

CTK BNS Code of Behaviour

Christ The King BNS

SRN ; 16988T



Introductory Statement

Christ The King BNS aims to provide a happy, secure, friendly, learning environment, where children, parents, teachers, special needs assistants, ancillary staff and Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere.

This policy was prepared in accordance with Guidelines issued by the National Educational Welfare Board in May 2009. This policy was reviewed and updated in 2010, 2014, 2015, 2021.

The outbreak of Coronavirus Disease 2019 (COVID-19) has necessitated that the Code of Behaviour be updated in compliance with the requirements of NPHE, DES and HSE guidance on protection from coronavirus (Covid-19).

Rationale

Under the Education Welfare Act, 2000, Section 23 (1) *schools are obliged to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:*

- *The standards of behaviour that shall be observed by each student attending the school;*
- The measures that shall be taken when a student fails or refuses to observe those standards;
- *The procedures to be followed before a student may be suspended or expelled from the school concerned;*
- The grounds for removing a suspension imposed in relation to a student; and
- The procedures to be followed in relation to a child's absence from school.

Christ The King BNS has deemed it necessary to review and update our Code of Behaviour to ensure compliance with the following legislation and guidelines:

- Anti-Bullying Procedures for Primary and Post-Primary Schools 2013
- Children First National Guidance 2015

- Child Protection Procedures for Primary and Post-Primary Schools 2017.
- Data Protection 1998 -2018 and EU General Data Personal Regulation 2018 (GDPR)
- Department of Education *Roadmap for the full return to school*
- HSE / HPSC Covid-19 *'Interim Recommendations for the re-opening of schools and educational facilities.*

Relationship to the characteristic spirit of the school

Christ The King BNS is a Catholic Community which aims to provide a caring environment where management, staff and parents work in partnership through mutual respect to develop the spiritual, personal and academic potential of each child according to their talents, skills and abilities. Respect for others and co-operation amongst pupils, parents, staff and the Board of management are the guiding factors in our Code of Behaviour.

CTK BNS cherishes all pupils equally. It is our philosophy that discipline is based on mutual respect, which is evident in all our interactions, whether between children, teachers or parents in our school community. We hope to enable students in CTK BNS to learn positive attitudes from the example of those who guide them. If they are taught to show respect for others, both at home and in school, and if they are accorded respect by the people they encounter, then discipline can be approached in a very positive manner.

Aims

- To allow the school to function in an orderly and harmonious environment.
- To promote positive behaviour and self-discipline recognising the differences between pupils and the need to accommodate these differences.
- 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 for others which will develop students' self-esteem.
- To ensure the safety and well-being of all members of the school community by encouraging an atmosphere of respect, tolerance and consideration for others.
- To enable parents/guardians and pupils to understand the systems and procedures that form our Code of Behaviour and to ensure their co-operation and support 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.
- To enable our teachers to have more productive teaching time without disruption to pupils' learning.
- To foster in our pupils caring attitudes to one another and to the learning environment.
- To protect the health and safety of all pupils, staff and their families by strict adherence to the new procedures and protocols to promote social distancing, respiratory and hand hygiene.

Content of policy

In our Code of Behaviour, we address the following:

1. Guidelines for behaviour in the school
2. Whole school approach to promoting positive behaviour – roles and responsibilities
3. Positive strategies for managing behaviour
4. Strategies for dealing with unacceptable behaviour
5. Suspension / Expulsion

1. Guidelines for behaviour in the school

The Education Welfare Act, Section 23, states that the Code of Behaviour shall specify “the standards of behaviour that shall be observed by each pupil attending the school”.

The school recognises that there are times and factors in a child’s life that may influence their behaviour. These will be taken into consideration and the child and his/her behaviour may be accommodated as a result.

In compliance with Section 23 (4) of the Education Act, prior to registering a pupil, parents/guardians will be issued with a copy of the school’s Code of Behaviour and on application, parents/guardians will be asked to confirm in writing that they accept the school’s policy *‘and that they shall make all reasonable efforts to ensure compliance with such code’*.

