



# Canon Sheehan Primary School

## Code of Positive Behaviour

### ■ Introductory Statement

This policy was formulated in August 2016.

Canon Sheehan Primary School, Doneraile, County Cork, is a community which is proud of its Catholic tradition as handed down by the Presentation Sisters and Christian Brothers, while also having due recognition and appreciation for all other religions and nationalities. We value each child as an individual and strive to help her/him develop a sense of her/his own worth, through developing self-confidence and self-expression.

**Canon Sheehan Primary School is a co-educational Primary School. Our aim is to promote the full and harmonious development of all aspects of the pupil, including his/her relationship with self, with other people and with the environment.**

**The Principal, Teaching Staff and Special Needs Assistants aim is to maintain high professional standards and strive to provide a well-ordered, caring, happy, stimulating and secure atmosphere.**

**Canon Sheehan Primary School will encourage the involvement of Parents through home/school contacts and through their involvement in the Canon Sheehan Primary School Parents' Association. Parents / Guardians and teachers support one another and collaborate with one another in leading the children to the fullness of their potential at the different stages.**

Ancillary staff in our school are highly esteemed and respected. It is recognised that their work makes a valued contribution to the process of education.

Canon Sheehan Primary School will endeavour to enhance the self-esteem of everyone in the school community, to imbue in the pupils, respect for people and property and to encourage in them the idea of being responsible.

Canon Sheehan Primary School will promote gender equality amongst the teachers and pupils.

*We are committed to developing each child's full potential in a positive and supportive environment. We invite everyone to participate and we urge everyone to contribute.*

It is our wish, that all visitors to the school would sense, upon entering the premises, the warmth, friendship and collaboration of the whole school community .

Tá sé d'aidhm ag Bunscoil Canónach Síocháin ár dteanga Ghaelach a fhorbairt agus spéis na le

Our School Motto is: Níos Láidre Le Chéile



## ■ Rationale

This policy is necessary to:

- Ensure an orderly climate for learning in the school

- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) that refers to *the obligation on schools 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:*
  - A. *The standards of behaviour that shall be observed by each student attending the school;*
  - B. *The measures that shall be taken when a student fails or refuses to observe those standards;*
  - C. *The procedures to be followed before a student may be suspended or expelled from the school concerned;*
  - D. *The grounds for removing a suspension imposed in relation to a student; and*
  - E. *The procedures to be followed in relation to a child's absence from school.*
- To ensure our schools existing policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.*

## ■ **Relationship to Characteristic Spirit of the School**

The code of behaviour of our school is central to ensuring we have a well ordered, harmonious environment in our school where the child can be nurtured and can reach his potential. The consultative nature of the development of this policy encourages *co-operation between staff, parents and pupils in the effective ownership and implementation of this policy.* This Code of Behaviour will also support the health and safety of all members of our school community.

## ■ **Aims**

### **Our Code of Positive Behaviour Aims**

- To ensure an educational environment that is guided by our mission statement
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To provide a secure and happy environment where children can learn effectively
- To create an atmosphere of respect, tolerance and consideration for others
- To encourage the children to become responsible and independent
- 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 throughout the school
- To promote self-esteem and positive relationships to enable teachers to teach without disruption
- To encourage the involvement of both home and school in the implementation of this policy.

## ■ Guidelines

The policy will be dealt with under the following headings.

1. Guidelines for behaviour in the school
  - Respect for self and others
  - Kindness and willingness to help others
  - Courtesy and good manners
  - Fairness
  - Readiness to use respectful ways of resolving difficulties and conflict
  - Forgiveness
2. Whole school approach to promoting positive behaviour
  - Staff
  - Board of Management
  - Parents
  - Pupils
3. Positive strategies for managing behaviour
  - Classroom
  - Playground
  - Other areas in the school
  - School related activities
4. Rewards and sanctions
  - Rewards and acknowledgement of good behaviour - grading 1 to 10
  - Strategies for responding to inappropriate behaviour
  - Involving parents in management of problem behaviour
  - Managing aggressive or violent behaviour
5. Suspension/ Expulsion
  - Suspension
  - Expulsion
  - Appeals
6. Keeping records
  - Class
  - Playground
  - School records
7. Procedure for notification of a pupil's absence from school
8. Reference to other policies

## ■ 1. Guidelines for Positive Behaviour in the school

**The following behaviour is expected of the pupils in our school**

- Each pupil is expected to show respect for himself/herself and others
- Each pupil is expected to be well behaved, kind, courteous and willing to help others
- Each pupil is expected to use a sense of fairness / fairplay in all his dealings with others
- Each pupil is expected to use respectful ways of resolving any difficulties

- Each pupil is expected to show respect for the property of the school, other children's and their own belongings
- Each pupil is expected to attend school on a regular basis and to be punctual
- Each pupil is expected to do his/her best both in school and when completing homework.
- Each pupil is expected to keep the school rules
- Each pupil is expected to adhere to instructions from all staff at all times

## **School Rules**

- Be punctual for school and regular in their attendance.
- Wear school uniform at all times except on certain occasions  
e.g. swimming & School Tour
- Be clean and tidy
- Walk quietly to and from classrooms and on the school corridor
- Use indoor voices at all times
- Listen to and respect others
- Be courteous to everybody
- Always do your best
- Respect your own, others and school property
- Complete all your homework and schoolwork to the best of your ability
- Pupils must ask for and receive permission to leave classroom, designated play area and school premises
- Children are not allowed to bring the following items to school: chewing gum, tipp-ex, mobile phones, cigarettes or lighters, penknives, catapults or glass bottles
- Pupils must respect school property and that of others. If a pupil damages school property or that of any pupil, he will be responsible for repairing/replacing the property

## **Classroom Rules**

- At the beginning of each academic year, the class teacher will draft a list of class rules with the children, based closely on the "Golden Rules".
- Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. (SPHE Lessons/ Policy)
- Where possible they emphasis positive behaviour (e.g. 'Walk' and not run, 'Don't run').
- Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. When difficulties arise, parents will be contacted at an early stage.

## **6 Golden Rules**

- ❖ We listen to others.
- ❖ We are gentle.
- ❖ We are honest.
- ❖ We are kind.
- ❖ We work hard.
- ❖ We look after property.

## **Mobile Phones and Hand- held Electronic Devices**

- Mobile phones and electronic devices such as cameras, i-pods are not allowed or required in school.
- Should a child need a phone after school (e.g. going to a different house) the phone should be given to the class teacher in the morning and left in the office for safekeeping. The phone/device will be returned at the end of the school day.
- Mobile phones/ electronic devices will be confiscated from pupils who do not adhere to the procedure and can only be retrieved by the pupil's parent having made an appointment to meet the principal/ class teacher.

## Yard Rules

- Pupils must obey the teachers and SNAs on duty at all times
- Pupils must play in their allocated area
- Pupils must remain in the yard during break-times
- When break is over pupils must stop playing immediately, walk quietly to the line, wait for instruction from the teacher on supervision, walk slowly and quietly to their classroom
- Pupils must treat other pupils with kindness and respect

**We recognise that there are children in our school where external factors may impact on their behaviour and these should be taken into consideration when dealing with behavioural issues. The Code is flexible enough to allow for the implementation of individual behaviour management plans but, in the case of gross misbehaviour or repeated instances of serious misbehaviour when the safety and duty of care of others is at issue, the Code takes precedence.**

Prior to registering a pupil, parents will be provided with a copy of the school's Code of Positive Behaviour and are asked to *confirm in writing that the Code of Behaviour so provided is acceptable to them and that they will make all reasonable efforts to ensure compliance with such code by the child.*  
(Ed. Act Section 29)

## **■ 2. Whole School Approach to Promoting Positive Behaviour**

*The elements of a whole school approach to positive 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*

**We, as a staff, acknowledge the importance of taking a whole school approach to the promotion of positive behaviour.**

## Staff

Teachers and SNAs will work with children with behavioural difficulties arising from their special education needs in order to explain why some behaviour is unacceptable and to assist them in understanding desired behaviours.

## Teachers' Responsibilities

Support and implement the school's code of behaviour  
Ensure the rules are displayed in the classroom  
Create a safe working environment for each pupil  
Recognise and affirm good work  
Prepare school work and correct work done by pupils  
Recognise and provide for individual talents and differences among pupils  
Be courteous, consistent and fair.  
Keep opportunities for disruptive behaviour to a minimum  
Deal appropriately with misbehaviour  
Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour  
Provide support for colleagues  
Communicate with parents when necessary and provide reports on matters of mutual concern.

## **Board of Management**

The BOM supports the Code Of Behaviour and abides by its ethos.  
The BOM supports the staff in implementing the Code Of Behaviour.  
They allow opportunities to attend relevant courses and give financial aid for course fee.  
The BOM acknowledges its role in the implementation of the Code of Behaviour and particularly their role in dealing with serious breaches.

## **Parents**

We acknowledge that the Code Of Behaviour is likely to work well when parents are supportive of it. We encourage cooperation between teachers and parents by making ourselves available to meet with Parents by appointment at a time suitable to both parties to discuss issues relating to behaviour.

Parents are contacted as soon as the need arises if there is an issue with behaviour.

Parents are encouraged to contact the teacher if they are aware of any behavioural issues.

- The Code of Behaviour is given to all parents of new pupils with the application for admission form. Parents are requested to sign agreement to our school's Code of Positive Behaviour. (Ed. Act Section 29)

**Parents can support the school:** in the promotion of positive behaviour and the maintenance of high standards of behaviour by.

- Ensuring their child /children attend school regularly and punctually
- Encouraging their child /children to do their best and to take responsibility for their work
- Being aware of and cooperating with the school's rules and system of rewards and sanctions
- By attending meetings at the school if requested and co-operating with teachers in instances where their child's behaviour is causing difficulties for others
- By helping their children with homework and ensuring that it is completed
  
- By ensuring their children have the necessary books and materials for school. (Parents are asked to understand that some children are unable to look after their pencils, erasers markers etc. and these are frequently mislaid / lost/ 'topped' away in school. Teachers will encourage children to manage their possessions. However, having spares will help the situation)
- Parents encourage their children to show respect and courtesy for others – students, teachers and members of the whole school community
- Parents ensure their children attend school attired in the correct uniform
- Parents have a responsibility to ensure a high standard of hygiene for their children e.g. clean hands, nails, clothes, check for head lice

- Parents have a responsibility to ensure the health and well being of their child. Any child who is showing signs of illness should not be sent to school
- Parents who wish for their child to go home early or at lunchtime must collect their child from the school. Written notification must be provided stating date and duration for which child will be going home early

## Pupils

**Pupils are the essence of our school and we endeavour to create an environment that is happy, child-friendly, safe and stimulating. To support us in our actions we expect pupils to:**

- Be aware of and comply with the school rules
- Devise individual classroom rules in conjunction with their class teacher every September. These classroom rules will reflect the whole school approach to behaviour
- Be afforded the opportunity to reflect and review school rules on occasion. This is carried out through guided talk and discussion
- To work quietly, safely and to the best of their abilities at all times
- Pupils are expected to treat all property with respect
- Pupils are expected to participate in all school activities unless there is a genuine reason for not taking part

### ■ 3. Positive Strategies for Managing Behaviour

Positive reinforcement of behaviour is an approach that is used to compliment this code of Behaviour and lead to better self-discipline within children

#### **Classroom**

- 'Ground Rules' / behavioural expectations in each class that are consistent with the ethos as expressed in the Code of Behaviour and which set a positive atmosphere for learning
- Pupil input in devising the class rules
- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave
- A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour
- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- A visit to another member of staff or the Principal for commendation
- A word of praise in front of a group or class
- Occasional homework concessions
- Foster relationships of trust between pupils and teachers
- Referring to the code in class on a regular basis and applying values in every class
- Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation
- Timetabling
- Delegating some responsibility or privilege
- A mention to a parent – written or verbal
- Teacher records improvement in the behaviour of a disruptive pupil
- Implementation of Programmes to promote positive behaviour
- Classroom rules are devised by pupils and expressed in a positive light
- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave
- Acknowledgement at Assembly

## **Behaviour in the Playground/Breaktime**

*All pupils have a right to enjoy their time out in the playground in a safe environment at break periods.*

*Misdemeanour consists of any action that puts the safety of self or others at risk.*

*Fighting, rough play or any physical force is never allowed or tolerated.*

*A rota for supervision in the playground is outlined at the beginning of the year. SNAs are involved in playground supervision.*

*A concise set of playground rules are communicated to staff and pupils which emphasise positive behaviour and make it clear what activities are permitted. These have been formulated through discussion with teachers and pupils.*

- Lunches are to be consumed in class during breaktimes. You are not allowed to carry your lunch to the yard
- Leave and enter your room in an orderly manner. No running is allowed in the hallway.
- Each class plays in the area assigned to them in the yard
- No bullying is allowed in the class or the yard
- All incidents in the yard are to be reported to the teachers or SNAs on duty.
- Children must ask permission from teachers on duty to leave the playground to use the toilets or if they are sick
- In the interest of safety, when break is over, play stops and you immediately proceed to your Líne in an orderly manner. Children do not enter the school building without getting permission from teachers

## **Summary of Desirable Behaviour in the Playground**

### **Our Playground rules**

- ✓ Play fairly – take turns, include everyone, avoid play fighting
- ✓ Respect everyone – speak politely, make eye contact, listen without interrupting, wait your turn, treat others as you would like to be treated
- ✓ Stay calm – control temper, accept blame and consequences, apologise when necessary
- ✓ Line up properly
- ✓ Stay in your play area
- ✓ Have fun together
- ✓ Ask for help when needed – try and solve a problem yourself, ask an adult for help if necessary

A supervision rota is in operation for supervising children in the playground. This is displayed in the staffroom and teachers are given a copy of the rota. SNAs are also present in the yard.

## **School related activities**

*This Code of Behaviour applies to all extra-curricular activities outside of school.*

All children are expected to adhere to school rules while participating in all school activities. This includes school tours, matches, swimming activities, school outings, Educational Tours, concerts etc.

Incidents of bullying will be dealt with according to our Anti Bullying Policy and treated as a breach of our Code of Positive Behaviour.

## ■ 4. Rewards and Sanctions

Promoting good behaviour is the main goal of this code. School management and staff actively foster the school ethos, policies and practices that promote positive behaviour and prevent inappropriate behaviour.

### **Rewards and Acknowledgement of Good Behaviour**

- Children are regularly affirmed and praised in relation to desired behaviours.
- Class teachers have individual class reward systems.
- Parents are also informed of children's behaviour at parent - teacher meetings and in end of year reports.
- They may be public or private affirmations of the behaviour, depending on the pupil.(older)
- Older pupils are given responsibilities in the school

### **Strategies for Responding to Inappropriate Behaviour**

The following approach will be taken to imposing sanctions for inappropriate behaviour. The seriousness of the behaviour will be assessed by the teacher dealing with it and dealt with as deemed appropriate.

### **Minor**

#### **Examples of Minor Misdemeanours**

Interrupting class work/arriving late for school/running in school building/not listening and speaking out of turn/leaving seat without permission at break or lunch time/placing unfinished food in bins/leaving litter around the school/ not wearing correct uniform/being discourteous or unmannerly/not completing homework without good reason /not bringing explanation notes for absences and homework/ bringing hand held devices or mobile phones to school without permission

1. Reasoning with the pupil
2. Verbal reprimand with advice on how to improve
3. Removal from the group /class/ yard
4. Withdrawal of privileges
5. Withdrawal from the particular lesson /class/ peer group (maybe to other classroom)
6. Carrying out a useful task in the school
7. Communication with parent via diary, meeting, phone call
8. Referral to principal if deemed appropriate

#### **Examples of steps to be taken by teachers when dealing with Minor Misdemeanours:**

- The class teacher will normally deal with classroom misdemeanours
- Verbal reprimand and reasoning with the pupil, including advise on how to improve, setting realistic targets
- Additional written work
- Time out from friends and others( to reflect on misbehaviour)
- Loss of privileges such as, Game Time, extra recreation time etc.
- Detention during breaks
- Note in homework journal to parents
- Supportive intervention - Classroom based intervention
- Discussion of behaviour with the child

## **Examples of steps to be taken when dealing with REGULAR occurrences of Minor**

### **Misdemeanours:**

- A record is kept of regular instances of misdemeanour
- For frequently repeated instances of misdemeanour the pupil is sent to Principal/Deputy Principal
- Class teacher meets with parent(s)/guardian. Communicating with parents sooner rather than later
- Principal/ Deputy principal meets with parent(s) guardians concerning behaviour
- This meeting will take place in the school and the Principal/Deputy principal will inform the parents/guardians in writing of the time, location and date of this meeting

## **Serious**

### **Examples of serious misdemeanours:**

Constantly disrupting in class/telling lies/stealing/damaging or interfering with another person's property/bullying/back answering a teacher/leaving school premises during school day without appropriate permission/Using or writing unacceptable language/ derogatory reference to another person's race, gender/religion/ physical condition/disability, or ethnic origin/Bringing chewing gum, glass bottles, correction fluids or other solvents to school/deliberately injuring a fellow pupil or partaking in any activity which would put themselves or others in danger/misuse of fire equipment/ misuse of mobile phones/ social media

### **Examples of steps to be taken when dealing with Serious Misdemeanours:**

- A record is kept of all serious misdemeanours
- Pupils may be removed from activity if endangering self or others
- Pupil is sent to Principal/ Deputy Principal and made aware that suspension could be a possibility
- Principal/ Deputy Principal contacts parent/guardian
- Suspension Intervention – In consultation with parents, request from external agencies such as the National Educational Psychological Support Service, Child and Adolescent Mental Health Services, National Council for Special Education
- Referral of a child displaying behavioural problems for assessment (with the parent(s)/ guardian(s) consent)

## **Gross**

### **Examples of Gross Misdemeanours:**

Repeated or serious instances which have not being modified by intervention/deliberately vandalising school property/ aggressive, threatening or violent behaviour towards a teacher or a pupil/Bringing alcohol, drugs, cigarettes or matches/lighters to school/ repeated bullying behaviour.

### **Examples of steps to be taken when dealing with Gross Misdemeanours**

- A record is kept
- Principal/ Deputy Principal contacts Parent/Guardian
- Suspension or Expulsion may be considered

**Parents and Staff Working Together** is seen as one of the most effective ways of helping the pupil with behavioural issues.

A **staged approach** is in use to deal with inappropriate behaviour as outlined above.

- a. Initially, the teacher will deal with the inappropriate behaviour
- b. If behaviour persists then the parent/s will be notified
- c. The seriousness of the behaviour will be assessed by the teacher dealing with it and dealt with as deemed appropriate by the teacher/staff.
- d. The principal will become involved if the behaviour persists and a pattern is noted.
- e. Parents will be notified by principal if necessary
- f. The Board will be notified and will decide on action to deal with behaviour

### **Involving Parents in the Management of Problem Behaviour**

All parents of New Entrants are given a copy of the Code of Behaviour with the Admission Policy. Parents are encouraged to support their child in his/her efforts to comply with the code of behaviour. Parents are encouraged to support teachers by positively encouraging good behaviour.

### **Communication**

The class teacher will inform parents when there is a concern relating to behaviour.

This may be done in a variety of ways – self reflection sheet, diary entry, incidental meeting and/or formal meeting where behaviour is discussed and a behaviour plan is put in place. Parents may be invited to a meeting in the school. The meeting will only be conducted in a calm and civilised manner to ensure productivity.

A record of the meeting will be kept including notes of discussion at meeting. A copy will be sent to the parents/guardians.

An agreed approach to improving the child's behaviour will be documented with set targets (p51 Code Guidelines).

The parents will be requested to stay in constant communication with the school to monitor the ongoing situation.

### **Managing Aggressive or Violent Behaviour**

The staff will make every effort to recognise what triggers a type of behaviour with a pupil and reduce the trigger points using effective management techniques if possible. i.e. change seating arrangement, line up, list for taking turns, removal from peers/ group, withdrawal from class etc.

The staff are aware that their reaction to the behaviour can have an impact in controlling a difficult situation. The pupil will be involved in trying to improve his/her own behaviour at all times.

Parents will be asked to help and support the school in its endeavours to change the behaviour of the pupil.

## **5. Suspension / Expulsion**

### **Suspension**

The Board of Management has the authority to suspend as defined in Developing a Code of Behaviour Guidelines for schools. (pg 66-68)

#### **1. Definition of Suspension (pg 70 Code Guidelines)**

*'requiring the student to absent himself/herself from the school for a specified limited period of school days'*

## **2. Grounds for Suspension**

The decision to suspend will be taken in the following circumstances:

- Proportionate response to behaviour that is causing concern (see pg 72 Code Guidelines)
- Serious detrimental effect on education of other pupils
- The student's continued presence in school constitutes a threat to safety
- The student is responsible for serious damage to school property
- A single incident of serious misconduct  
One single incident of serious misbehaviour may be grounds for suspension
- Physical threat to a staff member, or pupil,
- Gross verbal abuse
- Deliberate damage to property.

Immediate suspension and/or automatic suspension may be considered in these circumstances

## **3. Fair Procedure based on the Principles of Natural Justice (pg 67 Code Guidelines)**

- The right to be heard
- Right to know the details of allegation being made and any other information.
- Right to respond
- Right to know how the issue will be decided.
- If possibility of serious sanction, right to be heard by BOM

### **The following procedures will be followed in the event of Suspension:**

- The incident will be investigated following fair procedures as have been outlined in Code of Behaviour Guidelines book/ circular for schools pg 67. (Right to be heard / to appeal)
- The pupil and the parents will be informed about the complaint
- Parents will be contacted by phone and/or asked in writing to attend a meeting.
- Parents and/ or pupil will be given an opportunity to respond, at this meeting, before a decision is made
- Failure to attend this meeting will result in a postal communication (registered) to the parents inviting them to attend a re-scheduled meeting
- Failure to attend this re-scheduled meeting will result in the Board of Management making a decision on how to respond to the negative behaviour
- The school will record the invitations made to the parents and their response

### **Procedures in relation to Immediate Suspension**

- Where an immediate Suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation should be conducted to establish the case for imposition of the suspension
- The formal investigation should immediately follow the imposition of the suspension
- Parents must be notified by phone and arrangements made to collect the student
- Follow up letter to parents explaining why the child is suspended
- An 'immediate suspension' may be for a period of one to three 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

### **Procedures in relation to Automatic Suspension**

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of Canon Sheehan Primary School, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction:

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

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

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

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

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

- The circumstances surrounding the suspension
- Interventions to prevent an occurrence of such misconduct
- The board of Management of Canon Sheehan Primary School acknowledges the fundamental importance of impartiality in the investigation progress

### **Procedures in respect of other Suspensions**

In cases other than those of Immediate or Automatic Suspension the following procedures will apply; where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Canon Sheehan Primary School will initiate a formal investigation of the matter. The following procedures will be observed:-

- Student and parents are informed in writing about the complaint, how it will be investigated and that it could lead to suspension
- Parents are invited to a meeting to be scheduled no later than 5 days from the date of the letter, to meet the class teacher, Principal and/or member of the Board of Management to discuss the gross incident of misdemeanour or serious misdemeanour and are provided with an opportunity to respond before a decision is made or a sanction imposed

- If a student and their parents fail to attend a meeting, the Principal should 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 should record the invitation issued to parents and their response.
- Communication to parents regarding the suspension of a pupil or the possibility of suspension will be in writing

### **Implementing the Suspension**

The BOM should notify parents and student in **writing** of a decision to suspend, confirming period of suspension, dates on which suspension will begin and end, reasons for suspension, any study programme to be followed, arrangements for returning to school (e.g. Parents might be asked to reaffirm their commitment to the Code of Behaviour and the child may be asked to apologise), provision for an appeal to the Board of Management/ Secretary General of Dept. Of Education & Science (Education Act 1998, Section 29)

If suspension of a pupil is for 6 days, the Principal informs the Education Welfare Officer in writing

### **Periods of Suspension**

- A student should not be suspended for more than 3 days, except in exceptional circumstances where the Principal considers that a period of suspension longer than 3 days is needed in order to achieve a particular objective
- If a proposed suspension is longer than 3 days, it must be referred to BOM for their consideration, guidance and approval
- The Board of Management may choose to authorise the Principal to impose a suspension of up to 5 days in circumstances where a meeting of the Board cannot be convened within the given timeframe
- The Board of Management should normally place a ceiling of 10 days on any period of suspension
- A suspension that would bring the number of days for which a student has been suspended in the current school year to 20 days or more should be reviewed by the Board of Management. Any such suspension is subject to appeal under section 29 Of the Education Act

### **Section 29 Appeals**

- A suspension that would bring the number of days for which a student has been suspended in the current school year to 20 days or more may be appealed
- When parents are being formally notified of such a suspension, they and the student must be informed of this right to appeal, and given information on how to proceed with an appeal if they so choose

### **Grounds for removing Suspension**

- The Board of Management decides to remove it for any reason
- The Secretary General directs it to be removed following Section 29 appeal

### **After Suspension Ends**

- When a period of suspension ends, the pupil should be re-admitted formally to class by the Principal/Deputy Principal
- School should have a plan to take responsibility for catching up on work missed
- When any sanction, including suspension, is completed, a student should be given the opportunity and support for a fresh start

## Records and Reports

- Formal written records should be kept of the investigation, decision- making process, decision and rationale for decision, duration of suspension and any conditions attached to suspension
- Principal should report all suspensions to the Board of Management, with reasons for and the duration of each suspension
- Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education Welfare Act 2000, Section 21 4 a)

## Expulsion

Under the Education Welfare Act, 2000, 'A student shall not be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an educational welfare officer' (Section 24(4))

It is the right of a Board of Management to take

*'...such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.'* (Section 24(5))

- Authority to expel should be reserved for the BOM
- This authority should not be delegated
- The decision to expel will only be taken in extreme cases of unacceptable behaviour.
- The school will have previously taken steps to help the pupil to change their behaviour in an effort to avoid expulsion
- Expulsion cannot take place in the school without first notifying the Ed. Welfare Officer.
- Outside agencies may be involved in expulsion. (Legal Advice)
- **If the Board is considering expulsion, it should refer to the guidelines in the Code of Behaviour**

## Grounds for Expulsion

- Behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- Continued presence of pupil constitutes a real and significant threat to safety.
- Pupil responsible for serious damage to property

## Steps taken to avoid Expulsion

- Meeting with the parents to try to find ways of helping the pupil to change their behaviour
- Ensure student and parents understands the possible consequences of the behaviour
- Exhaust all other options
- Seeking the help of support agencies i.e. NEPS,HSE,TUSLA

## Automatic Expulsion

However automatic expulsion may be necessary on occasion. The Board of Management can impose automatic expulsion for certain prescribed behaviours. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code includes:

- A serious threat of violence against another pupil or staff member/or self
- Actual violence/ physical assault against another pupil or staff member/or self

- Supplying illegal drugs/substances to other pupils in the school
- Sexual assault

## **Procedures to be followed when Expulsion is being considered**

### **Fair procedures will be followed**

(Fair procedure is the right to a hearing and the right to an appeal)

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

- A detailed investigation will be carried out under the direction of the Principal
- A recommendation by the Principal to the BOM.
- BOM considers the Principal's recommendation and holds a hearing
- BOM deliberates and acts following the hearing. Decision is made to go ahead with recommendation.
- Consultations arranged by the Education Welfare Officer
- Confirmation of the decision to expel.

### **Step 1** A Detailed Investigation will be carried out under the Direction of the Principal

- Inform the pupil and their parents **in writing** about the details of the alleged misbehaviour, the proposed investigation and that the result could be expulsion.
- Parents and pupil will be given the opportunity to respond to the complaint before a decision is made and a sanction is imposed. A meeting with the parent and pupil is essential to provide them with an opportunity to give their side of the story and to ask questions about the evidence of the serious misbehaviour.
- If they fail to attend the meeting, the Principal should write advising of the gravity of the situation, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision in response to the inappropriate behaviour. This must be recorded and the response of the parents is also recorded.

### **Step 2** A Recommendation to the Board of Management by the Principal

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

- Inform the parents and the student that the Board is being asked to consider expulsion
- Ensure that parents have a record of the allegation against the student, the investigation and written notice of the grounds on which the Board is being asked to consider expulsion.
- Provide the Board with the same records
- Notify the parents of the date of the hearing by the Board of Management and invite them to the hearing
- Advise the parents that they can make a written or oral submission to the Board
- Ensure the parents have sufficient 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 should review the initial investigation and satisfy itself that it was properly conducted in line with fair procedure
- The Board should undertake its own review of all documentation and the circumstances of the case
- It must ensure that no party who had any involvement with the circumstances of the case is part of the Board's deliberations (a member of the Board who may have made the allegation about the student)

