



Killavil National School *Killavil, Ballymote, Co.Sligo*

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CODE OF BEHAVIOUR

1. Introductory Statement:

This policy was initially formulated by the teaching staff during the second part of the 2005/2006 school year, with initial support from the School Development Planning Service. The process included input and suggestions from parents, pupils and the Board of Management.

2. Rationale:

The Board of Management of Killavil National School is required by legislation to prepare and make available a code of behaviour for its students. The Education (Welfare) Act, 2000, stipulates that the school code of behaviour must be prepared in accordance with the guidelines issued by the National Educational Welfare Board (NEWB). This policy is founded upon the NEWB Guidelines, the school's existing Code of Behaviour and the successful practices of behaviour management that exist within the school.

3. Relationship to characteristic spirit of the school:

This policy on Behaviour & Discipline is closely tied in with the school's philosophy and ethos, as illustrated in the school's Mission Statement:

Killavil National School is a co-educational, Catholic, primary school which strives to provide a well-ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed.

While Killavil National School is a school with a Catholic ethos, it also has due recognition for all other religions.

The professional and personal development of teachers is promoted through staff development programmes. The involvement of parents through home/school contacts and through their involvement in Sports Days, Green Schools programme, and the Parents Association, is encouraged.

It is our aim at Killavil National School to imbue in the pupils respect for people and property and to encourage in them the idea of being responsible, and in so doing enhance the self-esteem of the whole school community.

Killavil National School will promote gender equity amongst the teachers and pupils.

Déanfaimid iarracht Gaeilge a labhairt. The school motto is: 'Ní neart go cur le chéile.'

4. Aims:

The purpose of this policy is to have in writing a clear set of guidelines outlining the level of behaviour expected in Killavil National School so as:-

- To allow the school to function in an orderly and harmonious way.
- To enhance the learning environment 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 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.

5. Guidelines:

In order to implement this policy successfully on a day-to-day basis, the following guidelines are followed insofar as possible. These guidelines have been adapted in consultation with parents and the Board of Management.

General Guidelines/Principles:

- A **spirit of openness** is encouraged in our school - keeping all lines of communication open so as to foster a spirit of cooperation, mutual respect and collective responsibility among the whole school community - teachers, pupils, parents, management and all workers/visitors to the school.
- A **positive attitude** towards all aspects of daily school life is strongly encouraged.
- All pupils attending our school are encouraged to be **proud** of their school community and to take pride in both their school work and homework.
- Each child is **expected** to be **well behaved** and to show consideration for other children and adults within the school and while representing the school at sports events, on school tours/trips etc.
- Our pupils are encouraged to **look out for each other**, both in class and in the playground and this attitude of cooperation, tolerance and respect for others is promoted through the school's SPHE programme for all classes, including the **Stay Safe** and **Walk Tall** programmes which are taught every year.

Guidelines regarding Parental Involvement:

- **Parents** are the **primary educators** of their children. At Killavil National School, parents are encouraged to keep in regular contact with the class teacher and to check and sign their childrens' homework Monday – Thursday (there is no homework at the weekend). There is an open, welcoming atmosphere at the school and parents get involved in such activities as the Green Schools Committee, helping out on Sports Day, organising the First Holy Communion party, providing extra adult help on school trips and bringing children to matches, extra-curricular activities etc. Parents are also regularly reminded, through letters from the principal, to make an appointment if there is any issue they wish to discuss concerning their child/school matters.
- The school rules are inserted inside the front cover of each pupil's homework diary and parents are encouraged to remind their children of these on a regular basis.

Guidelines regarding Teacher Involvement in the Promotion of Positive Behaviour:

- The teachers in our school recognise each child's **unique learning-style**, talents and individual learning needs and every effort is made to accommodate these differences and foster individual talent.
- At Killavil National School, the teaching staff endeavours to **set realistic learning targets** and to adapt the curriculum for individual pupils while at the same time challenging more able pupils. This is with a view to lessening incidents of misbehaviour through frustration on the part of individual pupils.
- **Safety of Pupils** – Pupils are supervised at all times and immediate intervention is taken by the teacher in the event of any unsafe behaviour. All pupils are aware of the class, playground and school rules – these are kept short and clear and are there to ensure the safety of all children. During break-times, children play only where they can be seen by an adult and are expected to play only in the area allocated to them by the class teacher on a given day.
- Class teachers take responsibility for the smooth, orderly running of each classroom and deal with misbehaviours in a fair, consistent and transparent manner, in line with the principles of this Code of Behaviour.

