

CODE OF BEHAVIOUR ARDFERT CENTRAL N.S.

Introductory Statement

This policy was drawn up by the Principal, teaching staff and ancillary staff of Advert Central N.S. in consultation with the Board of Management. This policy was reviewed by the staff of Ardfert Central N.S. on Tuesday 29th September 2020 to ensure that the code was in line with NEWB guidelines *Developing a Code of Behaviour for Schools (2008)*

Pupils were involved by reviewing the rules and by dialoguing with the teachers in relation to the rationale behind the rules. Suggestions were discussed in relation to sanctions and rewards and the fairness of them. Parents were invited to contribute to the Code of Behaviour.

Rationale

- It is necessary to provide a framework which promotes constructive behaviour and discourages unacceptable behaviour for the well-being of our school as a community. From this will come a strong sense of civic awareness and care for the environment.
- It is necessary to review the policy at this time to ensure the existing policy is in compliance with legislative requirements and good practice as set out in *Developing a Code of Behaviour Guidelines for Schools NEWB 2008 (pp 7- 9)*
- It is a requirement under the Education Welfare Act 2000 Section 23 (1)
- Our existing policy is due for review
- The Code of Behaviour helps all members of the school community to promote a happy environment which leads to learning and social development.

Relationship to Characteristic Spirit of the School

- The Code of Behaviour expresses the vision, mission and values of this school and its' Patron the Roman Catholic Bishop of the diocese of Kerry.
- We in Ardfert Central N.S. hope to foster a sense of pride in our school. We hope to work in co-operation with the home which has the strongest influence on a child's life. The whole school community are expected to uphold the ethos of the school in an atmosphere of self-discipline, mutual respect and tolerance for others. The basic principles underpinning our Code of Behaviour are outlined in *Developing a Code of Behaviour Guidelines for Schools NEWB 2008 (pp 22-23)* and are as follows:

Clarity	Affirmation that everyone's behaviour matters
Focus on promoting good behaviour	Balancing needs
Focus on personal responsibility	Recognition that relationships are crucial
Fairness and Equity	Promoting Equality
Recognition of educational vulnerability	Attention to the welfare of students
Attention to the welfare of staff	Promotion of safety and freedom from threat

Aims

- It is our aim to provide a happy and secure environment which is conducive to both the academic and personal development of each child.
- To allow the school to function in an orderly way.
- To create an atmosphere of respect, tolerance and consideration for others.
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences.
- To ensure the safety and well-being of all members of the school community.
- To assist parents/guardians and pupils in understanding the Code of Behaviour and to seek their co-operation in the application of the code.
- To ensure that the system of clear and concise rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.

Content of Policy

The policy is addressed under the following headings taken from Developing a Code of Behaviour Guidelines for Schools NEWB 2008 (Pg. 8 & Pg. 59)

- 1. Standards of Behaviour Expected in the School**
- 2. Whole School Approach to Promoting Positive Behaviour**
 - **Staff**
 - **Board of Management**
 - **Parents/Guardians**
 - **Pupils**
- 3. Positive Strategies for Managing Behaviour**
 - **Classroom**
 - **Playground**
 - **Other Areas in the School**
 - **School Related Activities**
 - **Rewards and Acknowledgement of Good Behaviour**
- 4. The Way in Which the School Responds to Unacceptable Behaviour**
 - **Strategies for Responding to inappropriate behaviour**
 - **Involving Parents/Guardians in Management of Problem Behaviour**
 - **Managing Aggressive or Violent Behaviour**
- 5. Procedures for Notifying the School About Reasons for Absence from School.**
- 6. Suspension/Expulsion**
 - **Suspension**
 - **Expulsion**
 - **Appeals**
- 7. Keeping Records**
 - **Class**
 - **Playground**
 - **School Records**
- 8. Reference to Other Policies**

Standards of Behaviour in School

As required by Section 23 (4) of the Education Welfare Act, prior to registering a pupil the Principal teacher shall provide the parents/guardians of the child with a copy of the School's Code of Behaviour and that the Principal may as a condition of so registering such child, require his/her parents/guardians to confirm in writing that the Code of Behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child.

The standards of behaviour expected in this school reflect the following values of 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 and forgiveness.