2. Whole school approach to promoting positive behaviour – roles and responsibilities

Staff members, supported by the Board of Management, adopt a positive approach to discipline within the school. Children are encouraged and praised for their efforts in maintaining discipline. The elements of a whole school approach to behaviour include:

- An ethos, policies and practices that are in harmony.
- A teamwork approach to behaviour.
- A whole-school approach to curriculum and classroom management.
- An inclusive and involved school community.
- A systematic process for planning and reviewing behaviour policy.

Staff

- At the beginning of each school year all teachers will discuss the Code of Behaviour and devise a set of positive class rules with their pupils.
- The school’s Social Personal and Health Education (SPHE) curriculum is used to support the Code of Behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.
- A positive and consistent approach will be adopted by all staff to rewards and sanctions
- The staff will ensure they communicate to parents/guardians any concerns in relation to their child’s behaviour and well-being.

- Behavioural concerns may be brought to the attention of the pupils in class situations by the principal or teacher. Similar information may be conveyed to parents in person, by phone, letter or note home
- The Code of Behaviour is given to each family upon enrolment. It is also available on the school website.

Board of Management

The Board of Management provides a supportive role to the principal and the teaching staff in the positive implementation of the school Code of Behaviour.

The Board of Management actively promotes proactive staff involvement in behavioural concerns and to this end will fund where appropriate, opportunities for staff development in the area of understanding behaviour and its management.

Parents/Guardians

Christ The King BNS strives to foster a positive relationship between staff and parents.

Parents are encouraged to be actively involved in the school in a variety of ways e.g. school activities in conjunction with the Home School Liaison Teacher and the school Board of Management.

Parental support is vital for the promotion of positive behaviour and the maintenance of high standards of behaviour.

The school therefore, requests that parents/guardians:

- Read this policy and share the contents with their children.
- Give supportive co-operation to school staff in the interest and benefit of their children.
- Co-operate with the school's system of rewards and sanctions.
- Ensure children are punctual and are collected on time.
- Ensure children's attendance is regular. (The school is legally obliged to notify the Education Welfare Services in TUSLA when a child is absent for more than 20 school days annually.
- Give a written explanation prior to a pre-arranged absence or following a child's absence. Explanation may also be given by phoning the school office.
- Discuss any issues, other than minor matters, at mutually agreed pre-arranged meetings. Minor issues can be discussed with parents at home time.
- Attend parent/guardian teacher meetings as necessary.
- Communicate any issue, which troubles you or your child at an early stage.
- Be courteous and respectful to staff at all times
- Help children with homework, ensuring that it is completed.
- Ensure children have the necessary books and materials for school.
- Ensure children wear their school uniform.
- Support the school and the Anti- Bullying policy, encouraging their child not to retaliate but to inform a staff member of incidents of bullying.
- Observe and respect all social distancing protocols when dropping off or collecting their children from the school
- Encourage their child to adhere to social distancing, hand and respiratory hygiene guidelines

- Monitor their child closely for signs and symptoms of illness and keep child at home if they show any signs of infectious illness
- Ensure that meetings with school are arranged in advance through school office
- Ensure that school has up to date contact information for parents/guardians and other family members who may be required to collect their child, should symptoms appear during the school day
- Answer telephone call from school/call school back promptly and have arrangements in place for prompt collection of their child should it be required

As the BoM is responsible for the Health and safety of all staff and students, parents are asked to **refrain from approaching or reprimanding another person's child on the school premises.**

The Board of Management has a duty of care to protect their staff under the Health Safety & Welfare at Work Act 2005. The Board requests that parents/guardians interact with school staff in a courteous manner. The Board will not tolerate any rude or threatening behaviour towards staff members. Such behaviour may result in an individual being asked to leave the premises/school grounds and the Board will be informed. In serious cases the Gardaí may be called.

Posting of slanderous comments on social media platforms about members of staff will also be deemed as a serious breach of the Code and may result in the staff member and /or Board taking legal action.

