

Code of Behaviour

Introduction

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Scoil Lios Teilic 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
5. The grounds for removing a suspension imposed in relation to a pupil
6. The school's Anti-Bullying Policy
7. The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of Scoil Lios Teilic has been developed in accordance with '*Developing a Code of Behaviour: Guidelines for Schools*', National Educational Welfare Board, 2008.

Policy Formulation

In formulating this policy, the Board of Management completed the following steps;

- I. Parents and staff were informed that an initial draft of the code of behaviour was available and they were invited to make submissions on the content of the code within a specified timeframe.
- II. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils suggestions to the principal.
- III. The initial draft of the code of behaviour was reviewed and where appropriate amended in-line with the feedback received.
- IV. The finalised draft of the policy was submitted for the patron's approval.

Aims & Objectives of the Code

The aims and objectives of the code are:

- 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 school staff, 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.

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.

Covid-19 Control Measures

The Board of Management has, under guidance from the Department of Education, implemented a number of measures intended to control the spread of Covid-19. These measures are detailed in the school's response plan and the Covid-19 Risk Assessment.

All pupils are required to comply with any Covid-19 measures that the school has in place.

These measures may change from time to time, according to advice received from the Department of Education and the public health authorities. Any changes will be communicated to parents. Pupils will be supported in adhering to the measures by their class teachers and other school personnel.

Pupils who persistently fail to comply with the measures may be subject to disciplinary action under this policy.

Standards of Behaviour

Pupils are expected to:

General Behaviour

- Be well behaved and to show consideration for other children and adults
- Show respect for the property of the school, other children and their own belongings
- Attend school on a regular basis and to be punctual. (School starts at 8.45am)
- Do his/her best both in school and for homework.
- Bring a note if absent from school. A note is also required if a pupil is required to leave school early.
- Wear a neat school uniform
- Bring healthy lunches to school. Junk food and fizzy drinks are not allowed.

Classroom Behaviour:

- Listen – to the teacher and other pupils if they are speaking
- Work – to the best of his/her ability
- Value – school property and the belongings of fellow pupils.
- Follow – the direction of his/her teacher
- Obtain – his/her teacher's permission to leave the classroom

Playground (Playing Pitches) Behaviour

- Play – safely avoiding any games or play that are rough or dangerous
- Follow – the directions of the playground supervisor(s)
- Remain – on school grounds at all times
- Obtain – permission before re-entering the school building during break periods
- Respect – the yard supervisor and fellow pupils
- Avoid – bad language, fighting or name calling.

Behaviour in other School Areas

- Pupils are not to attempt to leave the school grounds.

Behaviour during School Outings/Activities

- Follow – his/her teacher's directions at all times
- Remain – with the teacher/supervisors and group of pupils at all times
- Behave – politely towards those they meet on such trips

- Observe – the rules of general good behaviour.

Your fellow students expect that you will:

- Not bully them
- Show acceptance and respect their differing personalities
- Never insult or belittle them because of differences.
- Respect their property
- Listen to them and acknowledge them
- Share equipment and resources with them
- Allow them to be part of the group
- Speak to them with courtesy and respect

Staff

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.

Teaching staff are specifically responsible for the management of behaviour within their own class.

They will:

- Discuss the Code of Behaviour with their class in an age-appropriate manner at the beginning of the school year.
- Ensure the rules are displayed in the classroom.
- Encourage self-discipline and positive Behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- 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 and, the consequences of its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the Principal.

Parents/Guardians

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive Behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment with the classteacher in in the first instance to discuss their concerns.

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

Parents/Guardians can expect to:

- Be treated with respect;
- Have a safe and welcoming environment for their child;
- Obtain recognition for individual differences among pupils having due regard for the resources that are available;
- Have fair and consistent procedures applied to the school's dealings with pupils;
- Receive progress reports in accordance with agreed school policy (P.T. meetings and end of year reports)

- Receive information on school's policies and procedures.

Parents/Guardians are *expected* to:

- Ensure their children attend school regularly and on time (**8.45am**) and that they are collected from school on time (**1.30pm/2.30pm**). **Due to Covid-19 there are alternative arrangements for collecting children at 2.30pm. These are temporary measures and parents/guardians are asked to follow these.**
- Encourage their children to follow the school's Code of Behaviour;
- Ensure their children wear the school uniform and school shoes.
- Ensure their children have the correct books and materials when coming into school;
- Have their children's belongings labelled;
- Read written or other communication received from the school and respond appropriately;
- Report to the office if calling to the school during the day for any reason;
- Make an appointment beforehand if they need to see a teacher;
- To treat all members of the school community with respect;
- To provide a letter/note on Aladdin for all absenteeism/ early leavers/ late comers;
- Inform class teacher of any change to collection procedure for their children;
- Help their children to learn and practice good behaviour and to have a positive attitude towards themselves, other people and towards the school;
- Co-operate with teachers in instances where their child's behaviour is causing difficulty to others;
- Communicate to the school problems which may affect their child's behaviour – to the classteacher at first and if the problem is not resolved to the Principal.
- Attend meetings at the school if requested;
- Help their children with their homework and ensure it is completed.

