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## Code of Behaviour

Under section 23 of the *Education (Welfare) Act 2000*, the Board of Management has prepared and made available a code of behaviour for the pupils of Corracrin N.S. This school code of behaviour has been reviewed in accordance with Guidelines issued by the National Educational Welfare Board (NEWB).

This code of behaviour aims to create a positive learning and teaching environment where good behaviour is promoted. It espouses the development of mutually respectful relationships between teachers and pupils. It acknowledges that incidents of inappropriate behaviour may disrupt the pupil's own learning and the learning of others. Therefore on occasions sanctions may have to be imposed to ensure that an orderly atmosphere is maintained. Early positive intervention will involve a problem-solving approach. Corracrin NS whole-school approach to inappropriate behaviour includes agreed ways of describing behaviour, arrangements for recording behaviour and a ladder of intervention. The ultimate aim of the code is that each pupil will develop the habit of responsible behaviour.

### **Principles**

The principles underpinning the formulation of this Policy include the following:

- The main two rules at Corracrin NS are: **“Work hard and be good!”**
- To enhance the learning environment where pupils can make progress in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration of others.
- To promote positive behaviour and self-discipline recognising the differences between pupils 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 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.

### **Roles and responsibilities**

#### **Board of Management:**

The Board of Management takes overall responsibility for ensuring that a code of behaviour is prepared in the school. The Board has made sure that all the members of the school community have the opportunity to be involved in work on the code of behaviour.

#### **Principal:**

The principal has led the audit and review of the code of behaviour, and ensuring that it is implemented in the school. This Code was drafted in September 2019.

#### **Teachers and other staff members:**

Teachers and other staff members have brought their professional expertise in understanding the links between behaviour and learning and their experience of what works to help pupils behave well to this review and updating of the code.

**Parents:**

Parental involvement in this review has drawn on their expectations, insights and experience. Joint work between parents and staff in the development of the code of behaviour can equip parents to reinforce at home the messages about learning and behaviour that are conducive to a happy school.

**Pupils:**

Involving pupils in the review process enables support for the code of behaviour when they have helped to develop it.

**School and Classroom Rules to promote good behaviour****Be organised:**

- Be on time.
- Wear full and correct uniform
- Have all your books, pencils, rulers, erasers, colours
- Have homework completed and signed
- Have notes signed and be on time for 9.00am
- Parents must take responsibility for the following:-
  - Full school uniform
  - Notes to inform the school of absences, lack of uniform, incomplete homework
  - Ensure each child comes to school fully equipped (books, copies, pencils etc.)

**Listen, pay attention and always do your best.**

**Respect yourself, all staff, all visitors and respect all property.**

**Respect other children**

- Play fairly
- Be gentle
- Kind hands
- Kind feet
- Kind words
- Treat others well in what you say and do
- Always tell the truth

**Walk Tall**

- Always walk within the school building
- Always walk to the gate along the path
- Always ask permission to enter school building before school starts/ at lunchtimes

- On wet days stay in classroom at lunch time
- On wet mornings follow instructions to proceed to classroom
- Play within the correct playground boundaries
  
- When bell goes stop playing
- Walk to your line
- Join in your line at the back or in your given position
- Walk when told in an orderly manner to your classroom

### **Strategies to Promote Positive Behaviour**

Praise may be given by using any of the following:-

- A quiet word or gesture to show approval.
- A comment in pupil's copy or workbook.
- Affirmation by another teacher or stickers from the Principal
- A word of praise in front of a group or class.
- A system of merits using stars or points.
- Delegating some special responsibility or privilege
- Golden Time.
- Written or verbal communication comment to parent/guardian
- Lucky Dip
- Certificates at whole school assembly
- Class Dojo Points/ Class Raffle / Homework passes
- Mentoring/ Peer Tutoring/Buddy System.

### **Sanctions to Discourage Inappropriate Behaviour**

The following strategies will be used to show disapproval of wrong behaviour:

- Reasoning with pupil.
- Verbal reprimand, including advice on how to improve.
- Temporary separation from peers within class/ in another classroom.
- Loss of Golden Time
- Loss of privileges – **like going to outside football matches or competitions**
- Recording of incident of misbehaviour by placing initials on board and/or recording in class record chart.
- Note to parents (STEPS system).