Parents who have a serious difficulty or wish to make a complaint may do so following the grievance procedures that are set out in the CPSMA/INTO agreed parental procedures stages 1-5.

School Hours

Junior/Senior Infants 8.50am – 1.30pm

First - Second Class 8.50am - 2.30pm

Third to Sixth Class 9.00am – 2.40pm

Pupils

Pupils play an important role in the ongoing implementation of the Code of Behaviour by:

- Being involved in discussing and choosing class rules.
- Understanding the need for these rules.

Each pupil is expected:

- to be well behaved and to show respect and consideration for other children and adults.
- to show respect for the property of the school, other children's and their own belongings and to keep the school environment clean.
- to do his best in school and for homework
- to obey the instructions of school staff.
- to refrain from behaving roughly to each other, to school staff or visitors
- to refrain from using bad language to each other, school staff or visitors

- to be on time for school each morning
- to line up and stand quietly when the school bell is rung
- to follow the school's Anti-Bullying Code
- to follow social distancing protocols as directed by their teachers
- to practise good respiratory and cough etiquette
- to practise good hand hygiene as demonstrated by their teacher
- to use hand sanitiser, wipes, soap, hand towels for the purpose(s) for which they are intended.
- to show due care when using sanitising dispensers, hand towel dispensers and soap dispensers.

3.Positive strategies for managing behaviour

Classroom

Behavioural expectations are established in each class that are consistent with the ethos as expressed in the Code of Behaviour and which sets a positive atmosphere for learning. Pupil input is enlisted in devising the class rules. Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.

Classroom Rules will include the following:

1. Treat others with respect and kindness.
2. Always try your best.
3. Be honest. Tell the truth.
4. Respect the belongings of others. Share.
5. Raise your hand to speak. Refrain from interrupting the teacher or others when they are speaking. Work quietly.
6. Keep your desk area neat and tidy.
7. Remain in your seat if a teacher has to leave the room.
8. Wear your uniform. Wear tracksuit on PE days
12. In the interest of hygiene, long hair is to be tied up.
13. Practise good respiratory and cough etiquette.
14. Practise good hand hygiene.
15. Observe social distancing

Positive behaviour is recognised and acknowledged in our school. Children are encouraged and praised for their efforts in maintaining discipline. Age appropriate strategies and rewards will be used by staff throughout the school. Pupils' input into the rewards for their class will be encouraged as appropriate. The following list is a selection of strategies which may be used by individual teachers to affirm and promote positive behaviour in the classroom:

- A quiet word or gesture of approval.
- A comment written into a child's exercise book.
- A visit to another class or Principal's office for commendation.
- Positive praise in front of whole class
- Awards e.g. Star of the Week, Student of the Week, Best Listener, Most Improved Student,

- Attendance awards/certificates e.g. full attendance for the month/term/year certificates
- Monthly Merit awards
- Individual/Group points systems e.g. Class dojo, class jars, raffle tickets, class charts etc.
- Stamps and stickers on children's work
- Delegating some special responsibility or privilege
- Written or verbal communication with parents/guardian
- Small prize/gift
- Homework pass
- Golden Time – DVD, treat, extra PE/Art time
- Individual behavior programmes

Individual behaviour plans

In some circumstances, it may be appropriate for some pupils to have an individual behaviour plan with their own reward system and differentiated sanctions. This may be necessary to accommodate for additional needs a pupil may have. This will be decided in consultation with parents and pupils.

The Playground

The following strategies are implemented to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour in the school yard.

- At both break times, teachers are on duty in the playground, assisted by Specials Needs Assistants (SNAs).
- While the SNAs assist with yard supervision the teacher on duty is responsible for disciplinary matters and SNAs will refer children to the teacher.
- In the interest of social distancing during the Covid-19 pandemic, each class is allocated an area in the playground to which pupils must stay within.
- In the event of misbehaviour during yard time, the teacher on duty will address the issue. Time out stations are located in the yard and may be used at the discretion of the supervising teacher.
- Classroom teachers will be informed of misbehaviour by supervising teacher. Where deemed necessary the **Incident Red book located in the office** may be filled in by the supervising teacher and discussed with the class teacher.
- Classroom teachers will track classroom misbehaviours using the Incident Report form and where necessary will follow up with parents if the behaviour is continuously repeated.
- If conflict issues persist between students when playing football and the health and safety of students is put at risk, the supervising teacher will remove the football and the class teacher will decide when the class are ready to play football again during yard time.
- The principal will be informed of serious incidents of misbehaviour. Parents will be notified if deemed necessary.