School Rules

In order to achieve a happy, healthy and safe working environment, where a sense of mutual respect is fostered, every pupil is expected to keep the following rules.

Respect and Courtesy

All pupils are expected to treat staff and fellow pupils with respect and courtesy. Inappropriate behaviour i.e. rough play, bad language, fighting, personal remarks, pushing, kicking, and spitting will not be tolerated.

School property and the property of others should be respected.

Dress Code

Pupils are required to wear the complete uniform every day except on the designated P.E. day.

Girls: Navy pinafore/skirt/trousers, Navy school jumper, red polo shirt

Boys: Navy trousers, Navy school jumper, red polo shirt, The school track suit is worn on P.E. days.

P.E. Requirements: Navy sweatshirt, navy tracksuit pants, red polo shirt

Inappropriate footwear, long earrings or expensive jewellery are not allowed.

- Hairstyles to be neat and tidy and not impede schoolwork.
- Make-up is not allowed to be worn in school.

- Regular uniform inspections will be made.
- Note must be provided if child is not wearing full uniform.

Healthy Lunches

Healthy lunches enable a child to work more efficiently i.e. sandwiches, fruit and yogurt. Cans, glass bottles, sweets and popcorn are discouraged.

- Crisps, fizzy drinks and chewing gum are not allowed.
- Nuts may be banned if required (if a child in the class has an allergy to nuts).
- In so far as is possible all wrappers and leftover food must be taken home.
- On Friday pupils are allowed to bring a treat to school for lunch.

Homework

- Homework is expected to be well done, clean and neat.
- Checking and signing by parents/guardians on a daily basis is recommended.
- Incomplete homework must be explained in writing by a parent/guardian.

Attendance

- Each child is expected to be in school at **8.45 a.m.**, when the bell rings and children need to be collected promptly at home time.
- Pupils are expected to be present every day
- A written note is expected to explain all absences.
- Pupils leaving school early must be signed out by parent/guardian. Sign-out book will be available in the office.

Movement throughout the school/ school grounds

- Entering and leaving the school must be done in an orderly manner.
- Running is not allowed.
- Pupils are asked to stand back and allow adults to pass.

Break-times

- Classroom and yard supervisors are to be obeyed at all times.
- No re-entering the school building during the breaks without permission of teacher/ yard supervisor.
- When the bell rings to signal the end of break-time, pupils are to freeze where they are standing then line up quietly when directed by the yard supervisor until collected by teacher.
- During inclement weather pupils remain indoors in their classrooms

Mobile Phones

- Mobile phones are not allowed by children in school. If children need to contact their parents, the school phone may be used. Phones will be confiscated if children are found with them. These will be returned on payment of a €5 fine.

Health and Safety

- Parent(s)/guardian(s) are asked that teachers be made aware of any special needs which a child may have.
- Parent(s)/guardians(s) are asked to make an appointment for parent/teacher meetings.

- Parent(s)/guardian(s) are asked to please check your child's hair regularly for outbreaks of head lice and treat if necessary.
- Requests to remain indoors during break times must be made in writing and signed by parent/guardian.
- All parents/guardians and visitors are required to report to the office.
- Children who are ill should not be in school and should advise the school of contagious illnesses.

Promoting Positive Behaviour

As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. See appendix 1 for a glossary of positive terms used by staff in this school. Special attention will be paid to pupils who have previously been associated with poor behaviour so that not only good behaviour but also improvement in behaviour is acknowledged.

Good behaviour and improved behaviour is praised in the following ways

For Individuals, good behaviour may be acknowledged as follows:

1. A quiet word or gesture to show approval;
2. A word of praise in front of group/class
3. A mention to the principal;
4. A comment/smiley/sticker in the exercise book;
5. A mention to parents (verbal or written);
6. A treat e.g. if terms of a behaviour contract are fulfilled.

Group/Class acknowledgment

A Group/Class treat such as:

1. Reduction in homework
2. Screen time
3. Time given to preferred activity
4. Extra playtime/yard time
5. A mention to the principal
6. A mention to parents

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.

Level one – minor misbehaviours – in class, in the yard

Level Two – serious misbehaviours - in class, in the yard

Level three – Extreme misbehaviours – in class, in the yard

Level One

Level 1: Minor Misbehaviours

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Pupils 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. Please see appendix 2 for a list of minor misbehaviours.

