

Reviewed by BOM

18/05/2023

Code of Behaviour



Code of Behaviour

INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of *Clarecastle National School* has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents.

The Code of Behaviour details:

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

The Code of Behaviour of *Clarecastle National School* 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 (Consultation Committee) 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.

STANDARDS OF BEHAVIOUR

All members of the school community are expected to interact and behave in a manner which shows RESPECT for Self, Others & Our School.

Pupils

Covid-19

All pupils must ensure that they comply with all DES/HSE guidelines and school procedures and practices put in place by the Board of Management in an attempt to prevent the spread of Covid-19 in our school community. Exemptions may apply in certain circumstances.

General Behaviour

Each pupil is expected to:

- Be well behaved and to show consideration for other children and adults.
- Conduct themselves in a manner which ensures their own safety and that of their peers and school personnel.
- 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 09.00 am)
- 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

Classroom Behaviour

Each pupil is expected to:

- 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 teachers permission to leave the classroom
- Respect – the teacher, other pupils and visitors to the classroom.

Playground (Playing Pitches) Behaviour

Each pupil is expected to:

- 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 – swearing, fighting or name calling. Fighting for fun is strictly forbidden.

Behaviour in other School Areas

Each pupil is expected to:

- Walk quietly in the school corridors

Behaviour during School Outings/Activities

Each pupil is expected to:

- Follow – his/her teacher's/other instructors 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
- Be kind, polite and willing to help when required.
- 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

Covid-19

All staff members must ensure that they comply with all DES/HSE guidelines and school procedures and practices put in place by the Board of Management in an attempt to prevent the spread of Covid-19 in our school community. Exemptions may apply in certain circumstances.

General

The Code of Professional Conduct for Teachers, which is available at www.teachingcouncil.ie, outlines the standards of professional conduct expected of members of the teaching staff of Clarecastle National School.

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 in common areas of the school.

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

Teachers 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.
- Record all incidents of continued, serious or gross misconduct on the school pupil management system Aladdin.
- Inform parents immediately concerns arise over pupil behaviour, academic progress or social/emotional development.

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, regular attendance and by ensuring that homework is given due time and completed to the best of the individual pupil's ability.

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

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

Covid-19

All parents must ensure that they comply with all DES/HSE guidelines and school procedures and practices put in place by the Board of Management in an attempt to prevent the spread of Covid-19 in our school community. Exemptions may apply in certain circumstances.

General

Parents 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 annually and end of year reports).
- Receive information on school's policies and procedures.

Parents are *expected* to:

- Adhere to school policies and procedures as detailed by the Board of Management.
- Engage and interact with staff members and other members of the school community in a courteous manner.
- Ensure their children comply with the school's Code of Behaviour and all other school policies and procedures as detailed by the Board of Management.
- Ensure their children attend school regularly and on time (**09.00**) and that they are collected from school on time (**13.45 in the case of infants and 14.45 in the case of all other classes**)
- Ensure their children wear the school uniform;
- Ensure their children have the correct books and materials;
- Have their children's belongings labelled;
- Read written 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 in the event of needing to meet with a teacher;
- Treat all members of the school community with respect;

- Ensure they do not reprimand/threaten any pupil in the school yard, or coming to or from school.
- Provide a note for all absenteeism;
- Inform the 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;
- Attend meetings at the school if requested;

School Rules

In order to achieve a happy, healthy and safe school environment, where a sense of mutual respect is fostered and where learning can take place, every pupil is expected to adhere to the following rules.

Respect and Courtesy

All members of the school community are expected to conduct themselves in a manner which shows respect and courtesy for others.

All members of the school community are expected to respect school property and the property of others.

Dress Code

Pupils are required to wear the **complete** uniform everyday unless otherwise directed by their class teacher.

Girls: Navy skirt/trousers, navy polo shirt, red crested school top.

Boys: Navy trousers, navy polo shirt, red crested school top.

.The school track suit is worn on P.E. days.

P.E. Requirements: Plain navy tracksuit bottoms (no branding/logo's) may be worn on PE days.

Please note:

Any item of clothing/jewellery which in the eyes of school staff may pose a Health & Safety risk to individual pupils is not permitted e.g. Inappropriate footwear, long earrings etc.....

- Hairstyles to be neat and tidy and not impede schoolwork.
- 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. Sweets and popcorn are discouraged but may be used as a reward for good behaviour on occasion at teacher discretion.

- Crisps, fizzy drinks, cans, glass bottles and chewing gum are not allowed.
- Nuts and other food items may be banned if required (if a child in the class has an allergy to nuts/specific food items).
- Food must be eaten in the classroom. All wrappers and leftover food must be disposed of as directed by the class teacher.

Homework

- All homework assigned must be completed to the best of the individual pupil's ability.
- Parents/guardians must check and sign homework on a daily basis having firstly ensured that all assigned homework is completed.
- Incomplete homework must be explained in writing by a parent/guardian.