Guidelines regarding the role of the School Principal:

- All pupils are expected to **obey the school, playground and class rules** and the principal arranges for a weekly whole-school assembly to be held after morning break each Monday where all pupils are reminded of the school rules and individual pupils are awarded certificates for positive behaviour/attitude/improved work. These certificates are displayed in the school corridor and given to pupils to take home at the end of the school year.

- In consultation with the Board of Management, the principal is responsible for updating this Code of Behaviour to reflect current legislation.

Guidelines regarding Pupil Responsibility:

- The children in Killavil National School are encouraged to develop a **sense of responsibility and independence** as they get older & there is a job rota in each classroom, starting with pupils in 1st class.
- Through the **Green Schools** project and other projects/fund-raising efforts, the children have opportunities to do something positive to protect the environment/think of and help others/work as a team. Every year, during the second or third term, 6th class pupils organise a fund-raising event for a charity they have agreed on themselves.
- The children at Killavil National School are **involved** in the drawing up of **class and school rules**. These are reviewed at the start of each year and regularly updated/reinforced throughout the year, both in class and during the weekly whole-school assembly as outlined above.

Guidelines regarding Special Needs pupils:

- Account is taken of individual pupils' ability to understand the school, playground and class rules and all children are included in all school activities at an appropriate level for their age/special needs. Where necessary, individual behaviour plans are drawn up by the class teacher, involving the pupil's parents and as appropriate, the NEPS psychologist and/or the pupil him/herself.

Guidelines regarding School Property:

- **School property** is looked after and kept in the school with a place for everything and everything in its place. School property is not removed from the school grounds with the exception of library books in the Junior classroom, which the children bring home as part of their homework.

Guidelines regarding Class Behaviour:

Each teacher will have a set of expected classroom behaviours for her multi-grade classroom. The following general behaviours will apply to both classrooms:

In Killavil National School pupils are expected to:

- respect and attend to the teacher at all times
- respect the other pupils, their learning and their property
- respect all classroom furniture
- attempt all assignments at the teacher's direction
- engage fully with any and all activities underway in the classroom
- walk in the classroom at all times
- obtain the teacher's permission to leave the classroom
- leave their desk, seat and floor space tidy at the end of the day
- use the appropriate containers for any waste
- enter and leave their classrooms quietly
- show respect to any visitors to their classrooms

Guidelines regarding Playground Behaviour:

Children have the opportunity to play and socialise with each other at morning and lunch break times. On the playground and on the field all pupils are expected:

- to follow the general rules of respect towards one another
- to follow the supervising teacher's directions
- to remain on school grounds at all times
- to ask the supervising teacher for access to the school building to use the bathroom facilities
- to keep from littering the playground or field areas
- to avoid any games or play that is rough or dangerous
- to be fair in setting up games
- to keep from using inappropriate language or gestures (this applies to every school situation)
- to line up quietly at the front school door upon hearing the end-of-break whistle

Guidelines regarding Expected Behaviour on wet days when indoor recreation is required:

It is often necessary for students to remain in the classrooms on wet days. The following behaviours are expected on such occasions:

- pupils will remain seated at their desks or work on floor activities (construction toys in Junior Room/group projects in Senior Room) as assigned by the class teacher
- pupils will undertake activities provided by the class teacher
- pupils will seek permission from the supervising teacher before leaving their seats

Guidelines regarding Expected Behaviour in other school areas:

- pupils are expected to walk in the school corridors at all times
- pupils are expected to treat the bathroom/toilet areas with respect for all other users.
- pupils are required to walk when entering or exiting the school grounds and buildings at all times
- as the car park is a particular area of danger, pupils are required to exercise the fullest possible care when in the car park.