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- 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)
- Sticker progress charts
- Discussion of behaviour with the child
- Informal notes regarding incident/intervention/date to be kept by the class teacher/teacher on the yard. This information is useful should a problem persist.

Level 1 Disciplinary actions

LEVEL 1	LEVEL 1
Junior Inf to 2nd Class	3rd to 6th Class
<u>In Class Behaviour</u>	<u>In Class Behaviour</u>
Each teacher will use their own classroom behaviour system. The emphasis will be on positive behaviour using an individual reward sticker system. In exceptional circumstances the 1 st and 2 nd class teachers will use a classroom behaviour log in the homework diary for parents to sign.	Each pupil will have a class behaviour log in their homework diary (see Appendix 3). This log will monitor and track minor misbehaviour. Parents will be aware of their child's behaviour in the classroom. Pupils will receive one verbal warning before a tick is placed in their log. After 3 consecutive ticks of the same misbehaviour

In-class consequences for juniors to 2nd class:

- Verbal warning
- Exclusion from sticker rewards
- Reduction/loss of Golden Time
- Sent to the Principal
- If behaviour is persistent parents will be contacted by the class teacher

On Yard Behaviour Juniors to Seniors

A traffic light system will be used. Traffic lights will be displayed in the classroom. A peg to represent the pupil who has misbehaved is placed on orange and the class teacher records the name in a notebook. If the pupil behaves appropriately on the yard the next day the peg is removed. If the pupil misbehaves again the peg moves to red. Consequences for moving to red the pupil is off the yard for 5 minutes sitting on the bench. Note: If a pupil is persistently on red, parents are contacted by the class teacher.

On Yard Behaviour 1st and 2nd

Each pupil will have a yard behaviour log in their homework diary (see Appendix 4). This log will monitor and track minor misbehaviour. Parents will be aware of their child’s behaviour on the yard. Pupils will receive one verbal warning before a tick is placed in their log. After 3 consecutive ticks of the same misbehaviour of 5 ticks of a combination of misbehaviour the class teacher will contact parents to inform them that their child’s behaviour has moved to level 2.

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Yard Behaviour

Each pupil will have a yard behaviour log in their homework diary (see Appendix 4). This log will monitor and track minor misbehaviour. Parents will be aware of their child’s behaviour on the yard. Pupils will receive one verbal warning before a tick is placed in their log. After 3 consecutive ticks of the same misbehaviour of 5 ticks of a combination of misbehaviour the class teacher will contact parents to inform them that their child’s behaviour has moved to level 2.

Level Two

Level 2: Serious Misbehaviours

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well-being of the students and staff.

Please see appendix 2 for the list of serious misbehaviours.

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal.
- Specific classroom management plan/Individual Education Plan
- Request for assistance from external agencies such as the 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).

Level 2 Disciplinary actions

LEVEL 2	LEVEL 2
Junior and Senior Infants	1st to 6th Class
<p><u>First Misbehaviour</u></p> <p>Pupil is off the yard and on the bench for one day. Pupil will draw a picture of what happened and how he/she could have behaved differently. Class teacher will document misbehaviour.</p> <p><u>Second Misbehaviour</u></p> <p>Pupil is off the yard and on the bench for one day. The Principal will phone the parents to discuss the behaviour.</p>	<p><u>First Misbehaviour</u></p> <p>Pupil will complete a restorative practice sheet (see Appendix 5). The pupil will miss one day, both breaks on the yard. The pupil will bring a chair to the yard but will be excluded from playing with class mates. The Principal will telephone the parents to discuss the behaviour.</p> <p><u>Second Misbehaviour</u></p> <p>Pupil will complete a restorative practice sheet. The pupil will miss two days, both breaks on the yard. The Principal will telephone the parents to discuss the behaviour.</p> <p><u>Third Misbehaviour</u></p> <p>Pupil will complete a restorative practice sheet. Pupil misses three days on the yard.</p>

	<p>On the following Friday the pupil will spend 30 minutes in detention after school doing school work.</p> <p>*If there is no improvement in behaviour it now moves to Level 3</p>
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Level Three

Level 3: Extreme Behaviours

Level 3 behaviours 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. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement.

Please see appendix 2 for a list of extreme misbehaviours.

Level 3: Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

- **Suspension from school for one to five days:**

This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.

- **Suspension from school for five to ten days:**

This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

- **Expulsion: Expulsion:**

Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

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 Scoil Lios Teilic has formally and in writing delegated the authority to impose an '**Immediate Suspension**' to the Principal Teacher. 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 formally and in writing delegated to the Principal Teacher the 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 Principal 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 Scoil Lios Teilic, 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
- 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 Scoil Lios Teilic acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given:

- 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 Scoil Lios Teilic 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):

- Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- 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 Scoil Lios Teilic acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given:

- 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.
- 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 provided with information on the submission of such an appeal.

