be invited to participate in promoting positive behaviour both in school and in the wider community. Class teachers will refer to repeated episodes of minor misbehaviour in the pupil's Homework journal which parents/guardians are requested to sign each evening. Class teachers may occasionally request parents/guardians to visit them in school to discuss some aspect of a pupil's behaviour. The Principal will be informed of these meetings and may be invited to attend. Parents/guardians are encouraged to make appointments to meet with class teachers and/or the Principal at the earliest opportunity in an effort to prevent any escalation of inappropriate behaviour. The school will remind parents/guardians of the procedures for contacting the school at every opportunity. In specific cases a shorter school day may be implemented where a pupil is having severe difficulties coping with a full day. This would be agreed between the Principal and Parents and BOM.

Where pupils are found to be involved in more serious misbehaviour the Principal may telephone or write to parents/guardians to request them to attend an informal/formal meeting at the school. Others who may also attend these meetings include; class teachers, teachers who witness misbehaviour while supervising on yard duty and Chairperson of the Board of Management. The pupil may also attend all or part of these meetings if deemed appropriate.

## Procedure for dealing with unacceptable behaviour

### Four Staged Procedure

1. Teacher – Child
2. Teacher - Child – Principal
3. Teacher - Parents/Guardians - Principal - Child (depending on age)
4. Teacher - Parents/Guardians - Principal - Board of Management.

### Stage 1: Teacher – Child

Correcting with child, indicating that the behaviour is unacceptable, referring to the School Rules. The following are sanctions which can be used by the teacher; they are dependant on child's age, level of understanding, severity and frequency of the poor behaviour.

1. Child may be moved to another seat or transferred to another class. A pupil may work in another classroom away from the usual group for a cooling off period.
2. Child may be asked to make up work 'avoided' at break or lunch time.
3. Be withdrawn from participating in practical work for a period of time as appropriate to safeguard the welfare of the majority of the pupils.

### Stage 2: Teacher - Child - Principal

Serious or unresolved incidents will be referred to the Principal.

1. Be warned by the Principal, to stop offending.
2. Have privileges withdrawn eg: exclusion from the school activities at break and /or lunch time
3. Sanctions used in Stage 1 will be reinforced.

### Stage 3: Teacher - Parent/Guardians - Principal – (Child)

If the unacceptable behaviour continues, Principal and class teacher will meet with parents / guardians and follow the procedure below.

1. Have their parents/guardians informed (by phone call or letter). Parents will be called in to the school.
2. Be placed on a daily or weekly report, to be signed by both parent and teacher and checked regularly by the Principal.
3. Have a contract agreed which includes the staged accrual of privileges. The contract should be written in such a way that it focused on specific behavioural problems and offers accrued benefits

for achieving the stated goals- in this way a balance can be seen to be kept between sanctions and rewards.

4. Be suspended from school (if they do not stop offending) for a minor fixed period (one or two days).

5. Parents/guardians must agree to try to help the child to overcome the unacceptable behaviour.

6. Outside agencies may be called in at this point to help, e.g. Social Workers, School Psychologist etc.

4. Teacher - Parents/Guardians - Principal - Board of Management

In the very rare event that a child is continuously disruptive it may be more appropriate to remove the child temporarily from the school – i.e. suspension. Please see section below on Suspension and Expulsion. Records of incidents of unacceptable behaviour are maintained by the school.

#### **Teachers will take the following steps when dealing with Gross Misbehaviour**

- Principal and Chairperson are informed immediately and suspension sanctioned. The Board of Management has deferred responsibility to the Principal to impose an initial sanction of up to three days. Further suspensions will require Board of Management approval. This approval may be obtained at a regular meeting of the Board or at an emergency meeting at which the Chairperson and Principal have outlined for the Board the reasons why they feel it is necessary to impose a further suspension. In line with the requirements of the Education Welfare Act (2000), the Board of Management will inform TUSLA when any pupil's period of suspension equals or exceeds six school days.
- When a student is suspended, the parents/guardians will be requested to remove the student from the school. The Principal will meet with the parents/guardian to outline the decision to implement the suspension and will present the parents/guardian with a written statement of the terms, duration and date of the termination of the suspension.
- In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil or the safety of other pupils or staff, the following will take place: Temporary exclusion while consultation with Special Needs Organiser (SENO) and/or Educational Welfare Officer (EWO) takes place about appropriate resources, alternative placement etc.