Attendance

- Regular attendance is essential for pupil progression. Pupils are expected to be present every day.
- Each child is expected to be in school at 09.00.
- Pupils who present for school from 09.20 onwards must be signed in at the school office by a parent/guardian.
- Pupils who are leaving early must be signed out at the school office by a parent/guardian.
- Pupils will only be released into the care of someone other than a parent/guardian if the school has been notified of the arrangement by a parent/guardian in advance.
- A written note stating the reason for absence is expected to explain all absences.

Movement throughout the school/ school grounds

- Pupils must enter and leave the school in an orderly manner.
- Running is strictly forbidden in classrooms and on corridors.
- Pupils who use bicycles are asked to alight at the school gate.

Break-times

- Teachers instructions 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 line up quietly and stand in an orderly manner until collected by teacher.
- During inclement weather pupils remain indoors in their classrooms and may play with the games provided.

Internet enabled devices

- There are no circumstances under which pupils should have internet enabled devices with them during the school day or school related events. Internet enabled devices found in pupils possession will be confiscated.

- The school accepts no responsibility whatsoever for damage to or loss of internet enabled devices in the event of a pupil bringing same to school.

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 remain at home until such a time as they are better.
- Parking which obstructs the school entrance/pedestrian crossing and on the double yellow lines and hatched area outside the school is strictly prohibited.

PROMOTING POSITIVE BEHAVIOUR

As a general rule the school will endeavor 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.

We work to **"RAISE THE PRAISE & MINIMISE THE CRITICISE"**

Special attention will be paid to pupils who have previously been associated with poor behaviour so that not only good behaviour but also effort to improve and improvement in behaviour is acknowledged.

System for acknowledging good behaviour, progress and effort.

Good behaviour is praised in a number of 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

1. A Group/Class treat such as:

2. Reduction in homework
3. Edible treat
4. DVD
5. Time given to preferred activity
6. Extra playtime
7. For groups within a class a system of merit marks
8. A mention to the principal
9. 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

Level 1: Behaviours

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of Behaviour that are included in Level 1. Please note the list is not exhaustive.

- Failure to prepare for class, as defined by individual teachers
- Running in the hallways
- Disturbing the work or play of others
- Disrespectful language, tone, or manner

Level 1: Disciplinary Actions

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. Some examples of Level 1 responses are:

- Verbal reprimand/reminder(s) (making clear what behaviour was unacceptable)
- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others
- Prescribing additional work
- Loss of privileges (Weekend homework)

- Parent contact
- Behaviour contract

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)
- Discussion of behaviour with the child
- Informal notes regarding incident/intervention/date.

Level Two

Level 2: Behaviours

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. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Ignoring staff requests
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)

Level 2: Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parents, with written documentation. Some examples of Level 2 responses are:

- In school supervised detention as per school policy.
- Report submitted to the Board of Management
- Meeting with parent(s)/guardian(s)
- Suspension from school of one to five days, depending on the severity of the Behaviour
- Implementation of extensive Behaviour management plan

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.
- 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 Three

Level 3: 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. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Setting fires
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others.
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, disability, or ethnic origin

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:**

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

COVID 19:

Sanctions for indiscretions will be applied depending on which level the indiscretion falls into. Level 2 and 3 disciplinary actions should only be initiated by teachers following consultation with the Principal/Deputy Principal.

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 **Clarecastle National School**, has, at a meeting held on the 15th May 2014, formally 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 of **Clarecastle National School**, has, at a meeting held on the 15th May 2014, formally 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 up to a maximum of ten days on any one period of suspension imposed by it.

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 *Clarecastle National School*, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

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

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

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

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

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

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

The Board of Management of *Clarecastle National School* acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

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

Procedures in Respect of Other Suspensions:

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

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of *Clarecastle National School* will initiate a formal investigation of the matter.

The following procedures will be observed;

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

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

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

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

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

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

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

Expulsion

Definition of Expulsion:

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

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

Authority to Expel:

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

Procedures in Respect of Expulsion:

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

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

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

- iii. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- iv. 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

- c) 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)

d) 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

e) 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.

f) Confirmation of the Decision to Expel

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

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

The Board of Management of **Clarecastle National School** 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.

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 or via Aladdin Connect
- On return from an absence parents must complete a "Return to School Declaration".
- Details pertaining to the absence, such as duration and reason, should be provided
- Significant absences caused 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

RECORDS

A standardised record system will be used to track an individual pupil's Behaviour. Such records will contain;

- Incidents of misbehaviour,
- 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 (Amendment) Act 2003.

POLICY RATIFICATION/REVIEW

The policy was reviewed by the Board of Management of *Clarecastle National School* at its meeting held on 18/05/2023.

Signed: Pat Bergin

Mr. Pat Bergin

Chairperson

Board of Management