**All pupils start with a “clean slate” every morning and will be encouraged to keep it so.**

## **Consequences of Inappropriate Behaviour**

### **Junior Infants – 2<sup>nd</sup> Class**

- STEP 1** Verbal warning
- STEP 2** Verbal warning and sad face or initials on class chart.
- STEP 3** Time-out within class at learning table
- STEP 4** Time - out in Partner Class with work to complete and note home to Parent/Guardian. This note must be signed. Unsigned notes will necessitate a Step 5.
- STEP 5** Note to Parent/Guardian to arrange a formal meeting with the class teacher  
The school reserves the right to send the child to a partner teacher's class, with work assigned, until the meeting takes place.
- RED 6** Note to parents/ guardians to arrange a formal meeting with the Principal and class teacher to discuss pupil's behaviour
- RED 7** Principal will contact parents immediately

#### **STEP 1**

Should a pupil misbehave inform him/ her that unfortunately he/she has broken a rule and will be sanctioned if it happens again.

#### **STEP 2**

Should a pupil misbehave again, inform him/her that he/she has broken a rule and therefore will be sanctioned. In infant classes a card bearing a sad face is placed on his table and his initials are written on class chart. In 1<sup>st</sup> and 2<sup>nd</sup> the child's initials are written on class chart and the child may lose 5 minutes of Class Golden Time. The child will be reminded of the consequences of making right / wrong choices. He/ she will also be reminded of the next step.

#### **STEP 3**

Should the child misbehave again his/ her initials are written on class chart and he/ she is removed from his/ her table and seated at the "learning table" for up to 20 minutes. During this time the child will have specific work to do. If the work is unfinished or if the child misbehaves, he/ she move on to Step 4.

#### **STEP 4**

Should the child reach Step 4, his/ her initials will be written on the board and he/ she will have to time out in Partner Class, with work to complete. If time-out cannot be done on a particular day it will carry over to the next day.

A note will be sent home, in the journal, to be signed by Parent/Guardian.

#### **STEP 5**

Should the child reach Step 5 by misbehaving again his/ her initials will be placed on class chart and he/ she will be sent to partner teacher with assigned work to complete. A printed STEP 5 note to his Parents

/ Guardians will be placed in his journal informing them of their child's misbehaviour and requesting them to make an appointment to meet with the class teacher. The child will remain in partner teacher's class, with work assigned, until this meeting takes place.

#### **RED 6**

Should the child reach Step 6 the Principal, or in his absence the Deputy Principal, must be notified immediately as this step indicates that the child has misbehaved 6 times or been guilty of a serious breach of behaviour during the course of that day. The pupil will be sent, with work to do, to partner teacher's classroom or other designated teacher's class. The pupil will stay in that class until the end of the day. A note will be sent home with child arranging a formal meeting with parents / guardians, the Principal and class teacher for the following morning. In the event of the parents / guardians phoning the school to inform the Principal that they are unable to make that appointment another appointment will be arranged for them as soon as possible. The child will remain in partner teacher's classroom or other designated teacher's class until this meeting has taken place and a commitment given by parents that every effort will be made to support our Code of Discipline.

#### **RED 7**

Should a pupil break 7 rules over the course of the day, or has been guilty of a serious misbehaviour, he/she will be escorted to the Principal's office where the Principal will make every effort to contact the Parents / Guardians as soon as possible, and they will be told to come and collect their son. On arrival they will meet with Principal and Class Teacher. They will be informed of their child's misbehaviour and sanctions as specified by Rule 130 of the Rules for National Schools will be implemented. In the event of being unable to contact Parents / Guardians the pupil will continue to remain in the class of the partner teacher.

#### **Note (1)**

If a serious incident of misbehaviour occurs, then STEP 1-6 will be bypassed and the matter will be dealt with by the Principal. Sanctions as specified by Rule 130 of the Rules for National Schools may be implemented if necessary.

Matters of this gravity will be brought to the attention of Board of Management and the Boards' decision on the matter will be implemented.

#### **Note (2)**

Although incidents of misbehaviour are recorded, the emphasis is on encouraging pupils to behave well and praise is given for commendable behaviour. Parents will be informed when a pattern of regular misdemeanours is developing and encouraged to assist the class teacher in improving the pupil's behaviour. If children are getting on the STEPS board regularly, then a meeting may be sought with parents and teacher as to how to help the child improve his/ her behaviour.