Guidelines regarding Expected Behaviour on school related activities:

On occasion, the pupils will leave the school grounds to participate in school related activities. Such activities may include – games, swimming, library visits, church events, school tours and other events that may arise from time to time. These activities may take place during the school day or outside normal school hours. The following behaviours are expected:

- pupils will obey teachers' directions at all times
- pupils will remain with their teachers and supervisors at all times
- pupils are required to behave courteously towards those they meet on such trips
- pupils are required to behave on such trips as they would at school

Guidelines regarding Expected Behaviour on arrival in school prior to the official start of lessons:

Upon arrival in school prior to the official start of lessons, pupils are expected to:

- assemble at the front of the school until requested to line up for start of class at 9.20 am
- enter the school and remain seated in their places if the day is wet
- behave at all times as if they were on break and follow the rules of the school

General School Rules:

The following list of school rules was devised by the staff to facilitate the implementation of our Code of Behaviour. This list of rules will be displayed in each classroom to enable us to adopt a whole school approach to managing behaviour and to aid a seamless transition from the Junior to the Senior classroom.

1. I say please and thank you.
2. I wait my turn to speak in class.
3. I keep my books and copies tidy.
4. I walk in the corridor and classrooms.
5. I always try my best.
6. I only use kind words.
7. I am always on time for school.
8. I treat all school property with respect.
9. I keep my hands and feet to myself.
10. I listen in class.
11. I always do my homework.
12. I share and take turns.

The rules were summarised by the children at the start of 2021/22 school year. The summarised rules are;

Be kind

Do your best

Positive strategies for managing behaviour:

The main goal of this policy is to promote good behaviour in Killavil National School. The pupils' internal sense of good behaviour serves as a daily guide of how to behave properly. This has its genesis in their class

experiences, how the teacher models good behaviour and the knowledge they have gleaned from their parents and siblings. In Killavil National School, the following strategies will be adopted to enhance the generally positive behaviour evident in the school:

- the promotion of a positive atmosphere in all school situations, e.g. the acknowledgement of effort and achievement on a regular basis – in particular through the distribution of certificates at weekly assembly.
- the delivery of as varied and interesting a curriculum as possible within the parameters of the multi-class situation and availability of resources
- the creation of good school and class routines, e.g. the establishment of daily picture schedules in the Junior Room outlining the timetable of lessons and activities for each day
- the establishment of clear boundaries and rules for students, e.g. the display and regular emphasis on what the rules are, why they are there and how they are operated - done through weekly whole school assembly time and reinforced on a daily basis in each classroom
- the recognition and affirmation of good learning behaviour through the use of positive behaviour systems as outlined in next section below
- the provision of positive feedback about pupils' behaviour, e.g. verbal or written acknowledgement to the pupils themselves and/or their parents – in person, by phone, in homework journal
- the exploration of how pupils should best treat each other, e.g. through whole-class discussions and/or circle time
- the involvement of pupils in the creation and implementation of school and classroom rules – regular revision/discussion of same at weekly whole-school assembly

The above items will be reviewed on a regular basis at formal and informal staff meetings. Instances may arise when spontaneous discussions/explorations of behavioural issues need to take place. This will take place within the context of a whole-school approach to managing behaviour.

In the Senior Room pupils are rewarded for consistent good behaviour/effort at work with Homework vouchers. Other rewards such as DVD time, treats (sweets etc.) are at the discretion of the Class Teacher.

On a whole-school basis, pupils displaying consistently good behaviour/consistently trying their best are rewarded with certificates and a small prize at the weekly assembly on Monday mornings. Homework passes are given at different times for exceptional good manners, kindness and other positive behaviour from children. Golden time.

Pupils' positive behaviour/positive contributions to school life are acknowledged regularly in letters/newsletters sent home to parents.

Rewards and children with special needs:

The relevant class teacher/resource teacher will determine the best system of rewarding pupils with special needs. This will take into account the pupils' specific learning styles and personal needs.

Strategies for responding to inappropriate behaviour:

The purpose of this section is to outline measures that may be taken if a pupil fails to observe the standards of behaviour that the school has outlined in the Code of Behaviour. A whole-school approach is adopted with regard to the recognition of inappropriate behaviour and the resultant imposition of suitable sanctions. The purpose of a sanction is to ensure, as far as possible, that the child will learn from the imposition of the sanction and recognise how to avoid subsequent transgressions.