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 Suspend:

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 BOM 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 BoM 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 provided with information on the submission of such an appeal.

The Board of Management of Scoil Lios Teilic 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.

Records

A standardized record system will be used to track an individual pupil's behavior. Such records will contain:

- Incidents of misbehavior
- Interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral

- to other agencies
- Evidence of improved behaviour
- Any sanctions imposed, and the reasons they were imposed

Pupils will be told when a record is being made about their behaviour and the reasons for keeping a record will be explained. All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (amended) Act 2003.

Notification of a Child's Absence from School

Parent(s)/Guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence;

- The school should be notified of the absence on the first day the pupil returns to school
- The reason for the absence should be notified to the class teacher
- The absence should be notified in writing by *letter/using the school journal*
- Details pertaining to the absence, such as duration and reason, should be provided
- Significant absences cause by ill health (i.e. absences longer than 10 school days) should be certified.

The school will inform the Education Welfare Officer in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register.

Policy Ratification

The policy was reviewed and ratified by the Board of Management of Scoil Lios Teilic

Signed: _____ Chairperson, Board of Management

Signed: _____ Principal

Date: _____

Appendix 1 Glossary of Positive Terms

We direct our attention to the pupils who are behaving well e.g. the good listener, the quiet hands

We give reminders not warnings

We remind pupils of the preferred positive behaviour.....the power of suggestion

- I'm watching out for quiet hands
- I'm looking for the best listeners
- I'm checking for the tidiest tables
- I really like the way _____ has helped her group/partner.
- I admire your careful work _____
- Give everyone a chance (to answer).....Don't shout out
- Give _____ a chance (to answer).....Don't interrupt
- Wait your turn.....Don't answer for _____
- Listen to each other
- Let _____ answer/take his/her turn
- _____ needs more room to work comfortablyDon't squash
- Put away anything you don't need for this lesson/activityStop fiddling with
- In this school we use kind handsStop hitting/pushing
- Wait for your partner/teacher/class.....Don't run off/ahead
- Stay with your class/line.....Don't wait/fall behind
- In this school we let everyone play.....Don't leave _____ out
- Be fair, be friendly
- Work quietly and carefully.....Don't talk/make noise when you're working
- We respect our school and keep it clean.....Don't drop litter
- We're proud of our school

Other general positive comments

Thank you for listening/helping/working quietly/co-operating etc.

When we listen we learn

Use your words

Make everyone feel welcome

Appendix 2

Minor Misbehaviours	Serious Misbehaviours
Disrupting the class Refusal to do work Being disrespectful Inappropriate/deliberate noises Homework not done Not listening in class Name calling Spitting Rough play Breaking yard rules Throwing stones Excluding others on purpose Inappropriate body language Racist behaviour Homophobic behaviour	Any minor misbehaviour which is continuous Bullying Sexist behaviour Hitting /kicking Stealing Deliberately taking other people's property Abusive behaviour/cursing Deliberately coughing/sneezing on another person/property Engaging in 'play' or 'game' which references the spread of Covid-19/other illness Deliberate disobedience/defiant behaviour Throwing objects that could cause harm
<p>Continuous minor misbehaviour automatically becomes a serious misbehaviour Continuous serious misbehaviour automatically becomes an extreme misbehaviour</p>	

Extreme Misbehaviours
Any serious misbehaviour which is continuous Vandalising school property Leaving the classroom/school grounds without permission Deliberately running away from a member of staff Assaulting a staff member or any member of the school community Bringing illegal or harmful substances/weapons to school Persistent racist behaviour

**APPENDIX 3
CLASSROOM BEHAVIOUR**

Behaviours in Classroom	Date	Tick	Details Parent/Guardian Signature	Date	Tick	Details Parent/Guardian Signature	Date	Tick	Details Parent/Guardian Signature
Disrupting the class									
Refusal to do work									
Being disrespectful									
Inappropriate/deliberate noises									
Homework not done									
Not listening in class									
Other									

**APPENDIX 4
YARD BEHAVIOUR**

Behaviours on Yard	Date	Tick	Details Parent/Guardian Signature	Date	Tick	Details Parent/Guardian Signature	Date	Tick	Details Parent/Guardian Signature
Name calling									
Spitting									
Rough play									
Being disrespectful									
Breaking yard rules									
Throwing stones on yard									
Excluding others on purpose									
Inappropriate body language									
Racist behaviour									
Homophobic behaviour									
Other									

APPENDIX 5

Yard – Restorative Practice Sheet

Name: _____ Date: _____

What happened?	How could things have been done differently?
Who was involved and how do they feel?	What needs to happen next?