



# Holy Family National School

Dunedin Park, Monkstown Farm, Glenageary, Co. Dublin

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## Code of Behaviour and Discipline

### Introductory Statement:

This code was developed through a process of whole school consultation involving staff, parents' representatives, pupils and the Board of Management of Holy Family N.S.

We encourage our learners to be ambitious for themselves and for others, as we challenge and support them in questioning the world and in finding solutions.

We want our learners to be **ready** to learn, to be **respectful** of each other and to feel **safe**. Our policy places a heavy emphasis on respectful behaviour.

This code has been drafted in compliance with Education Welfare Act, 2000, Section 23 (1) and with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB( National Education Welfare Board), 2008*.

### Rationale

#### Rights Respecting Behaviour

All staff, children, board of management and parents recognise that we have the right to learn in an orderly community in which effective learning can take place. As part of our commitment to this right, we have reviewed our behaviour policy and simplified our school rules to enable all our children to embrace them, whether they are four years or twelve years of age. Our three key rules are:

**"READY, RESPECTFUL & SAFE".**

We have discussed with our children what these words mean, how they can use these words to help them in school and what their behaviour may look like when they are ready, respectful and safe. This is what they think:

- We are **READY** to learn – we arrive at school on time, we have our equipment ready and we show that we are listening
- We are **RESPECTFUL** – we listen when others speak and we respect the property of our friends and the school.
- We are **SAFE** – we move around school in a safe manner, we follow instructions to keep ourselves safe in school and on school trips, we use equipment safely and we stay safe online.

#### Guidelines for behaviour in the school

Every effort will be made by staff to adopt a positive approach to the question of behaviour in school. Greater emphasis is placed on rewards rather than on sanctions in the belief that over time this will yield the best results.

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 and between staff, parents and pupils.

The school places great emphasis on consistency, continuity and fairness in implementing the Code of Behaviour

## **Relationship to characteristic spirit of the school**

Holy Family N.S is invested in the ethos of the Roman Catholic Church and as such it realises its role in promoting positive behavior in order to increase the educational and life opportunities awarded to our pupils and to ensure a safe working environment for all our school community.

The school seeks to nurture each child to develop his/her potential in a caring environment. This can only be achieved where there is a high level of respect and co-operation between all.

### **1.Aims**

- To create a positive learning environment that encourages and reinforces good behaviour.
- To promote self esteem and positive relationships.
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach without disruption.
- To ensure that the school's expectations and strategies are widely known and understood.
- 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.

### **2. Whole School Community Approach to promoting positive behaviour**

Promoting good behaviour is the main goal of the code. School management and staff should actively foster a school ethos, policies and practices that help to promote positive behaviour and prevent inappropriate behaviour.

#### **2.1. The Role of Parents**

The parents/guardians and teachers are working together for the good of each child. With this in mind, parents/guardians are expected to fully support, reinforce and model the values of the school both at home and when visiting the school - which seeks to foster the values of the community - and promote a positive and supportive attitude to learning, good behaviour and all aspects of school discipline.

- Parents ensure their children attend school regularly and punctually.
- Parents inform the school if their child cannot attend due to illness or other circumstances.
- Parents encourage their children to do their best and to take responsibility for their work.
- Parents are aware of and cooperate with the school's rules, classroom rules and system of rewards and sanctions.
- Parents attend meetings at the school if requested to do so.
- Parents help their children with homework and ensure that it is completed and returned to school.
- Parents ensure their children have the necessary materials for school.
- Parents monitor the Homework Journal for communications from teachers and sign same.

- Parents have a responsibility to model the school's standards of behaviour in their dealings with children, other parents and staff in the school as their example is a powerful source of learning for their own children.

***The way in which parents and teachers interact will provide students with a model of good working relationships.***

## **2.2 Role of Staff**

While the overall responsibility for discipline within the school rests with the Principal:

- Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises and play areas.
- Ancillary staff members have an important role in supporting the standards of positive behaviour set by the school.
- Every effort will be made by all members of the staff to adopt a positive approach to the question of behaviour in the school. The Code of Behaviour offers a framework within which positive techniques of motivation and encouragement are utilised by teachers and SNAs (Special Needs Assistants).
- Teachers are sensitive to the needs and particular circumstances of their pupils, using elements of the curriculum particularly the SPHE (Social & Personal Health Education) curriculum to promote positive behaviour and self esteem.
- Teachers will promote respectful ways of resolving conflict.
- The adults in the school have a responsibility to model the school's standards of behaviour, in their dealings both with students and with each other, since their example is a powerful source of learning for students.
- Whole staff CPD on classroom management will take place when necessary.
- All existing staff members will be given a copy of the Code of Behaviour and new staff members will receive a copy when they begin working in Holy Family N.S.
- In September each class teacher will devise classroom rules with his/her class. Rules will be stated positively. Rules will be displayed in the classroom at the beginning of the year.
- Children will be reminded of the rules regularly.
- Teachers will re-enforce the rules in the classroom regularly.
- Teachers will use SPHE curriculum to teach and re-enforce the classroom rules.
- Teachers will use the rewards and sanctions as laid out in this policy.

## **Classroom Management Techniques**

- A variety of classroom management techniques will be employed by teachers and good school and class routines to stimulate children of all abilities and learning styles.
- Classroom timetables will be set up in such a way as to maintain a good working atmosphere in the classroom.
- Teachers model the expected behaviours for the children.
- Positive feedback to children engaged in good behaviour will be used.
- Use of restorative practice techniques to promote positive behaviour. See appendix 1.

## **2.3 Role of pupils**

Pupils are involved in the ongoing implementation of the Code of Behaviour by

- Drafting rules for the classroom
- Taking part in assemblies

- Reflecting on behaviours and ways of improving behaviour
- Children are encouraged to take on responsibility to report incidents of concerns that they witness.
- Taking responsibility for their own behaviour.
- Taking on extra responsibilities to help in the running of the school.

Pupils will be involved in any monitoring and review of the Code of Behaviour.

#### **2.4 .Role of the Board of Management**

- The overall responsibility for ensuring that a Code of Behaviour is prepared rests with the Board of Management. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies.
- Final authority rests with the Board in accepting or rejecting any amendments proposed by members of the school community.
- The Board will support the principal and staff in implementing the code.
- Procedures are in place for the Board to deal with serious breaches of behaviour (see sections on suspension and expulsion)
- The Board will arrange for staff development as the need arises.
- The Board will arrange for a review of the Code of Behaviour.

### **3. Strategies for Promoting Positive Behaviour**

#### **General School Rules**

School rules are devised with regard to the health, safety and welfare of all members of the school community. The School Rules listed below provide clear guidelines for all members of the school community.

#### **General Rules**

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
<ul style="list-style-type: none"> <li>• School uniform</li> <li>• Pencil case and school bag</li> <li>• Listening</li> <li>• Be on time</li> <li>• Stop on the bell.</li> <li>• Ready to learn</li> <li>• Ready in the line</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others and expect to be listened to(Ready to listen)</li> <li>• Appropriate language and tone (Right voice ,right time)</li> <li>• Look after the building, displays and equipment.</li> <li>• Represent the school at its best when wearing the Holy Family Uniform.</li> <li>• Be kind and be helpful</li> </ul>	<ul style="list-style-type: none"> <li>• Be in the right place at the right time</li> <li>• Keep hands, feet, objects and unkind comments to yourself.</li> <li>• Sensible walking around the school.</li> <li>• Play with equipment safely.</li> <li>• Follow the rules when using internet and electronic equipment both in and out of school.</li> <li>• Report any problems to an adult</li> </ul>

### **Attendance & Punctuality**

- Progress at school requires optimum attendance and punctuality. Pupils are expected to attend school regularly unless prevented from doing so by illness.
- A School Calendar is issued to all homes each year. This is to allow parents/guardians to plan child care arrangements, holidays etc.
- The school gate opens at 08:45am for the purpose of assembly. Formal instruction begins at 08:55 a.m.
- The Infant School Day finishes at 1.35 p.m. All infants are expected to be collected by parents/designated guardian at the class line at this time.
- School closes at 2.35p.m.
- Pupils arriving late to school are expected to explain their lateness to the class teacher. Where a pattern of lateness develops parents will be asked to attend a meeting with the class teacher to explain.
- If a child is absent from school, parents must explain this absence in writing to the school. A number of Explanation for Absence from School notes are contained in the back of the homework diary for convenience and parents can also send in an explanation via the school app.
- Absences of more than 20 days in any school year must, by law be reported to Tusla. Parents will be informed by letter when this occurs. Notes received explaining the reason for the absences will substantiate the reason for the child's non-attendance to the Education Welfare Officer.
- A pupil seeking to leave school temporarily or before the end of the school day must present a note of explanation to their class teacher and must be collected from the office by their parent. The parent should sign the Leaving School Early book at the office.
- Pupils are not permitted to leave the school grounds during break times.
- In the event of contagious illnesses the parent/guardian **should** inform the school immediately and pupils with such illnesses should not return to school until all chance of infecting other pupils has passed. In certain circumstances it may be necessary to acquire a doctor's cert stating that all chance of infecting other children has passed. The principal will decide if this is required.
- Do not send a sick child to school. If a child is not well enough to play in the yard they should remain at home

### **Uniform and Appearance**

- Pupils are expected to wear the official school uniform at all times while at school or when representing the school.
- Jackets, coats and outdoor clothing are not allowed to be worn without permission in the classroom.
- Pupils are expected to wear the school tracksuit and suitable footwear for P.E..
- No make up allowed

### **School and Personal Property**

- Pupils are expected to respect all school property and will be expected to pay for any damages caused.
- Children should only bring items requested by the school to school.

- The school does not accept responsibility for pupils' items which are lost, misplaced or damaged.
- Personal property should not be left in school.
- Children should have their names clearly marked on all personal items.
- Pupils are expected to keep the school property litter free.

### **Mobile Phones**

- Mobile Phones: Pupils should not have mobile phones in school unless specifically requested by parent/guardian. This request should be in writing.
- If a child has permission to have a mobile phone in school the phone should be kept out of sight and switched off. Should a child need to keep a phone on for emergency reasons, the principal should be notified by the parent/guardian.
- No mobile phones are permitted in the yard..

### **Healthy Lunches/School Breaks**

- No Glass bottles, chewing gum, chocolate, crisps, sweets or fizzy drinks.
- Pupils are not allowed to remain indoors during breaks unless the weather is unsuitable for them to go outside.
- On days when the children are not allowed out in the yard, they must remain in their classrooms and remain seated. Pupils cannot exit the building without the permission of the supervisor.
- On dismissal from class, children put on their coat, and exit. Pupils are forbidden to re- enter the school building without the permission of a member of staff.
- When the bell rings pupils stop and walk to their line, line up in an orderly manner and wait for their teacher or another member of staff to instruct them to re-enter the school building.
- No running is permitted in the school building

### **Yard Rules**

It is important, when all the children are in the playground, that we observe some specific rules in order to keep everyone safe. These are as follows:

- I will play safe and I will always be fair
- I will walk quietly and in an orderly way to and from the yard and I will line up when the bell rings.
- I will keep our yard litter free.
- I will only play in my class area if designated by a staff member.
- If the ball goes outside of the school grounds I will tell the teacher.
- I will not leave the yard without permission.
- I will treat others with respect.
- I will obey the teacher/adult who is supervising the yard
- Pupils must not behave in any way that endangers themselves or others in the school yard
- In the event of an accident in the yard pupils are expected to go to the supervisor who determines whether the injury requires treatment. If treatment is required or the child is distressed they will be sent to the office and where appropriate parents contacted.

- Pupils are expected to enter and leave the school building at all times in an orderly fashion
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### **Classroom Rules**

**At the beginning of each academic year, the class teacher will draft a list of class rules with the pupils, based closely on the main school rules.** These rules are on display in classrooms. They synopsis for the children what is expected of them, in a language they understand. For example:

- I will do my work and do it well.
- I will raise my hand if I need to speak.
- I will be prepared and tidy.
- I will follow the teacher's instructions.
- I will use good manners and respect others.
- I will allow other children to be heard and to work.