Section 23 of the Education (Welfare) Act 2000 states that the school must outline "the measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined". To achieve this, Killavil N.S. operates a systematic approach in responding to a student's misbehaviour. It must be noted that though this list contains a wide range of behaviours it is intended to serve as an illustration. From time to time behaviours may occur that were not anticipated but the school staff is required to exercise its professional judgement in such situations. The approach is operated by each individual teacher with reference to the whole-school approach to behaviour management. There are three elements to this whole-school approach:

- **1. A list of agreed ways of describing inappropriate behaviour**
- **2. A system of recording behaviour**

• **3. A framework of intervention based upon the level of misbehaviour**

1. A list of agreed ways of describing inappropriate behaviour:

The following categories of behaviour are deemed inappropriate in Killavil N.S. because they are detrimental to good order and the effective conduct of teaching and learning in the school.

Category	Description	Sanctions
Minor misbehaviour (requiring the intervention of teacher and/or principal teacher)	Interrupting the teacher and/or class Failing to observe the class teacher's rules of behaviour Bad manners Teasing/name-calling Failing to line up appropriately Leaving a classroom in a disorderly fashion Eating in class without permission Eating of chewing gum in school Running in the corridors Playing roughly	Verbal reprimand In-class removal from the group Withdrawal of privileges Carrying out a useful task in the classroom Providing a written explanation of the incident
Serious misbehaviour (requiring the intervention of teacher, principal and parents)	Fighting in the classroom Fighting in the toilets/corridors Fighting in the yard Lying to a member of staff Spitting Writing notes of an inappropriate nature Shouting in class Arguing inappropriately Defacing school tables, desks and walls Clogging toilets with tissue paper Threatened physical assault on another child Threatened physical assault on teachers and/or ancillary staff	Detention during break time Removal from class grouping by principal teacher Reporting of incident to parents/guardians by principal teacher Issuing of written warnings by principal teacher
Gross misbehaviour (requiring the intervention of teacher, principal and Board of Management)	Physical assault on another child Physical assault on teachers and/or ancillary staff Verbal abuse of another child Verbal abuse of teachers and/or ancillary staff Damaging school equipment intentionally and seriously Damaging teachers'/staff members' property Inappropriate behaviour of a sexual nature Possession of pornographic material in print or digital form Distribution of pornographic material in print or digital form Smoking Arson Possession and distribution of alcohol or controlled substances	Reporting incident to parents and Board of Management in writing Suspension Expulsion

Note: The above lists are illustrative. There may be incidents of behaviour that have not been foreseen. The teaching staff will have to use its professional expertise in dealing with any such situation.

2. Six step approach to aid teachers in implementing sanctions:

Note: Each step mentioned below will be prefaced by a verbal reprimand, allowing the pupil time to reflect and correct his/her behaviour. E.g. by the time a pupil reaches step 2 he/she has been spoken to on four separate occasions.

Step 1: Name recorded.

Step 2: Move to another place in the classroom. (Before the pupil returns to his/her seat the teacher will discuss the inappropriate behaviour with the pupil. The purpose of this is to ensure, as far as possible, that the child will learn from the imposition of the sanction and recognise how to avoid subsequent transgressions.)

Step 3: Move to the other classroom for 10- 20 minutes (depending on class level, at the class teacher's discretion) with work to complete. This work may comprise a 'thinking worksheet' as recommended by NEPS in the publication 'Behavioural, Emotional & Social Difficulties – A continuum of Support'.

On return from the other classroom the pupil will be shown a standard note in homework diary outlining his/her misbehaviour. Discussions will again take place between teacher and pupil, as in step 2, in the hope of avoiding further transgressions. This note is to be signed by parents.

Step 4: Detention and principal informed. (Parents will be informed by standard note that their son/daughter will be placed on detention. This note will also give details of misbehaviour.) Detention involves losing break times.

Step 5: Suspension.

Step 6: Expulsion.

Note: Gross misbehaviour can bypass steps 1-4 and result in immediate detention or suspension depending on the severity of the offence.

Any pupil continually ending up on step 3 will be placed on detention.