#### **Note (3)**

If there are 3 to 4 minor incidents on 3 or 4 consecutive days, a note will be sent home. This note should be signed and returned by parents / guardians.

#### **Note (4)**

Where it is deemed necessary, advice will be given to parents/guardians to seek support from support services within the wider community e.g. the Community Care Services provided by HSE.

### **STEP 4 Note for Junior Class Parents/Guardians**

Corracrin NS                      Code of Behaviour Check    STEP 4

Date-----

Dear Parents / Guardians,

Your child ----- has reached STEP 4 today.

Please talk to him/ her about **unacceptable** behaviour.  
Should you wish to discuss this with the class teacher, please make an appointment.

***This note must be signed. Unsigned notes will necessitate a STEP 5.***

Thank you

\_\_\_\_\_  
(Class Teacher)

\_\_\_\_\_  
(Parent/Guardian)

This note is coloured white.

**STEP 5 Note for Parents/Guardians of Junior Pupils**

Corracrin NS                      Code of Behaviour Check    STEP 5

Date\_\_\_\_\_

Dear Parents/Guardians,

Your child----- has reached STEP 5 today.

Please speak to him/ her about \_\_\_\_\_

This is a serious breach of Corracrin NS Code of Behaviour.

Please make an appointment to meet the class teacher.

Thank You.

\_\_\_\_\_  
(Class Teacher)

\_\_\_\_\_  
(Parent/Guardian)

This note is coloured orange.

**STEP 6 Note for Parents/Guardians of Junior Pupils**

Corracrin N.S

Code of Behaviour Check STEP 6

Date \_\_\_\_\_

Dear Parents/Guardians,

Your child----- has reached STEP 6 today. The next step, STEP 7, will warrant suspension.

Because of the seriousness of the matter, you are requested to attend a meeting with the principal and the class teacher tomorrow morning at 9.30am. Should this time not suit you, please contact the school secretary to arrange an alternative time.

Thank You

\_\_\_\_\_  
(Class Teacher)

\_\_\_\_\_  
(Principal)

This note is coloured red.

**Senior Classes: 3<sup>rd</sup> - 6<sup>th</sup> Class Sanctions**

- STEP 1** Verbal warning and initials on class chart to record each step.
- STEP 2** Time-out within class at learning table
- STEP 3** Time - out in Partner Class with work to complete and note home to Parent/Guardian. This note must be signed. Unsigned notes will necessitate a Step 4.
- STEP 4** Note to Parent/Guardian to arrange a formal meeting with the class teacher  
Child remains in partner teacher's class, with work assigned, until the meeting takes place.
- RED 5** Note to Parents/ Guardians to arrange a formal meeting with the Principal and class teacher to discuss pupil's behaviour
- RED 6** Phone – call to Parents/Guardian to meet Principal to discuss Suspension Procedure.  
A first RED 6 will incur a one-day suspension.

### **STEP 1**

Inform the child formally that he/she has broken a rule. His/ her initials are written on the board. The child will be reminded of the consequences of making right / wrong choices. He will also be reminded of the next step.

### **STEP 2**

Should the child misbehave again his/ her initials are written on the board and he/ she is removed from his/ her table and he/ she must sit at a 'learning' table for the duration of the lesson. During this time the child will have specific work to do. If work is unfinished or if the child misbehaves, he/ she moves on to Step 3. (Child will be reminded of this).

### **STEP 3**

Should the child reach Step 3, his/ her initials will be written on the board and he/ she will have to do time out in Partner Class with work to complete and a note will be sent home to his Parents / Guardians. If time-out cannot be done on a particular day it will carry over to the next day. A note will be sent home to be signed by Parent/Guardian. The secretary will ring home to inform parents. Unsigned notes will necessitate a Step 4.

### **STEP 4**

Should the child reach Step 4 by misbehaving again his/ her initials will be placed on class chart and he/ she will be sent to partner teacher with assigned work to complete. A printed note to his/ her Parents / Guardians will be placed in his journal informing them of their child's misbehaviour and requesting them to make an appointment to meet with the class teacher. The child will remain in partner teacher's class, with work assigned, until this meeting takes place.

**Note:** Every time a child's name is put on a step, it will be logged by the class teacher. **Parents will be informed, by a note in the school journal, if a child has been put on a STEP.** When the class teacher perceives a pattern of continuous steps developing, he/she will contact the Parents/Guardians to arrange for a behaviour plan to be put in place to support the child.

### **RED 5**

Should the child reach Step 5 the Principal, or in his absence the Deputy Principal, must be notified immediately as this step indicates that the child has misbehaved 5 times during the course of that day or been guilty of a serious breach of discipline. The pupil will be sent, with work to do, to partner teacher's classroom or other designated area. The pupil will stay in that class until the end of the day. A note will be sent home with child arranging a formal meeting with parents / guardians, the Principal and class teacher for the following morning. In the event of the parents / guardians phoning the school to inform the Principal that they are unable to make that appointment another appointment will be arranged for them as soon as possible. The child will remain in partner teacher's classroom or other designated teacher's class until this meeting has taken place and a commitment given by parents that every effort will be made to support our Code of Discipline.

**Note:** If the child refuses to go to partner teacher's class he will automatically progress onto RED 6.

**Note:** Should a child incur two RED 5s within the time frame of one week, or while waiting to make contact with his Parents/Guardians, he/ she will progress automatically to RED 6.

### **RED 6**

Should a pupil break 6 rules over the course of the day, or has been guilty of a serious misbehaviour, he/ she will be escorted to the Principal's office where the Principal will make every effort to contact the Parents / Guardians as soon as possible, and they will be told to come and collect their son. On arrival they will meet with Principal and Class Teacher. They will be informed of their child's misbehaviour and sanctions as specified by Rule 130 of the Rules for National Schools will be implemented. In the event of being unable to contact Parents / Guardians the pupil will continue to remain in the class of the partner teacher.

**NOTE (1):** When a pupil returns to school after a period of suspension, he/ she must be accompanied by a parent/guardian and meet with the Principal and class teacher to sign a behaviour contract before he/ she is readmitted to his/ her class.





This note is coloured red.

### **STEPS 1 – 4 UNACCEPTABLE BEHAVIOURS**

- Talking out of turn
  - Distracting other pupils
  - Constant talking to other pupils
  - Out of seat without permission
  - Unruliness on corridors
  - Name calling / objectionable comments about others
  - Rowdiness / horseplay
  - Unsatisfactory homework
  - Ignoring Teachers instructions
  - Fidgeting
  - Careless work
  - Sulking
  - Misbehaviour in Teacher's absence
  - Books, copies pencils etc. left at home
  - Lateness
  - Not entering or leaving school via designated gates
  - Taking food to the yard
  - Not playing within correct boundaries in yard
  - Bringing toys / mobile phones / electronic devices or other unauthorised items to school
  - Breach of uniform code
- \* THESE BEHAVIOURS ARE CONSIDERED SERIOUSLY UNACCEPTABLE IF THEY OCCUR REPEATEDLY**

### **STEP 5 MISBEHAVIOURS**

- Verbal abuse of another pupil
- Intentional hitting/ physical contact with another pupil
- Comments of ethnic, sexual or gender nature
- Noisy disruptive behaviour
- Throwing objects at other pupils
- Repeated incidents of minor misbehaviour over a day or week would constitute serious misbehaviour
- Repeated incidents of low key 'unwanted interference' that may be construed as bullying

### **STEP 6 GROSS MISBEHAVIOURS**

- Verbal abuse towards teachers and adults working in the school
- Physical fighting
- Threatened physical assault on a staff member
- Bullying –
  - Physical assault
  - Persistent name calling
  - Exclusion of a pupil by others
  - Spreading rumours
  - Extracting money from other pupils
  - Cyber bullying
- Wilful destruction of school property or another's property
- Stealing
- Inappropriate use of mobile phones/social media

- Substance abuse

### **Implementation of the Code of Behaviour in the School Playground**

Principal and SNAs supervise yard from 8:45 every morning with the Deputy Principal in his absence. Teachers and SNAs will attend to yard supervision promptly at 10:45am and 12.30pm.

In the event of a pupil breaching playground rules, he/ she should be spoken to by a member of the Teaching Staff and / or put standing at wall for designated time.

If a pupil persistently ignores the rules of the playground the pupil will progress on the “Steps System”.

If a pupil is in serious breach of playground rules he will be told to stand at the wall for the duration of the playtime. He/ she will progress on the “Steps System” and / or be reported to Principal.

Verbal abuse to staff (Teacher / SNA) by pupils is a serious breach of discipline.

#### **Gross Misbehaviour:**

In the event of a serious incident on the playground, the teacher(s) on yard duty will inform the Principal or Deputy Principal as soon as possible.

#### **When bell rings:**

- Pupils stop playing
- Pupils move in an orderly manner to their allocated class line
- Pupils remain in an orderly line until directed to go to classroom
- Teacher on yard duty will supervise class line-up until pupils are collected by class teacher
- Incidents of misbehaviour will be reported to class teacher

#### **Methods for the Recording of Breaches of Behaviour:**

All instances of breaches of Corracrin NS Code of Conduct in the playground will be recorded in the Yard Duty Record Book. This will be found in the Office and should be collected and returned to designated area on completion of yard duty. All incidents reported must be signed and dated by teacher on duty. The class teacher should also be made aware of the incident and should enter it on pupil’s class records sheet and take appropriate action on the “Steps” system.

### **Prevention of Bullying at Scoil Pádraig, Corracrin**

Our School is one in which relationships are based on mutual respect, trust, caring and consideration of others rather than power and strength. We recognise the variety of differences that exist between children and the need to tolerate these differences.

We will organise our school community in order to minimise opportunities for bullying e.g. provide supervision at problem times.

We will use any opportunity to discuss aspects of bullying and the appropriate way to behave towards each other e.g. Religion / R.S.E. / Stay Safe Programme / Walk Tall / Circle Time / SPHE

We will endeavour to promote high self-esteem in all pupils through Circle Time etc.

We will deal quickly, firmly and fairly with any complaints.

We will continue to have a firm but fair discipline policy.

We will not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin or sex etc.

### **Homework**

It is the policy of Corracrin NS to assign homework Monday – Thursdays inclusive. Parents are strongly advised to take an active interest in their child’s homework and to sign his/ her Homework Journal each night ensuring that it is completed. If for any reason a child’s homework is not completed, a note of explanation should be written by parent in journal.

### **Parental Involvement in Promoting a Positive Discipline Code at Corracrin NS**

At Corracrin NS we value the active support by parents to promote the implementation of our Code of Behaviour.

Parents will be made aware of all aspects of school life both social and curricular through regular notes, newsletter and our school website, <https://corracrinns.scoilnet.ie/blog/> Parents will be kept fully informed from the outset of instances of serious misbehaviour on the part of their child.

Parents are welcome to discuss any aspect of their child’s school life by making an appointment through school secretary or note to class teacher.

Parents will be informed when their child has performed well or when he/ she has made a positive effort to improve.

### **Other Guidelines for Parents**

Children are not allowed to take food out on yard breaks.

All children must wear uniforms on a daily basis, hoodies and tracksuit bottoms on PE days.

School Journals must be signed nightly by Parents / Guardians.

Parents must inform the school by note in a journal of pupil’s absences

Parents should note that absences of 20 days or more must be reported to TUSLA.

Arriving late for school without a note will be considered a minor misdemeanour. Parents will need to sign the late entry book in the school corridor.

Pupils who arrive after opening time and/or are collected late after closing time must be signed in/out.

## **Suspension**

According to the NEWB Guidelines 'Suspension' is defined as: *requiring the student to absent him/ herself from the school for a specified, limited period of school days.*

**During the period of a suspension, the student retains their place in the school.**

Suspension is a proportionate response to the behaviour that is causing concern after other interventions have been tried and teaching staff have reviewed the reasons why these interventions have not worked.

The decision to suspend a pupil will require serious grounds such as:

- 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.

Fair procedures will be followed when proposing to suspend a pupil. These procedures have two essential components, namely 'the right to be heard' and 'the right to impartiality'.

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

### **Form of Suspension:**

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 other pupils or staff of the school, or any other person. Fair procedures will be applied.

### **Procedures in respect of Suspension:**

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

- inform the student and their parents about the complaint
- give parents and student an opportunity to respond

### **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. The Board of Management will provide guidance to the Principal concerning the kinds of circumstances under which suspensions of longer than three days might be approved. If a suspension longer than three days is being proposed by the Principal, the matter should be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

The Board of Management will normally place a ceiling of ten days on any one period of suspension imposed by it. The Board will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student 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*.

### **Appeals:**

The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a student. At the time of formal notification of suspension, the parents/guardians will be informed of their right to appeal to the Secretary General of the Department of Education and Skills under section 29 of the *Education Act*, and will be given information about how to appeal.

### **Implementation of the Suspension:**

#### **Written notification**

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 student 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 Science (*Education Act 1998*, section 29).

**Note:**

Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

**Re-integrating the student**

The school will have a plan to help the pupil to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Successful re-integration goes beyond academic work. Where possible, the school will arrange for a member of staff to provide support to the student during the re-integration process.

When suspension, is completed, a pupil will be given the opportunity and support for a fresh start. A record will be kept of the behaviour and any sanction imposed, however, once the sanction has been completed the school will expect the same behaviour of this pupil as of all other pupils.

Formal written records will be kept of:

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

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

**Expulsion**

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

- meeting with parents and the pupil to try to find ways of helping the pupil to change their behaviour
- making sure that the pupil 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)

The grounds for expulsion are similar to the grounds for suspension. However, in addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, the school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the pupil's behaviour.

**Expulsion for a first offence**

There may be exceptional circumstances where the Board of Management forms the opinion that a pupil should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code would include:

- a serious threat of violence against another pupil or member of staff
- actual violence or physical assault
- supplying illegal drugs or other intoxicants to other pupils in the school
- sexual assault

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

Corracrin NS is required by law to follow fair procedures as well as procedures prescribed under the *Education (Welfare) Act 2000*, 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:

#### **Step 1:**

- A detailed investigation will be carried out under the direction of the Principal.
- Parents/guardians will be informed in writing of the alleged misbehaviour and the proposed investigation.
- Parents/guardians and the pupil will have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed.
- If a pupil and their parents/guardians fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation issued to parents/guardians and their response.

#### **Step 2:**

The Principal will make a recommendation to the Board of Management.

As part of this process the Principal will:

- inform the parents/guardians and the pupil that the Board of Management is being asked to consider expulsion
- ensure that parents have records of: the allegations against the pupil; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as are given to parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to the Board of Management
- ensure that parents have enough notice to allow them to prepare for the hearing.

#### **Step 3:**

- The Board of Management will consider the Principal's recommendation and hold a hearing.
- The Board will review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board will undertake its own review of all documentation and the circumstances of the case. It will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations.
- If parents/guardians wish to be accompanied at hearings the Board will facilitate this.

#### **Step 4:**

- Having heard from all the parties, the Board will decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.
- Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (*Education (Welfare) Act 2000, s24(1)*).
- The Board of Management will refer to National Educational Welfare Board reporting procedures for proposed expulsions.
- The pupil will not be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (*Education (Welfare) Act 2000, s24(1)*).
- The Board will inform the parents/guardians in writing about its conclusions and the next steps in the process.
- Where expulsion is proposed, the parents/guardians will be told that the Board of Management will now inform the Educational Welfare Officer.

**Step 5:**

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

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the pupil, and anyone else who may be of assistance
- convene a meeting of those parties who agree to attend
- These consultations may result in an agreement about an alternative intervention that would avoid expulsion.
- However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation will focus on alternative educational possibilities.
- Pending these consultations about the pupil’s continued education, the Board of Management may take steps to ensure that good order is maintained and that the safety of pupils is secured (*Education (Welfare) Act 2000, s24(5)*).
- The Board may consider it appropriate to suspend a pupil during this time. Suspension will only be considered where there is a likelihood that the continued presence of the pupil during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

**Step 6:**

- 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/guardians will be notified immediately that the expulsion will now proceed.
- Parents/guardians and the pupil will be told about the right to appeal and supplied with the standard form on which to lodge an appeal.
- A formal record will be made of the decision to expel the pupil.

**Appeals:**

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

**This Code of Behaviour has been reviewed and ratified by Corracrin NS Board of Management in September 2019.**

✂=====

**Please detach, sign and return to the school:**

We \_\_\_\_\_, the parents/ guardians of:

\_\_\_\_\_  
\_\_\_\_\_

I/ we accept the above Behaviour Policy of Scoil Naomh Pádraig, Corracrin, Emyvale, Monaghan

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