All pupils must adhere to the following playground rules:

- Food or drink is not permitted during yard-time
- Move around allocated area with due care and remain within your class bubble
- Play safely at all times.
- When an incident occurs, inform the teacher on duty.
- Follow staff instructions.
- When the football goes out of your assigned play area only the ball boy is allowed to retrieve it.

Other areas in the school environment

- Pupils walk in single file to and from their classroom keeping to the left on the corridors.
- Pupils should move about the school in a quiet orderly manner.
- Pupils should not shout on corridors, in the toilets or waiting to return to their class
- Pupils should not engage in rough play in the corridors, toilets or returning to class
- Pupils should ensure that their coats, bags etc. are stored properly in classrooms
- Pupils must show respect for school property and the property of others at all times.
- Courteous behaviour (e.g. standing back to let adults by at doorways, greeting teachers and other adults) is encouraged.

School related activities

The standards and rules contained in the Code of Behaviour apply in any situation where the pupil, although outside the school, is still the responsibility of the school, e.g. school tours, games/extra-curricular activities and attendance at events organised by the school.

4.Strategies for dealing with unacceptable behaviour

Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the code of behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the student's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers.

Three levels of unacceptable behaviour are recognised by Christ The King BNS. They are Minor, Serious and Gross misbehaviours.

It is important to note that the lists below are not exhaustive and that other unacceptable behaviours may be added or included at the school's discretion.

Examples of Minor Misbehaviour

Disrupting class work by:

- Talking when teacher or another pupil is talking, interrupting the teacher, shouting out answers, talking over another pupil, talking out of turn
- Pupil not listening to instructions, fiddling with stationary etc.
- Laughing/ sniggering/sneering at other children
- Throwing objects, making noise, swinging on chairs
- Getting out of seat or moving around the room without permission
- Disobeying the teacher's instructions.
- Carelessness with books and stationary, scribbling/drawing on school books
- Drawing on tables, being careless with another pupil's property
- Commenting negatively on another pupil's work
- Excluding others
- Screaming/ shouting at another child
- Leaving litter in and around the school.
- Lack of compliance with school policy on uniform.
- Being discourteous or unmannerly.
- Name calling
- Gestures of defiance and using bad language
- Unruliness in the classroom or in the corridor.

- Deliberately not abiding by social distancing rules,
- Deliberately not following respiratory and cough etiquette
- Deliberate misuse of sanitiser, wipes, soap, hand towels etc.

Examples of Serious Misbehaviour

Negative physical contact e.g. pushing, hitting, biting, spitting, kicking, tripping up, pulling hair, punching etc.

Deliberately coughing, sneezing on another child or member of staff.

Being disrespectful to the teacher/ ignoring the teacher

Taking things from classmates/teacher without permission

Screaming/ shouting at a teacher

Deliberate exclusion of peers

Spreading rumours/lies about another pupil/member of staff

Name calling or use of derogatory language related specifically to Covid-19.

Threatening/ intimidating peers

Throwing objects at peers

Telling lies

Bullying – physical, verbal, cyber (Ref: Anti-Bullying Policy)

Consistently interrupting/distracting others in the class

Consistently not doing homework

Refusal to do work assigned

Refusal to co-operate with the teacher

Damaging school property

Using mobile phone in school

Leaving school grounds without permission during school day

Examples of Gross Misbehaviour

Deliberate and aggressive coughing on another child or member of staff despite previous warnings.

Deliberate spitting on another child or staff member.