Any pupil continually ending up on detention, principal will speak with parents informing them that if the misbehaviour continues the school will have no choice but to suspend the pupil. (In the interest of the other pupils in the class/school)

Due to the restraints on teaching staff, detention will take place in the staffroom during break where the pupil will be given a Thinking worksheet to complete.

Sanctions for yard:

For minor misbehaviour pupil will stand by wall for 5 to 10 minutes. (Teacher on yard will speak with pupil with the hope of avoiding a similar occurrence.)

For serious misbehaviour pupil's name will be recorded in yard book. Again teacher/pupil discussions will take place. Appropriate sanctions will apply in line with our Code of Behaviour.

2. A system of recording behaviour:

The school staff will record misbehaviour in the following manner. Incidents of minor misbehaviour will be recorded in writing by the individual teacher/SNA dealing with the incident(s) in question. Where necessary, that teacher will inform the child's own class teacher of the misbehaviour. Teachers will use their class lists for recording which step a pupil is on. Incidents of a serious or gross nature will be recorded in the Behavioural Incident Report Book. The incident will be recorded in a detached manner giving the facts only. Pupil initials and/or roll number will be used to maintain confidentiality.

3. A framework for intervention (sanctions) based upon the level of misbehaviour:

The following table illustrates the staged approach to be adopted with regard to intervention in instances of misbehaviour. It matches the intervention with the appropriate personnel.

Type of misbehaviour	Personnel involved
Minor misbehaviour	Occasional, minor misbehaviour will be attended to routinely by the class teacher and/or the teacher on supervision duty.
Serious misbehaviour	Serious misbehaviour (or persistent minor misbehaviour) will be attended to by the class teacher, supervising teacher and principal teacher. This level of misbehaviour will involve notification of parents.
Gross misbehaviour	The teacher, principal teacher, parents and Board of Management will be involved at this stage. Outside agencies such as NEPS, the NEWB and the Garda Síochána may become involved at this stage. The school will also contact the Diocesan Education Office for advice and support at this stage.

Consistency in the application of sanctions will be ensured by constant communication between staff members and by means of a review of sanctions at staff meetings.

Involving parents in management of problem behaviour:

This section of the Code of Behaviour deals with the means of involving parents in the management of misbehaviour. Killavil N.S. recognises the importance of involving parents fully in the general implementation of the Code of Behaviour. While a philosophy of "prevention is better than cure" is desirable, it must be acknowledged that parental support is critical to the effective handling of difficult behaviours. To this end, the following steps will be implemented:

Parents will be contacted by the class teacher in the event of repeated minor misbehaviours. (On reaching step 3)

In the event of serious or gross misbehaviours, the principal teacher will initiate contact with the relevant parents (On reaching step 4)

Parents will be invited to the school to discuss the incident in question. The meeting will be convened with the best interests of the pupil, the parents and the school to the fore. A tone of respect should be evident at all times by all parties to the discussion.

The pupil in question may attend for part of the meeting if deemed necessary by the teacher, principal and parents.

A written record of the meeting must be kept and should, if possible, be signed by all parties at the end of the proceedings.

Managing aggressive or violent misbehaviour

Aggressive or violent misbehaviour will be handled in the following manner and with immediate action:

Children who pose a serious physical threat to themselves, other pupils and/or staff will be referred immediately for psychological assessment through NEPS and/or the Health Service Executive.

In the event of a child with aggressive tendencies applying for enrolment, the Board of Management will make provision for staff to be trained in manual restraint/control techniques that are safe and appropriate.

Suspension/Expulsion

Section 23(2) of the Education (Welfare) Act, 2000 stipulates that schools must include suspension and expulsion procedures in the Code of Behaviour. This aspect of the Code of Behaviour for Killavil National School follows the guidelines in “Developing a Code of Behaviour: Guidelines for Schools” (NEWB, 2008).¹

Definition of “Suspension”

The NEWB Guidelines define suspension as “requiring the student to absent himself/herself from the school for a specified, limited period of school days”. (See note 1 at bottom of page).