- If the Board decides to consider expulsion, it must hold a hearing
- The Board meeting for the purpose of the hearing should be properly conducted in accordance with Board procedures.
- At the hearing, the Principal and the parents put their case to the Board in each other's presence. Each party is allowed to question the evidence of the other party directly
- The parents may also make their case for reducing the sanction
- After the hearing, the Board should ensure that the Principal and parents are not present at their deliberations

The Board must be impartial between both parties. Parents may wish to be accompanied at hearings and the Board should facilitate this, in line with good practice and Board procedures

#### **Step 4 Board of Management Deliberations and Actions following the Hearing.**

- Having heard from both parties, the Board must decide whether or not the allegations are substantiated and, if so, whether or not expulsion is the appropriate sanction.
- If it is the opinion of the Board that the student will be expelled, the Board must notify the Education Welfare Officer in writing of its decision and the reasons for same. (Education Welfare Act 2000 Sect 24 .1). The Board should refer to the TUSLA reporting procedures for proposed expulsion.
- The Student cannot be expelled before the passage of 20 school days from the date on which the EWO receives the written notification.
- The Board must also inform the parents in writing about its conclusions and the next steps in the process and that it inform the EWO.

#### **Step 5 Consultations Arranged by the Educational Welfare Officer.**

Having got receipt of notification from the Board, the EWO must

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

The purpose of the consultation and meeting is to ensure arrangements are in place for the pupil to continue in education in an alternative setting. These consultations may result in an agreement about an alternative intervention that would avoid expulsion.

Pending these steps, the Board may take steps to ensure that good order is maintained and that the safety of everybody is secured (Ed. Welfare act 2000 Sect.24). It may decide to suspend the student if the safety of others is threatened.

#### **Step 6. Confirmation of Decision to Expel.**

Where the 20 day period following notification to the EWO has elapsed, and where the Board are still of the opinion that the student should be expelled the Board should

- Formally confirm the decision to expel (task of Chairman /Principal)
- Parents should be notified immediately that expulsion would proceed
- Parents are notified of their right to appeal and supplied with the standard form on which to lodge the appeal
- A formal record of the decision to expel the student should be made

#### **Appeals**

- A parent may appeal the decision to expel to the Secretary General of the DES
- An appeal may also be brought by the NEWB on behalf of the pupil
- The NEWB will then appoint a mediator nominated by the Appeals Committee of the DES

#### **Keeping records**

- Formal record will be made of decision to expel a student

All incidents of misbehaviour are recorded in the Incidents Book. Records are written in a factual and impartial manner. They are stored in the Principal's Office and are available to staff when needed

Also, end of year report includes a reference to behaviour

### **Procedure for Notification of a Pupil's Absence from School**

In compliance with the Education Welfare Act 2000 Section 23 the following procedures apply when children are absent from school.

- A record is kept on a daily basis of absences when the teacher calls the roll
- The school uses the standard form when notifying the NEWB of absences

### **Reference to other policies**

The following policies have a bearing on the code of positive behaviour.

- o SPHE plan
- o Anti-bullying
- o Enrolment
- o Health & Safety
- o Special Educational Needs
- o Attendance Policy
- o Child Protection
- o Acceptable Usage Policy

### **Success Criteria**

The following will indicate the success of the policy

- Observation of positive behaviour in class rooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers and other personnel
- Positive feedback from teachers and staff, parents and pupils

### **Roles and Responsibility**

The following people have particular responsibilities for aspects of the policy.

- *The BOM have ultimate responsibility for this policy, its implementation and development*
- *The BOM, Staff, parents and pupils have responsibility for the implementation of this policy. All members of the school community are expected to implement and maintain the high expectations of this code*
- *The Principal and Staff will coordinate and monitor the implementation of this policy*
- *Pupils and parents understand that there are high expectations for the behaviour of all personnel in school. They should constantly strive to maintain this high level of behaviour*

### **Timeframe for Implementation**

This draft policy will be implemented immediately, following ratification from B.O.M.

**This policy can be viewed in the Plean Scoile on appointment, with the Principal.**

### **Timeframe for Review**

This policy will be reviewed during the school year 2018/2019.

Signed: \_\_\_\_\_  
Chairperson B.O.M

Signed: \_\_\_\_\_  
Principal

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

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