#### **Children with Special Needs**

All pupils are subject to Killeely N.S.'s Code of Behaviour. On offer of a place in the school, the parents of the child must accept and agree to the school's Code of Behaviour.

However, Killeely National 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 class teacher, special education teacher, and or 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.

It is acknowledged by Killeely N.S. that a minority of pupils with special educational needs may display challenging and/ or violent behaviour. Killeely N.S. has a duty of care to all its pupils and staff. Our management of challenging and/or violent behaviour is consistent with each pupil's right to be treated with dignity. All efforts will be made by school staff to prevent, manage and reduce

challenging and/or violent behaviours through positive pupil/teacher/SNA relationships, the use of available interventions and the implementation of behaviour plans as part of their pupil's Continuum of Support plans.

While we acknowledge children with special needs can display challenging behaviours, where a pupil's behaviour impacts in a negative way on the other pupils to extent that their right to an education is being interfered with as judged by the Board of Management, the school reserves the right to advise parents that a more suitable setting should be found for their child.

## **Bullying**

Children First National Guidance 2017 outlines that bullying can be defined as repeated aggression – whether it be verbal, psychological or physical – that is conducted by an individual or group against others. Children First National Guidance 2017 describes bullying as behaviour that is intentionally aggravating and intimidating, and occurs mainly among children in social environments such as schools. It includes behaviours such as physical aggression, cyber bullying, damage to property, intimidation, isolation/exclusion, name calling, malicious gossip and extortion. Bullying can also take the form of identity abuse based on gender, sexual preference, race, ethnicity and religious factors. With developments in modern technology, children can also be the victims of non-contact bullying, via mobile phones, the internet and other personal devices.

Children First National Guidance 2017 and the Anti-Bullying Procedures for Primary and Post-Primary Schools 2013 provide that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to TUSLA or An Garda Síochána as appropriate. Where school personnel have concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to TUSLA, the designated liaison person shall seek advice from TUSLA in accordance with the procedures set out in Chapter 5 of Child Protection Procedures for Primary and Post-Primary Schools 2017.

## **Suspension and Expulsion**

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents/guardians will be utilised. Communication with parents/guardians may be verbal or by letter depending on the circumstances.

### **Suspension**

Suspension is defined as *“requiring the student to absent himself/herself from the school for a specified, limited period of school days”*

- For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered.
- Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as gross misbehaviour.
- The principles of ensuring the right to be heard, and the right to impartiality apply in all cases.
- Parents/guardians of a pupil will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed.
- Parents/guardians concerned will be invited to come to the school to discuss their child's case.

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- Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents/guardians will be requested in writing to attend at the school to meet the Chairperson and the Principal.
- If the parents/guardians do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period.
- Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information.
- Suspension will be in accordance with the Rules for National Schools and the Education (Welfare) Act 2000.
- In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board of Management delegates authority to the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents/guardians.
- Where a decision is taken to suspend a pupil, the Principal will notify the parents/guardians and the pupil in writing of the decision to suspend.
- Parents/Guardians have the right to appeal the Principal's decision to suspend a pupil to the school's Board of Management.
- Following or during a period of suspension, parents/guardians may apply to have the pupil reinstated to the school.
- Parents/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff.
- 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.
- Where the total number of days for which the student 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 by the Education (Miscellaneous Provisions) Act 2007.

### **Record Keeping in Relation to Suspensions**

In the case of the suspension of a pupil formal written records will be kept of:

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

The Principal will report all suspensions to the Board of Management, including the reasons for and the duration of each suspension. The Principal is required to report suspensions in accordance with the Education Welfare Service reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

### **Removal of Suspension (Reinstatement)**

Following or during a period of suspension, in Kiltelly National School, the parent/s or guardians of the child, may apply, in writing, to have the pupil reinstated to the school. The parent/s or guardians must give an undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupils

own safety or that of the other pupils or staff. 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**

A student is expelled from a school when a Board of Management makes a decision to permanently exclude the student from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000. Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools, the Education (Welfare) Act 2000 and Developing a Code of Behaviour: Guidelines for Schools (Education Welfare Service TUSLA).

Before expelling a pupil, the Board of Management shall notify the local Education Welfare Officer in writing in accordance with Section 24 of the Education (Welfare) Act 2000.

### **Procedures in respect of expulsion**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

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

In investigating an allegation, in line with fair procedures, the Principal should:

- inform the pupil and his/her parents/guardians in writing about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- give parents and pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

#### **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 makes a recommendation to the Board of Management to consider expulsion. The Principal should:

- 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 student
  - the investigation
  - 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 given to the parents and/or guardians
- notify the parents 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 will:**

- review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.
- undertake its own review of all documentation and the circumstances of the case
- hold a hearing where the Board of Management decides to consider expelling a student.
- allow the Principal and the parents/guardians to put their case in each other's presence
- allow each party to question the evidence of other party directly
- ensure that the Principal and parents/guardians are not present for the Board's deliberations

#### **Step 4: Board of Management deliberations and 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 will:

- notify the Educational Welfare Officer (TUSLA) in writing of its opinion and the reasons for this opinion.
- inform the parents/guardians in writing about its conclusions and the next steps in the process.
- inform parents/guardians that the Board of Management is writing to inform the Educational Welfare Officer.
- not expel the pupil before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).

#### **Step 5: Consultations arranged by the Educational Welfare Officer**

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

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

#### **Step 6: Confirmation of the decision to expel**

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

### **Appeals**

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act, 1998 Section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

### **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.

## **Keeping Records**

The school BoM is a *data controller of personal data* relating to its past, present and future staff, students, parents/guardians and other members of the school community. All such data is treated in accordance with the Data Protection legislation and the terms of our Data Protection Policy.

Data relating to individuals will only be processed in a manner consistent with the purposes for which it was gathered. Information will only be disclosed on a 'need to know' basis, and access to it will be strictly controlled.

In line with the school's policy on record keeping and data protection legislation, records are kept in relation to pupils' behaviour both at class and school level. These records are written in a factual and impartial manner.

- Teachers will keep a written record of incidents of repeated serious misdemeanours and gross misdemeanours – including date, time, location, description of misdemeanour and action taken. Using his/her judgement he/she may report these incidents to the principal.
- Formal records regarding serious misdemeanours should be kept by the class teacher in advance of meeting with parents.
- If the incidents are not repeated the record may be disposed of by the class teacher at the end of the school year.
- In the case of a child who shows little/no improvement in behaviour and shows a record of frequent serious misdemeanours, such records are sent to the Principal for storage at the end of the school year. These records will be kept by the Principal until the child's age of majority.
- These records may also outline improvements in the behaviour of troublesome pupils.
- Pupils' behaviour may be reported in the end-of-year school report to parents.
- Incidents of misbehaviour in the school yard during recreation time are dealt with by the supervising personnel and are verbally reported to the class teacher who may record them if deemed necessary.

## **Success Criteria**

The success of this policy is dependent upon practices and procedures listed being consistently implemented by teachers.

This policy will ensure positive behaviour permeates through the school; in classrooms, yard and the whole school environment.

## **Roles and Responsibilities**

It is the responsibility of all teachers to ensure the implementation of this policy. The overall responsibility for discipline lies with the Principal. Each teacher is responsible for his/her own class and is required to foster good behaviour within the school.

Parents are required to familiarise themselves with the Code of Behaviour and to ensure that their children adhere to it. The Principal and teachers are responsible for the review and update of the policy.

## **Implementation Date**

This policy will be implemented from September 2019.

**Timetable for Review**

The policy will be reviewed /amended as deemed necessary by the relevant personnel.

**Ratification & Communication**

The Code of Behaviour was ratified by the Board of Management on 9<sup>th</sup> September 2019.

Signed:

Fr. Joe Tynan

Chairperson of Board of Management

Date: 9/9/2019

Signed:

Sarah Jones

Principal/Secretary to the Board of Management

Date: 9/9/2019

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I have read the above Code of Behaviour

Signed: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Parent(s) of \_\_\_\_\_