Authority to Suspend

The Board of Management of Killavil National School has formally and in writing delegated the authority to impose an ‘Immediate Suspension’ to the Principal Teacher. An ‘Immediate Suspension’ may be for a period of one to three school days depending on the severity of the specific Behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an ‘Automatic Suspension’ for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Forms of suspension

Immediate suspension	Occurs when the principal teacher may consider that a pupil’s continued presence “would represent a serious threat to the safety of the students or staff of the school, or any other person”. (see note 2 at bottom of page)
Automatic suspension	Occurs when the gross misbehaviours listed above are evident.
Rolling suspension	Will occur when a pupil: Re-engages in serious or gross misbehaviours after returning from a previous suspension
Informal or unacknowledged suspension	Occurs when parents are asked to keep a child from school for part of the school day for serious or gross misbehaviours.

¹ See Chapters 10 – 12 inclusive

Procedures in respect of suspension

Killavil N.S. is required by law to follow fair procedures when proposing to suspend a pupil. The NEWB Guidelines iterate that fair procedures have two essential parts:

the right to be heard and (2) the right to impartiality

Sections 10.3 and 10.4 of the Guidelines outline these principles in detail. See pages 66 – 68.

The following procedures will be followed:

Informing the student and parents

The student and his/her parents will be informed about the complaint in question

The student and his/her parents will be informed about how the complaint in question will be investigated

Parents may be informed by phone or in writing of the matter

Giving student and parents an opportunity to respond

If possible, parents will be given an opportunity to respond before a decision is made and before any sanction is imposed (an exception may apply here in the event of a gross misbehaviour whereby pupils or staff are endangered by a child's continuing presence)

Procedural steps in relation to immediate suspension

An investigation of the incident should establish the case for immediate suspension

A formal investigation should follow the imposition of the suspension

The same conditions for suspension will apply to immediate suspension

The period of suspension

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

Suspensions for periods longer than three days will be referred to a meeting of the Board of Management. In any case no period of suspension shall exceed five consecutive days.

Appealing a suspension

The Board of Management is obliged to advise parents of their right to appeal a suspension. The parents may appeal to the Board in the event of a suspension being made by the principal teacher. Under Section 29 of the Education Act 1998 parents have a right to appeal to the Secretary General of the Department of Education and Science. (See p. 76, Developing a Code of Behaviour: Guidelines for Schools)

Implementing a suspension

In the event of a suspension, the principal teacher will confirm in writing to parents:

the period of the suspension and the dates on which the suspension will begin and end

the reasons for the suspension

a recommended study programme to be followed during the suspension

arrangements for returning to the school and a reaffirmation of their commitment to the Code of Behaviour

the provision for an appeal to the Board of Management

the right to appeal to the Secretary General of the Department of Education and Skills

Removing a suspension

The Guidelines direct that a suspension may be removed if the Board of Management decides to do so for any reason or "if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under Section 29 of the Education Act 1998". This directive will be implemented by Killavil National School.

Re-integrating the pupil who had been suspended

The school will support the pupil's re-integration by arranging for a member of staff not involved in the suspension to act as a link with the pupil, the parents and the teacher(s) involved. This will involve the monitoring of the pupil's behaviour, his/her commitment to the Code of Behaviour and catching up on work missed owing to the suspension. Killavil National School will afford the pupil in question the opportunity to start over with a clean slate.

Maintenance of written records and reports

In order to be fair and transparent the following procedures will be followed with regard to the maintenance of written records in cases of suspension:

A written account of the allegation against a pupil will be created

An account of the investigation will be written and will include notes taken at interviews

A written account of the decision-making process will be made

A written account of the decision and the rationale for the decision will be made

A written record of the duration of the suspension and any conditions attached to the suspension, the appeals process and the provisions for return to school will be made

The principal will provide the Board of Management with a written account of all suspensions made

The principal will report suspensions to the NEWB in accordance with the NEWB reporting guidelines in the Education (Welfare) Act, 2000, Section 21 (4) (a)

Reviewing the use of suspension

The Board of Management of Killavil National School will review the use of suspension in the school to ensure that it is line with the NEWB Guidelines and that the system is fair and follows proper procedure.

This review will happen in the aftermath of a suspension.

Expulsion

Expulsion of a pupil is defined by the NEWB as 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”.