***The standards expected in the Code of behaviour apply in any situation where pupils are the responsibility of the school. These include school trips, swimming, going to and from the church, fieldtrips and after school games.***

### **4. Rewards and acknowledgement of good behaviour.**

- Praise good behaviour and achievement.
- Ensure that pupils are treated fairly and equally
- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- Note in homework journal to inform parents of good behaviour.
- A visit to another member of staff or the Principal for commendation
- A word of praise in front of a group or the class
- Delegating some responsibility or privilege
- A mention to a parent written or verbal
- Teacher records improvement in the behaviour of a disruptive pupil.
- Pupil/ group of the week in each class
- School rewards card with stickers for good behaviour and attendance each week.
- Certificates for exemplary behaviour
- Use of stampers
- Homework off vouchers.
- Student Passport
- Invite principal to come and hear about good behaviour in class
- Behaviour awards given out at assembly
- Use circle time to discuss positive behaviour
- Achievement notice board
- Allocation of Golden Time as a reward for positive behaviour
- Kindness noticeboard
- Weekly behaviour tea parties (nominated by peers)

The above list is not exhaustive and consists of examples that are used in the school.

### **5. Whole school Strategies for responding to inappropriate behaviour**

- Use of an early warning system to identify behavioural needs.
- Emphasis on early intervention with particular emphasis on infant screening.

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- The school staff know all pupils and monitor their behaviour on an ongoing basis.
- Concerns regarding behavioural needs to be discussed with parents/guardians at an early stage to identify the pupil's actual behavioural needs, which may be based on a delayed skillset, and require intervention from outside professionals.
- An emphasis on communication and co-operation between school and parents/guardians to try and address identified pupil needs.
- Provide the pupil with clear indication that the school is here to assist them to learn appropriate behavioural skills but that continued inappropriate behaviour will lead to a serious sanction.
- Teachers will keep a written record of all serious misbehaviour as well as a record of strategies tried, assistance offered and improvements in the behaviour of a pupil with behavioural needs.
- Teachers use their professional judgement and knowledge in all incidents of inappropriate behaviour and in deciding on the most appropriate response in line with this code, to each situation.
- The vast majority of pupils, in our school's experience, behave well in school and it is our school's belief that all children wish to behave well and do not want to behave inappropriately. The school understands that misbehaviour is often the sign of a delayed skill-set and will work with parents/guardians to try and identify the needs in question and then try to address these identified needs as appropriate. However it is important for parents/guardians to understand that the school's resources are limited and determined by the Department of Education and Skills and in the case of special needs by the National Council for Special Education. The school may not therefore be in a position to provide the assistance the school believes a child with behavioural needs requires.
- It is also important that parents/guardians understand that the Board of Management has a duty and a responsibility for the safety, well-being and education of all pupils and staff. Where a pupil's actions endanger their own or another person's safety, well-being or education the Board of Management will impose serious sanctions up to and including suspension and expulsion.
- Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with in general by the class teacher. In cases of serious misbehaviour or instances of gross misbehaviour, parents will be involved at an early stage and invited to meet with the teacher and/or the Principal to discuss their child's behaviour.

**Minor Misdemeanours (This list is not exhaustive.)**

- Interrupting class work and interfering with others
- Leaving assigned seat without permission
- Leaving litter around the school
- Being discourteous/unmannerly
- Not completing homework without good reason.
- Rough play
- Writing and passing notes

**Sanctions may include:**

- Verbal reprimand
- Reminder of school or class rules

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- Reasoning or warning
- Repetition of a task if not done satisfactorily
- Time out during class – temporary separation from peers
- Change of position in class
- Loss of privilege
- Completion of a reflection sheet
- Completion of work at a break-time supervised by a staff member
- In relation to playground incidents a time out area may be used e.g. 'standing at the wall' or the child may be removed from the yard to the office or a classroom. Where repeated incidents occur on yard a child may receive a break-time detention.
- Note in homework notebook
- Class teacher meeting with parents.

### **Serious misdemeanours (This list is not exhaustive)**

- Repeated instances of minor misbehaviour
- Behaviour that consistently interferes with teaching and learning
- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Stealing/damaging property
- Using abusive language towards another child or a member of staff.
- Refusal to follow staff instruction
- Assault/hitting another pupil
- Leaving school premises during school day without appropriate permission
- Use of a mobile phone during the school day.

### **Sanctions may include:**

- Contact parents /guardians
- Referral to Deputy Principal/ Principal
- Loss of privileges
- Supervised detention at a break-time.
- Record in Principal's Behaviour Log
- Confiscation of mobile phone brought in and used in school, for collection by parent.
- Teacher and or Principal meets with one/both parents
- Referral for assessment if appropriate
- Chairperson of Board of Management is informed and parents requested to meet with the Chairperson and Principal.
- Suspension as per Tusla guidelines. (See following)

### **Gross misbehaviour (This list is not exhaustive)**

- Repeated incidents of serious misbehaviour
- Assault on staff member
- Serious theft
- Serious damage to property
- Serious repeated bullying incidents
- Sexual assault
- Carrying drugs, alcohol into the school

### **Sanctions may include:**

- As for serious misbehaviour
- Board of Management consulted
- Suspension/Expulsion as per Tusla guidelines ( See Following)

## **6. Pupils with special /behavioural/ emotional needs**

The school's Code of Behaviour applies equally to all pupils enrolled in the school. Pupils with special educational/behavioural needs will be required to follow the school's Code of Behaviour but teachers will use their professional judgement in the application of the code, understanding that pupils with special educational needs may require additional help to understand and observe the code.

***It is important parents/guardians understand that a diagnosis of a special need does not exclude a pupil from this Code or from serious sanction for serious misbehaviour.***

## **7. Suspension**

**The Board of Management will follow the procedures for suspension as outlined in Chapters 10 & 11 of *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.***

Definition of Suspension: *'requiring the pupil to absent himself/herself from the school for a specified, limited period of school days.'*

Fair procedures (i.e. right to be heard and the right to impartiality) will be applied. Accordingly, pupils and their parents will be fully informed about the alleged misbehaviour and the processes that will be used to investigate and decide the matter; and they will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed.

### **7.1 Authority to suspend:**

The Board of Management of Holy Family N.S has the authority to suspend a pupil. The Board of Management has formally and in writing delegated the authority to impose an 'immediate suspension' to the Principal where there is a serious threat to a child's or children's safety or the safety of a staff member.

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 that:

- the pupil's behaviour has had a seriously detrimental effect on the education of other pupils
- the pupil's continued presence in the school at this time 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.

Suspensions can provide a respite for staff and the pupil, give the pupil time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the pupil to change unacceptable behaviour.

### **7.2 Forms of suspension**

#### **Immediate suspension**

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In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person. Fair procedures will still be applied.

### **Informal or unacknowledged suspension**

Exclusion of a pupil for part of the school day, as a sanction, or asking parents to keep a child from school, as a sanction, is a suspension. Any exclusion imposed by the school is a suspension, and will follow the Guidelines relating to suspension.

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

- **inform the pupil and their parents about the complaint**
- **give parents and the pupil an opportunity to respond.**

### **Procedures in relation to 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 the imposition of the suspension. In the case of an immediate suspension, parents will be notified, and arrangements made with them for the pupil to be collected. The school must have regard to its duty of care for the pupil. In no circumstances will a pupil be sent home from school without first notifying parents.

The Board of Management acknowledges that the decision to impose either an immediate or informal 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 two school days after the incident the Board will invite the pupil and his /her parents to a meeting to discuss :

- the circumstances surrounding the suspension
- Interventions to prevent a reoccurrence of such misconduct.
- The Board of Management may delegate responsibility for conducting this meeting to the Principal

### **7.3 .The period of suspension**

A pupil will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective.

If a suspension longer than three days is being proposed by the Principal, the matter will be referred (except in exceptional circumstances) to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes. Even in the case of exceptional circumstances the Principal cannot suspend for more than five days.

The Board of Management has placed a ceiling of ten days on any one period of suspension imposed by it. The Board will formally review any proposal to suspend a pupil, where the suspension would bring the number of days for which the pupil has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the *Education Act 1998*.

### **7.4. Appeals**

The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a pupil. An appeal of the Principal's decision must be made in writing within seven days of the date of suspension to the Chairperson of the Board of Management outlining the

basis for the appeal. The Board of Management will invite the parent/guardian to a meeting to hear the appeal.

In the case of decisions to suspend made by the Board of Management, an appeals process may be provided by the Patron in the future. However such a process does not currently exist

### **Section 29 Appeal**

Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the parents may appeal the suspension under section 29 of the *Education Act 1998*, as amended by the *Education (Miscellaneous Provisions) Act 2007*.

### **7.5. Implementing the suspension**

- Communication with parents regarding suspension of a pupil will be in writing and copies of all correspondence will be retained. In some circumstances it may be necessary to contact parents by phone
- The Principal will notify the parents and the pupil in writing of the decision to suspend. 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 commitments to be entered into by the pupil and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
  - the provision for an appeal to the Board of Management
  - the right to appeal to the Secretary General of the Department of Education and Skills (*Education Act 1998*, section 29).
- The parents/guardians and the pupil will be invited to meet with the Principal and or the Board of Management to discuss the proposed suspension
- Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.
- Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within the suspension period at the discretion of the Principal and /or the Board of Management.

### **7.6. 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 and Skills directs that it be removed following an appeal under section 29 of the *Education Act 1998*.

### **7.7. After the suspension ends**

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

### **Re-integrating the pupil**

The school will have a plan to help the pupil to take responsibility for catching up on work missed. The school will arrange for a member of staff to provide support to the pupil during the re-integration process.

## **Clean slate**

When any sanction, including suspension, is completed, a 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 should expect the same behaviour of this pupil as of all other pupils.

## **7.8 Records and reports**

**Records of investigation and decision-making** Formal written records should 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.

## **Report to the Board of Management**

The Principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

## **Report to Tusla**

The Principal is required to report suspensions in accordance with the Tusla reporting guidelines (*Education (Welfare) Act, 2000*, section 21(4) (a)).

## **7.9 Review of 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.

## **8. Expulsion**

(Procedures outlined in the NEWB Guidelines pgs. 83- 86 will be followed.)

Definition: *'A student is expelled from a school when the Board of Management makes a decision to permanently exclude him or her from the school'.*

Expulsion of a student is a very serious step, and one that will only be taken by the Board of Management of Holy Family N.S in extreme cases of unacceptable behaviour. The school will have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

- meeting with parents and the student to try to find ways of helping the student to change their behaviour
- making sure that the student understands the possible consequences of their behaviour, if it should persist
- ensuring that all other possible options have been tried
- seeking the assistance of support agencies (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).

A proposal to expel a student requires serious grounds such as that:

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

- In exceptional circumstances a pupil may be expelled for a first offence for example:
  - a serious threat of violence against another student or member of staff
  - actual violence or physical assault
  - supplying illegal drugs to other students in the school
  - sexual assault.

The following factors will be considered before proposing to expel a student

- **The nature and seriousness of the behaviour**
- **The context of the behaviour**
- **The impact of the behaviour**
- **The interventions tried to date**

**When proposing to expel a student. 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.

### **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 Tusla on behalf of a student.

### **Ratification by the Board of Management.**

This policy was ratified by the Board of Management on \_\_\_\_\_

### **Review & Implementation:**

This policy is reviewed by the Board of Management on an annual basis.

## Appendix 1

### **Restorative Practice**

Holy Family N.S uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom. Any form of humiliation or sarcasm is not acceptable. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Why No 'Why?' Questions?

- 'Why?' implies: 'I have already judged you and found you lacking – I know what I think you should(n't) have done.'
- 'Why?' is a question young people often can't answer – just as they often act with no awareness of possible consequences

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