Serious assault on another pupil/staff member e.g. physical, verbal

Serious damage to school property

Serious theft of school/staff property

Consistent bullying of another pupil e.g. emotional, physical, cyber

Responding to unacceptable behaviour

The Education (Welfare) Act 2000, Section 23, states that a school must outline 'the measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined'.

Teachers will use their professional judgement and their knowledge of the child and the particular circumstances of the behaviour or incident in responding to unacceptable behaviour and in selecting the appropriate sanction. The sanction will be proportionate to the behaviour or incident in question. Each class may have a different system of sanctions depending on age but all systems in the school will work on the same basis of a warning system whereby the pupil has opportunities to address their behaviour. It may include:

1. Reasoning with pupil
2. Verbal reprimand including advice on how to improve
3. Temporary separation from peers within class and/or temporary removal to another class
4. Prescribing extra work/ writing out the story of what happened
5. Loss of privileges
6. Loss of playtime in yard
7. Time out time, either in the classroom or in another room.
8. Teacher communicating with parents
9. Referral to Principal
10. Principal communicating with parents
11. Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular22/02 and Education Welfare Act 2000)

Bullying

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

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

5.Suspension and Expulsion

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

Suspension

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

- For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered.

- Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as gross misbehaviour.
- The principles of ensuring the right to be heard, and the right to impartiality apply in all cases.
- Parents/guardians of a pupil will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed.
- Parents/guardians concerned will be invited to come to the school to discuss their child's case.
- Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents/guardians will be requested in writing to attend at the school to meet the Chairperson and the Principal.
- If the parents/guardians do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period.
- Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information.
- Suspension will be in accordance with the Rules for National Schools and the Education (Welfare) Act 2000.
- In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board of Management delegates authority to the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents/guardians.
- Where a decision is taken to suspend a pupil, the Principal will notify the parents/guardians and the pupil in writing of the decision to suspend.
- Parents/Guardians have the right to appeal the Principal's decision to suspend a pupil to the school's Board of Management.
- Following or during a period of suspension, parents/guardians may apply to have the pupil reinstated to the school.
- Parents/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff.
- The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.
- Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents/guardians may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

Record Keeping in Relation to Suspensions

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

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

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

Expulsion

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

Procedures in respect of expulsion

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

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

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

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

Step 2: A recommendation to the Board of Management by the Principal.

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal should:

- inform the parents/guardians and the pupil that the Board of Management is being asked to consider expulsion
- ensure that parents/guardians have records of:
 - the allegations against the student
 - the investigation
 - 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 given to the parents and/or guardians
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents/guardians that they can make a written and oral submission to the Board of Management
- ensure that parents/guardians have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing. The Board will:

- review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.

- undertake its own review of all documentation and the circumstances of the case
- hold a hearing where the Board of Management decides to consider expelling a student
- allow the Principal and the parents/guardians to put their case in each other's presence
- allow each party to question the evidence of other party directly
- ensure that the Principal and parents/guardians are not present for the Board's deliberations

Step 4: Board of Management deliberations and actions following the hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled, the Board will:

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

Step 5: Consultations arranged by the Educational Welfare Officer

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

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

Step 6: Confirmation of the decision to expel

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

Appeals

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

Review of use of expulsion

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

Pupils with Special Needs

- All pupils are required to comply with the Code of Behaviour. However, the school recognises that pupils with special needs may require assistance in understanding certain rules. Planning to encourage positive behaviour will be included in the pupil's IEP, which is drawn up in consultation with parents/guardians and the class teacher,

special education teacher and/or the Principal. Staff will work closely with the home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be taken into consideration. The children in the class or school may be taught strategies to assist a pupil with special needs to adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Success Criteria

- Observation of positive and improved behaviour in classrooms, corridors, playground and school environment.
- Practises and procedures outlined in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils

Review

This policy was reviewed and updated by the Board of Management on:

October 21st 2021

It will be reviewed in 2022 or sooner if deemed necessary.

Signed: *Anne Dollard* Chairperson of Board of Management

Date: October 21st 2021

Signed: *Clodagh Vahey* Principal

Date: October 21st 2021