The Board of Management of Killavil National School has the authority to expel a pupil. It is considered that this is a right reserved to the Board of Management and that it cannot be delegated. As expulsion is a serious action to take, a number of key principles will apply:

the expulsion should be a proportionate response to the student’s behaviour

all previous efforts to address serious misbehaviour should be considered to have failed before an expulsion is recommended

a pupil and his/her parents/guardians will understand that the consequences of repeated misbehaviour and that the failure to amend his/her ways may result in expulsion from the school

the assistance of support agencies has been sought

Expulsion recommendations require the following serious grounds:

the pupil’s behaviours were of gross nature (see listing above)

the behaviour is a **persistent** cause of **significant** disruption to the learning of others and to the teaching process

the pupil’s continued presence in the school is a real and significant threat to safety

the pupil is responsible for serious damage to property

Expulsion for a first offence

The following behaviours will result in the recommendation of expulsion upon a first offence. The rationale for this is that the behaviours are so unacceptable as to form a threat to the safety of the general school population:

a serious threat of violence against another pupil

a serious threat of violence against a member of staff

actual violence or physical assault

supplying illegal drugs to other pupils in the school

sexual assault

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

the nature and seriousness of the behaviour

the context of the behaviour

the impact of the behaviour
the interventions tried to date
whether expulsion is a proportionate response
the possible impact of expulsion

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 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):

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

a) The Principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or BOM 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)

b) 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

c) 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.

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 of the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of Killavil N.S. acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.

The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Appeals

The Board of Management of Killavil National School will, in the event of an expulsion process being activated, inform the pupil and parents of their rights in this matter. The NEWB Guidelines state that “a parent . . . may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act, 1998)” and that “an appeal may also be brought by the National Educational Welfare Board on behalf of a student”.

Reviewing the use of expulsion

The Board of Management of Killavil National School will review the use of expulsion in the school to ensure that it is line with the NEWB Guidelines and that the system is fair and follows proper procedure. This review will happen in the aftermath of an expulsion process taking place.

Maintenance of written records and reports

In order to be fair and transparent the following procedures will be followed with regard to the maintenance of written records in cases of expulsion:

A written account of the allegation against a pupil will be created

An account of the investigation will be written and will include notes taken at interviews

A written account of the decision-making process will be made

A written account of the decision and the rationale for the decision will be made

The principal will report suspensions to the NEWB in accordance with the NEWB reporting guidelines in the Education (Welfare) Act, 2000, Section 21 (4) (a)

Success Criteria:

Much of this has been outlined in the general guidelines and throughout the main body of this Code of Behaviour. In summary the success of the implementation of this Code of Behaviour will be measured in the following ways:

- Through regular whole school assemblies on a weekly basis – feedback & self/group evaluation – recognition of positive behaviour/achievements etc.
- Encouragement of good behaviour at all times & positive reinforcement through communication between class teacher, principal and individual pupil – in homework diary, by phone, in person, in letters to parents/school newsletters.
- Positive feedback from teachers, parents, pupils.
- Observation of behaviour in class rooms, corridors, yard and positive feedback when teacher observes good behaviour.

Above all, the success of this policy is dependent upon the cooperation of each member of the school community in endeavouring to create an atmosphere of mutual respect and a work ethos where individual pupils engage in learning, take responsibility for their behaviour and play together nicely in the playground.

Roles & Responsibilities:

The principal is responsible for coordinating and monitoring the implementation of this policy. In order to do so effectively, as mentioned earlier in the main body of the policy, the success of this policy depends greatly on the ongoing cooperation of the whole school community – parents, teachers, pupils, management.

Each individual teacher takes responsibility for the smooth and orderly running of their own classrooms and the implementation of class rules.

The Board of Management is responsible for the overall sanctioning of the policy.

Implementation Date:

This updated policy will apply from

Timetable for Review:

A full review of the whole policy will take place in 2025.

Ratification & Communication:

The Board of Management of Killavil National School officially reviewed and ratified this policy on _____ and it was then circulated to all parents, including parents of new pupils for the following September.

Signed:

Fr. Michael Reilly
Chairperson, Board of Management.
Date: