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Code of Behaviour

Scoil Íosa



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Introduction

Scoil Íosa endeavours to provide a safe, caring and happy environment. It provides a broad general education, emphasising high academic standards, combined with a wide range of experiences that help children to achieve their full potential. The building of strong, respectful and positive relationships within our school community is core to our code of behaviour.

Rationale

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

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

Scoil Íosa, Oranmore has deemed it necessary to write our Code of Behaviour to ensure compliance with the following legislation and guidelines:

- Anti-Bullying Procedures for Primary and Post-Primary Schools 2013
- Children First National Guidance 2015
- Child Protection Procedures for Primary and Post-Primary Schools 2017.
- Data Protection 1998 -2018 and EU General Data Personal Regulation 2018 (GDPR)
- Developing a Code of Behaviour; Guidelines for Schools NEWB 2008

Relationship to the characteristic spirit of the school

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

Aims

1. To build positive relationships of mutual respect and mutual support among students, staff and parents
2. To allow the school to function in an orderly and harmonious environment.
3. To support and model positive behaviour throughout the school, both for pupils and school community.
4. To encourage students to take personal responsibility for their learning and their behaviour.
5. Recognising the differences between pupils and the need to accommodate these differences.

6. To enhance the learning environment where pupils can make progress in all aspects of their development.
7. To ensure the safety and well-being of all members of the school community by encouraging an atmosphere of respect, tolerance and consideration for others.
8. To enable parents/guardians and pupils to understand the systems and procedures that form our Code of Behaviour and to ensure their co-operation and support in the application of these procedures.
9. To create a climate that encourages and reinforces good behaviour.
10. To create a positive and safe environment for teaching and learning.
11. To ensure that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.

Content of policy

In our Code of Behaviour, we address the following:

1. Guidelines for behaviour in the school
2. Whole school approach to promoting positive behaviour – roles and responsibilities
3. Positive strategies for managing behaviour
4. Strategies for dealing with challenging behaviour
5. Suspension/Expulsion
6. Keeping records
7. Procedure for notification of a pupil's absence from school
8. Reference to other policies

1. Guidelines for behaviour in the school

- The Education Welfare Act, Section 23, states that the Code of Behaviour shall specify *“the standards of behaviour that shall be observed by each pupil attending the school”*.
- In compliance with Section 23 (4) of the Education Act, prior to registering a pupil, parents/guardians will be directed to a copy of the school's Code of Behaviour and on application, parents/guardians will be asked to confirm in writing that they accept the school's policy *‘and that they shall make all reasonable efforts to ensure compliance with such code’*.
- In line with the ethos of the school the following general guidelines for behaviour are expected:
 - Each pupil is expected to do his/her best at all times.
 - Each pupil is expected to follow the school values of
 - ❖ RESPECT
 - ❖ KINDNESS
 - ❖ INCLUSION
 - Each pupil is expected to show respect for the property of the school, other children's and their own belongings.

- The school expectations and guidelines for behaviour are adopted by the Board of Management as part of the Code of Behaviour. (**Appendix 5**)
- The school recognises that there are times and factors in a child's life that may influence their behaviour. This will be taken into consideration.

Pupils with Additional Needs

All pupils are required to comply with the Code of Behaviour. However, the school recognises that pupils with additional needs may require assistance in understanding certain rules. Planning to encourage positive behaviour may be included in the pupil's School Support Plan, which is drawn up in consultation with parents/guardians and the class teacher, special education teacher, SNA and/or the Principal. Staff will work closely with the home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments or other support agencies will be taken into consideration. Consultation with outside support agencies may be sought if required. Consideration should be given into adapting the environmental factors for the students. The use of resources including the Restorative practice approach may be used to support children with additional needs.

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

Positive relationships and behaviours are vital for a positive school environment. We aim to create a school where everyone feels safe, valued, and included.

Scoil Íosa, Oranmore has three core values, through which our expectations of behaviour are derived. These values are

- Respect
- Inclusion
- Kindness

These values are promoted through:

- Explicit teaching of the school values by class teachers, especially at the beginning of each term and having these values clearly displayed throughout the school.
- Consistent and clear reminders about class routines and expectations around behaviour
- Consistent and clear boundaries put in place so all pupils know exactly what is expected
- Strategies that promotes regulation in children.
- Emphasis on building positive relationships and connections within the school community through a number of strategies including using the restorative practice approach.
- Proactive approaches to promoting positive behaviour.

These approaches ensure a respectful, warm, caring and nurturing environment.

Role of The Board of Management

- To provide a comfortable and safe learning and working environment
- To ratify the Code of behaviour
- To support the principal and staff in implementing the code.

Role of Principal:

- Promote a positive climate in the school.
- To support the staff, ensuring that the Code of Behaviour is implemented in a fair and consistent manner
- Arrange for review of the Code, as required.

Role of Staff:

1. Ensure that the Code of Behaviour is implemented in a consistent manner
2. Provide a stimulating, attractive and happy atmosphere, which is supportive to a positive learning environment.
3. Model school values of respect, inclusion and kindness to pupils and school community.
4. Expect high standards of behaviour-by having clear school and classroom expectations.
5. Ensure expectations for behaviour are communicated regularly and that clear boundaries are put in place to reinforce these expectations
6. Facilitate open and regular communication with parents, acknowledging them as key stakeholders in their child's education
7. Support pupils in proactive approaches to promoting positive behaviour
8. Support pupils through a problem-solving approach when challenging behaviour arises
9. Support parents in practical, positive ways to support their child's learning and development.
10. Promote personal responsibility among all its members while engaged in school activities
11. Endeavour to nurture the self-esteem of pupils to create a community that they take pride in.

-Role of Parents/Guardians:

- Be aware of the ethos, aims, values and disciplinary requirement of the school.
- Support the staff/B.O.M. in their efforts to meet realistic expectations with regard to good behaviour and discipline.
- Co-operate with the school by encouraging their children to abide by the school rules and visiting the school when expected to do so by a member of the teaching staff and/or the Board of Management.

Role of Pupils:

- To endeavour to reflect the school values of Kindness, Inclusion and Respect in all aspects their school life
- Be aware of school and classroom expectations and adhere to them.
- To participate in school life–to and to try their very best with the support of the school community to reach their full potential.
- Be respectful of others.

The standards and rules contained in the code of behaviour would apply in any situation where the student, although outside the school, is still the responsibility of the school. Examples include school tours, games and extracurricular activities and attendance at events organised by the school.

3. Positive strategies for managing behaviour

Classroom

Behavioural expectations are established by the class teacher that are consistent with the ethos as expressed by the school values and in the Code of Behaviour and which sets a positive atmosphere for learning. Pupil input is enlisted in devising the class expectations.

Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.

Classroom Expectations may include the following:

1. Be kind to each other
2. Listen to the teacher and to each other
3. Use kind and respectful language
4. Keep our hands and feet to ourselves
5. Always give our best effort
6. Show each other respect
7. Be honest and tell the truth
8. Respect the belongings of others
9. Always move calmly and safely around the classroom, stairs, school building.

Positive examples of behaviour are recognised and acknowledged in our school. Children are encouraged and praised for their efforts in promoting school values through their behaviour. The following list is a selection of strategies which may be used by individual teachers to affirm and promote positive behaviour in the classroom:

- A quiet word or gesture to show approval
- A comment on a child's homework journal

- A visit to another staff member or the Principal for commendation
- Positive reinforcement
- Rewards Systems
- Delegating some special responsibility or privilege
- Good news note home/Positive stamps
- A small gift/prize
- A whole class treat
- Golden Time

See Appendix(pg 44 of Developing a Code of Behaviour in Schools) on effective and ineffective use of rewards.

The Playground

- In order to create a safe and happy environment on the playground the following expectations will be explicitly taught in class with reminders given regularly
 - Walk to and from the yard safely and quietly
 - Move around the yard safely
 - Gentle hands and feet when playing together
 - Listen to staff on yard
 - Inappropriate language will not be acceptable
 - Verbal or physical aggression is not acceptable
 - Include everyone
 - Keep to your assigned area
 - Respond to the bell as soon as you hear it
 - We keep our hands and feet to ourselves in the line

The following strategies are implemented to ensure children feel safe and happy in the playground, and to deal with instances of challenging behaviour as they arise

- At both break times, teachers are on duty in the playground, assisted by Special Needs Assistants (SNAs).
- Children requiring the use of the toilet must ask a teacher for permission. They inform the teacher that they are back on the yard when they are finished.
- In the event of misbehaviour during yard time, the teacher on duty will address the issue. Children are given a reminder of the expectations of behaviour on the yard. If the behaviour persists, the pupil may be asked to stand out for a period of time to ensure everyone's safety and may be used at the discretion of the supervising teacher.
- In the case of pupils being asked to stand out from play regularly, this child may need further support.
- Classroom teachers will be informed of behaviour by supervising teacher and advise whether the issue has been dealt with or whether there is need for further response to behaviour
- The use of restorative practice questions to support pupils on the yard may be deemed as an appropriate intervention to support behaviour.
- The principal will be informed of serious incidents of challenging behaviour.
- Parents will be notified if deemed necessary

Other areas in the school environment

- Pupils are expected to move around the school safely
- Pupils are expected to move around the school quietly, taking into consideration all those who are around them.
- Pupils are expected to adhere to routines that have been established within the school (such as lining up in yard, going up and down the stairs, storing their belongings etc)
- Pupils are expected to respect school property and the property of others.
- Pupils assemble in the playground or designated gate area before school.
- Pupils are collected by their teacher from the yard/gate and brought to their classroom by their teacher.
- Pupils walk in single file to and from their classroom.
- Pupils are expected to use handrails going up and down stairways, taking one step at a time and walking on the left hand side.
- Pupils should not engage in rough play in the corridors, stairs, toilets or while moving between buildings.

School related activities

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

4 Strategies for Dealing with Challenging Behaviour

School staff acknowledge that all behaviour is a form of communication and therefore endeavour to always strive to find out the WHY, when a child displays negative behaviours. We will endeavour to support that child, as well as any child, or member of the school community to whom harm has been done to the best of our ability.

When challenging behaviour arises we endeavour to the best of our ability to support the needs of the student displaying negative behaviours, as well as the needs of other students and staff.

We adopt a problem-solving approach to negative behaviours. We will endeavour to try repair any harm done, restoring relationships of those involved and reaching an agreement so such behaviours don't arise again. This is in line with a restorative practice approach. (See app 1 and 2)

The overall responsibility for behaviour within the school lies with the Principal and the BOM. Each teacher has responsibility for promoting positive behaviour-in her/his classroom while all staff share a responsibility for promoting positive behaviour and supporting students with their behaviour to ensure a safe, secure environment for all throughout the whole school.

Under normal circumstances isolated instances of misbehaviour will be dealt with by the class teacher and/or the teacher on yard supervision.

- A pupil may be referred to the Principal or Deputy Principal, for further support when repeated occurrences in minor misbehaviours occur with no sign of improvements.
- Occurrences of serious misbehaviour will be referred to the principal when appropriate.
- Occurrences of gross misbehaviour will always be referred to the principal.

The school/teacher shall keep a written record of challenging behaviour, where a repeated pattern is emerging. A record of improvement in the behaviour of disruptive pupils will also be noted.

Breaches of the Code of Behaviour, which also contravene the Civil Law, may result in the offender and/or his/her parents/guardians being referred to the appropriate authorities.

Three levels of unacceptable behaviour are recognised by Scoil Íosa Oranmore:

- 1. Minor misbehaviour**
- 2. Serious misbehaviour**
- 3. Gross misbehaviours**

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

Examples of Minor Misbehaviour

- Behaviour that disrupts the teaching and learning of other students
- Disrupting class work by talking when teacher or another pupil is talking, interrupting the teacher, shouting out answers, talking over another pupil, talking out of turn
- Pupil not listening to instructions,
- /fiddling with stationary etc.
- Laughing/ sniggering/sneering at other children, "giddiness" and giggling
- Throwing objects, making noise, swinging on chairs
- Getting out of seat or moving around the room without permission
- Failure to follow or comply with a teacher's instructions
- Carelessness with books and stationary, scribbling/drawing on school books Drawing on tables, being careless with another pupil's property
- Commenting negatively on another pupil's work - Excluding others on a once off context
- Leaving litter in and around the school.
- Lack of compliance with school policy on uniform.
- Being discourteous or unmannerly.
- Name calling
- Gestures of defiance and using bad language
- Unruliness in the classroom, on the stairs or in the hall.

For a minor misbehaviour, a teacher may deal with it in the manner she/he best sees fit using the strategies outlined below (Responding to unacceptable behaviour).

Examples of Serious Misbehaviour

- Consistent examples of minor misbehaviours without signs of improvement
- Negative physical contact e.g. pushing, hitting, biting, spitting, kicking, tripping up, pulling hair, punching, etc.
- Being disrespectful to the teacher/ ignoring the teacher Stealing from classmates/teacher - Screaming/ shouting at another child/teacher -
- Deliberate exclusion of peers
- Spreading rumours/lies about another pupil/member of staff
- Threatening/ intimidating peers
- Throwing objects at peers
- Telling lies
- Bullying – physical, verbal, cyber (Ref: Bí Céinalta)
- Consistently interrupting/distracting others in the class
- Consistently not doing homework -
- Refusal to do work assigned
- Refusal to cooperate with the teacher
- Damaging school property
- Using mobile phone on school property and on school trips
- Using smart watches
- Leaving school grounds without permission during school day

Examples of Gross Misbehaviour

- Consistent examples of serious misbehaviours without signs of improvement
- Serious assault on another pupil/staff member e.g. physical, verbal
- Serious damage to school property
- Serious theft of school/staff property
- Consistent bullying of another pupil e.g. emotional, physical, cyber

Responding to minor and serious misbehaviour

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

Teachers will use their professional judgement and their knowledge of the child and the particular circumstances in responding to challenging behaviour.

Strategies to respond to misbehaviour may include:

1. Reminders on whole class level, referring to school/ class values on what is acceptable behaviour
2. Verbal reminder - name the behaviour and explain why it is not acceptable and discuss expectations
3. Individual check-in - speak to the child in private to get an idea what is going on.
4. Use of restorative questions, in form of restorative chat, or reflection sheet where deemed

- appropriate and restorative agreement (see app __)
5. Follow-up check-ins, including discussing consequences if behaviour continues.
 6. Removal of child from classroom setting temporarily for further support.
 7. Communication with parents when instances are repeated and behaviour is not improving.
 8. Communication with leadership or principal, which may be followed up by a check-in to see how student is doing
 9. Supporting regulation of students, both on whole class and individual level
 10. Use of whole-class discussion/circles to acknowledge behaviours, reinforce expectations and build relationships.
 11. Implementation of a Behavioural Support Plan with support of parents

Sanctions may be used in a way that helps students understand the consequences of their behaviour and to take responsibility for changing that behaviour. (*from COB Guidelines for schools 2008*)

The following are suggested sanctions that may be considered:

- Reminder of expectations not being met including advice on how to improve
- Restorative chat that may include a reflection sheet and an agreement going forward
- Minor in-class sanctions
- Loss of privileges
- Removal to another setting within school
- Teacher communication with parents
- Referral to Principal or Deputy
- Principal communicating with parents

Responding to gross misbehaviour

In addition to the supports and interventions outlined above the following steps will be taken:

(If the severity of the gross misbehaviour is extremely serious and the continued presence of the child on school property may present a real and significant danger to staff or pupils, the Principal may move directly to step 4.)

- 1) Parents are made aware of the situation, and asked to meet with the Principal and the class teacher to discuss the situation. The pupil may be present at this meet, where appropriate. A plan is made to address the misbehaviour, including discussion as to logical sanctions. A clear plan to support the pupil is agreed by all parties and commitment is given by all to improve behaviour including feedback to parents within an agreed timeframe.
- 2) If the misbehaviour continues, parents will be asked to call into the school to meet the Class Teacher, the pupil and Principal to further discuss the behaviours and interventions. The possibility of suspension will be addressed. If the challenging behaviour continues, the Principal is authorised to exclude the pupil from the school for a period not exceeding three school days.
- 3) Suspension. The Principal will inform the parents of the school's decision to exclude the pupil from the school for a period not exceeding three school days.
- 4) Suspension for a longer period. The Board of Management will inform the parents in writing of its decision to authorise the Principal to exclude the pupil from the school for a

period not less than three and not more than seven days, to allow for consultation with the pupil's parents or guardians. In exceptional circumstances the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed.

Expulsion may be considered in extreme cases and following the procedures outlined in section 5 of this Policy.

Managing Aggressive or Violent misbehaviour

Aggressive and violent misbehaviour is not a regular occurrence in schools. However, when such incidents occur, they are serious and cause a great deal of stress for those involved. When faced with a potentially violent situation the following steps may be used in de-escalating the situation.

1. Where possible the child should be removed from the situation instead. This may involve the child being exited from the classroom, perhaps with a special needs assistant, or with the assistance of another teacher. An alternative is that the rest of the class is removed from a potentially violent situation. The child is allowed to calm down.
2. The child should be given the support and time to regulate
3. The teacher should give the child sufficient space to regulate, protecting both themselves and the child from physical aggression escalating further.
4. Once the child is regulated, The Restorative Practice questions (1-5) may be used where appropriate as a scaffold/template to gather information as to what happened and reflect why it happened.
5. The child should be asked to consider who was harmed in the situation and given support to come up with a solution to repair this harm and strategies to prevent behaviour escalating in such a way again. See RP question no. 6.
6. Regular and ongoing support provided to the child in the time after the incident may include check-ins, continued support with regulation, close monitoring of relationships with peers.
7. If not already in place Behavioural Support Plan with support of parents may be implemented.

It is important that any violent incident is recorded. It may also be analysed using the Antecedent - Behaviour – Consequences approach. (**Appendix 4**)

If a pupil presents with aggressive and violent behaviours the school will make every effort to address it and to access appropriate supports, such as, NEPS, OIDE or other relevant agencies that may be involved with the family or child. (**Appendix 3**) A psychological assessment may be considered and a referral made. Relevant professional development may be sought for staff.

The Board of Management has delegated to the Principal the authority to suspend a pupil from the school for a period not exceeding three school days. The Board of Management has a statutory obligation to provide staff with a safe place to work as well as duty of care to all pupils in the school. If the nature of the aggressive/physical behaviour is so serious, that continued presence of the pupil in the school would represent a serious threat to the safety of students or staff or any other person, the Principal may consider an immediate suspension.

Bullying Behaviour

Children First National Guidance 2017 outlines that bullying can be defined as repeated aggression – whether it be verbal, psychological or physical – that is conducted by an individual or group against others. Children First National Guidance 2017 describes bullying as behaviour

that is intentionally aggravating and intimidating, and occurs mainly among children in social environments such as schools. It includes behaviours such as physical aggression, cyber bullying, damage to property, intimidation, isolation/exclusion, name calling, malicious gossip and extortion. Bullying behaviour can also take the form of identity abuse based on gender, sexual preference, race, ethnicity and religious factors. With developments in modern technology, children can also be the victims of non-contact bullying, via mobile phones, the internet and other personal devices.

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

The school has an Anti-bullying Policy and clear steps are outlined to investigate, identify and deal with incidents of bullying. (currently under review 2025 BÍ Cinealta)

5.Suspension and Expulsion

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

The Board of Management has delegated to the Principal the authority to suspend a pupil from the school for a period not exceeding three school days. The Board of Management has a statutory obligation to provide staff with a safe place to work as well as duty of care to the pupils all pupils in the school. If the nature of the gross misbehaviour is so serious, that the continued presence of the pupil in the school would represent a serious threat to the safety of students or staff or any other person, the Principal may consider an immediate suspension.

Suspension

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

- For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered.
- Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as gross misbehaviour.

The principles of ensuring the right to be heard, and the right to impartiality apply in all cases.

- Parents/guardians of a pupil will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed.
- Parents/guardians concerned will be invited to come to the school to discuss their child’s case.
- Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents/guardians will be requested in writing to attend at the school to meet the Chairperson and the Principal.

- If the parents/guardians do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period.
- Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information.
- Suspension will be in accordance with the Rules for National Schools and the Education (Welfare) Act 2000.
- Where a decision is taken to suspend a pupil, the Principal will notify the parents/guardians of the pupil in writing of the decision to suspend.
- Parents/Guardians have the right to appeal the Principal's decision to suspend a pupil to the school's Board of Management.
- Following or during a period of suspension, parents/guardians may apply to have the pupil reinstated to the school.
- Parents/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff.
- The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.
- Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents/guardians may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

Record Keeping in Relation to Suspensions

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

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

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

Expulsion

A student is expelled from a school when a Board of Management makes a decision to permanently exclude the student from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000. Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools, the Education (Welfare) Act 2000 and

Developing a Code of Behaviour: Guidelines for Schools (Education Welfare Service TUSLA).

Before expelling a pupil, the Board of Management shall notify the local Education Welfare Officer in writing in accordance with Section 24 of the Education (Welfare) Act 2000.

Procedures in respect of expulsion

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

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

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

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

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

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

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

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

- review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.
- undertake its own review of all documentation and the circumstances of the case

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

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

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

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

Step 5: Consultations arranged by the Educational Welfare Officer

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

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

Step 6: Confirmation of the decision to expel

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

Appeals

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

Review of use of expulsion

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to

identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

6. Keeping Records

The school BoM is a *data controller* of *personal data* relating to its past, present and future staff, students, parents/guardians and other members of the school community. All such data is treated in accordance with the Data Protection legislation and the terms of our Data Protection Policy.

Data relating to individuals will only be processed in a manner consistent with the purposes for which it was gathered. Information will only be disclosed on a 'need to know' basis, and access to it will be strictly controlled.

In line with the school's policy on record keeping and data protection legislation, records are kept in relation to pupils' behaviour both at class and school level. These records are written in a factual and impartial manner.

7. Procedure for notification of a pupil's absence from school

In cooperation with parents and guardians, we strive to help each pupil achieve his/her full potential and so we will promote a positive attitude towards good attendance and punctuality.

The Education Welfare Act, 2000, Section 23 (2)(e) states that the code of behaviour must specify, "*the procedures to be followed in relation to a child's absence from school.*" Section 18 stipulates that parents must notify the school of a student's absence and the reason for this absence.

Scoil Íosa Oranmore has a Statement of Strategy for Pupil Attendance in place and the following procedures for notification of a pupil's absence are in place:

- The school can be informed of the child's absence on the first day of the absence and the actual reason given. This can be done via Aladdin notification.
- Provision of a doctor's certificate for significant absences (e.g. over 5 consecutive days) due to illness is required.

8. Reference to Other Policies

- Safety Statement
- Child Safeguarding Policy
- Bí Cinealta
- SPHE/Stay Safe Plan
- Behaviours of concern Policy

- Statement of Strategy for Attendance
- Data Protection Policy
- Special Educational Needs Policy

- Acceptable Use Policy

Success Criteria

- A positive, happy and open school atmosphere.
- Positive feedback from teachers, parents/guardians and pupils.
- Observation of positive and improved behaviour in classrooms, corridors, playground and school environment.
- Practices and procedures listed in this policy being consistently implemented by teachers.

Review

This policy ratified by the Board of Management on 28/05/2025. It will be reviewed annually or as deemed necessary.

Chairperson of the Board of Management

Date

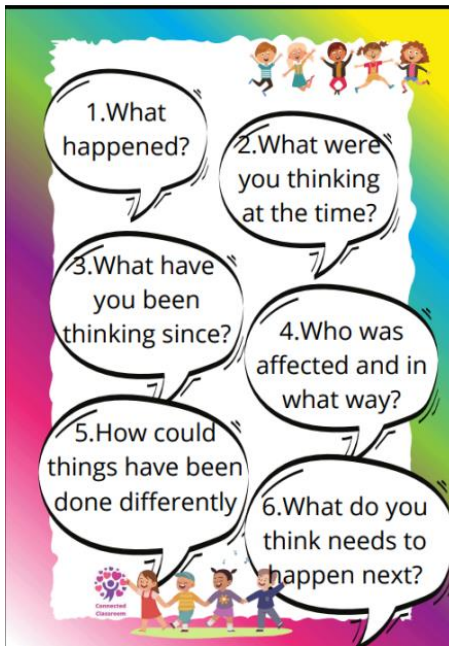
28/05/2025

Appendix 1

Restorative Practice Questions to be used when working with a child.

- 1. What happened**
- 2. What were you thinking about at the time**
- 3. What have your thoughts been since**
- 4. Who has been affected by what you did?**
- 5. In what way have they been affected?**
- 6. What do you think need to happen next?**

Appendix 2



I

Risk Reduction/Behavioural Support Plan

Pupil Name:

Date:

Persons involved in the formation of this plan: Review Date:				
	Function of Behaviour	De-Escalation Strategies	Interventions	Repair/Recovery
Behaviour/Risk	Why do you think the behaviour is occurring?	Can I change something I'm doing or in the environment which could help change this behaviour/reduce this risk?	What will I do if/when the risk/behaviour presents itself and the de-escalation strategies don't work?	If the child is upset or distressed – what helps him/her to recover?
In what situations has the risk/behaviour occurred?				

Start Date: _____

End Date: _____

REVIEW SHEET
Date and Comments
Date and Comments
Date and Comments
Date and Comments

Appendix 4

ABC Document

Child:

Class:

Date:

A (what happened before the behaviour)

B (describe the incident)

C (Conclusion- what happens now)

Document written by _____

Appendix 5: Expectations and guidelines for behaviour in the school

All expectations mentioned below and drawn up to

- Ensure the safety of pupils and the school community
- Create an atmosphere conducive to learning
- Create a respectful school environment

General

- Pupils are expected to wear either the school uniform at all times. If this is not possible an explanation should be given by the parent/guardian.
- If for any reason a pupil is absent or late for school, an explanation must be sent to the Class teacher, School Office or Principal.
- No pupil may leave the school grounds during the school day (with the exception of supervised school activities) unless a request is received from the parent/guardian, or if the parent/guardian, known to the school, collects him/her in person.
- Pupils must not interfere with, damage, or steal school property, or the property of any member of the school community (i.e. teachers, ancillary staff, and pupils). Parents may be obliged to pay for damage to or loss of such property.
- Acceptable standards of appearance, dress and behaviour in the school and in school related activities shall at all times be a matter for decision by the school management.
- In the interest of safety, earrings should not be worn and if they are, they should be small stud earrings only.
- Facial Piercings are not allowed.
- Cycling/scooting in the school grounds are not allowed.
- Pupils are expected to move around the school quietly, taking into consideration all those who are around them.
- Insulting behaviour, persistent insubordination or disruption of class will be regarded as a breach of school discipline.
- Rough play, bullying behaviour, bad language, fighting and other anti-social behaviour is prohibited.
- Pupils are expected to do their allocated homework to the best of their ability.

Morning.

- Classes commence each morning at 8 50 a.m. and pupils should be in school at that time. The Board of Management accepts responsibility for children from 8 50 a.m. each morning.
- On inclement days, pupils assemble in the Hall from 8.35am until their teacher collects the class at 8 40a.m

Breaks

- Weather permitting, pupils are expected to go outdoors during break times unless:
- a parent/guardian has indicated, personally or in writing, that for health reasons the pupil must stay indoors. (this is subject to staff being available to supervise)
- a teacher has indicated that, in the interests of health and safety the pupil has been taken off yard during lunch.
- On wet days, pupils should remain seated in their classroom with the classroom door open in order to facilitate supervision.

Afternoons

- No pupils (except those involved in a supervised after-school activity) should remain on the premises after the teachers.