In Ardfert Central N.S. we expect

- Respect and Courtesy
All pupils are expected to treat staff, their fellow pupils and visitors with respect and courtesy at all times. The use of foul language is unacceptable.
- 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 for homework.
- Children line up when the bell rings at the end of break time and lunchtime.
- Noise is discouraged in these class lines and in the corridor on the way to and from breaks.
- Accidents are brought to the attention of the teacher on yard duty who decides what action is necessary to take. Small injuries will be dealt with on the yard by the teachers on yard duty. If the First Aid box is required, the teacher will bring in the child for attention. For any impact to the head the parents/guardians are notified.
- Children are expected to show the same respect that they show to their class teacher, to all teachers and staff.
- Children are not allowed to leave the school yard without permission.
- Children are expected to treat all those they encounter in school with respect i.e. teachers, staff, pupils, neighbours, helpers and any visitors. Aggressive behaviour is not tolerated.
- School opens at 8.30am and closes at 2.40pm. All pupils are expected to be present by 9.00am. The school is not responsible for the safety of children on the school premises when staff members are not present outside of these times. (8.30am – 2.40pm). Parents/Guardians collecting any children within school hours are required to sign the Sign Out Book which is kept in the office. Children are not permitted to leave the school grounds at any stage unless their parents/guardians are there to collect them.
- School ends for Junior/Senior Infants at 1.40pm when they must be collected by their parents/guardians.
- Full uniform must be worn at all times with the exception of sport events. All items should be clearly marked with the child's name.
- Personal Property
Children are asked to have their names on coats, jumpers, cardigans and other personal property such as school books, copies and lunch boxes etc.
- Pupils are expected to be attentive in class and complete all assignments. Parents/Guardians are encouraged to oversee homework. Parents/Guardians are expected to send in a note to the class teacher if homework isn't completed.
- The school is obliged under the Education Welfare Act 2000 to report absences in excess of 20 days to the National Welfare Board. Every absence of a child must be accounted for by either forwarding

a note or by making contact with the school. If a child wishes to leave school early a written note must be given to the class teacher.

- Playground rules will be devised with regards to the health & safety of all pupils. Rough and unfair play and coarse language are always forbidden. Teacher/SNA on duty will record all incidents of rough and unfair play in the Incident Book kept in Mrs. Stack's office.
- In the interest of health, a high standard of personal hygiene is expected and infectious illnesses should be notified to the school immediately.
- Glass bottles are not allowed in school.
- Chocolate, lollipops, fizzy drinks, chewing gum, taytos, pringles, frubes, yops, yoghurt drinks are not allowed in the school.

Refer to Healthy Eating/Food Dudes Policy

Note: As we are a Green School we discourage the use of tinfoil and cling film to wrap lunches. We encourage parents/guardians to provide their children with lunch boxes.

All forms of bullying, either verbal or physical are strictly forbidden and will be dealt with very severely in accordance with school policy. Parents/guardians and pupils are encouraged to report any incidents of bullying behaviour to the class teacher and/or Principal. All members of the school community are expected to be particularly vigilant and mindful of such behaviour. All pupils are expected to co-operate in keeping the school and its environs litter free. Generally there is no homework at the weekends but occasionally it is given at the discretion of the teacher.

Whole School Approach in Promoting Positive Behaviour

In our school we aim to establish and maintain high standards of behaviour and discipline. This involves a strong sense of community within the school and a high level of co-operation among staff and between staff, pupils and parents/guardians. (Circular 20/90).

Staff

Through systematic planning staff confirm that all school policies and practices support the aims of our Code of Behaviour. We have a team work approach to behaviour and we review the Code of Behaviour on an ongoing basis with encouragement and guidance offered by all school staff, the students will gain a better understanding of the rules concerning safety and respect for others. Staff will encourage honesty, fairness, courtesy, and self-respect and self-discipline.

Our Code of Behaviour also caters for children with special needs who may present behavioural difficulties arising from their special educational needs. These behavioural difficulties are addressed through the child's IEP. All staff are sensitive to various factors, particular circumstances and cultural differences that may affect individual children's behaviour. Each new and/or temporary staff member is requested to read a copy of the Code of Behaviour to familiarise themselves with both the approach and the content.

Teachers and other staff members can play important roles in the work in the review and updating of the code annually. They bring to this work their professional expertise in understanding the links between behaviour and learning, their experience of what works to help students to behave well and they're knowledge of the school and of the school community. (Pg.16 guidelines) Staff as a team should have opportunities to confirm that all school policies and practices support the objectives of the Code of Behaviour (Pg. 32 guidelines)

Principles for Positive Behaviour

- Plan for good behaviour.
- Deal with misbehaviour in a positive manner at all times.
- Separate the behaviour from the child.
- Actively build trust and support among teachers and pupils.
- Model the behaviour you want.
- Be mindful that the certainty of the sanction and not the severity of the sanction is what are important.
- Re-connect and repair the relationship.
- Keep rules to a minimum.
- Allow time for good behaviour to be learned.

SPHE Curriculum

The school's SPHE curriculum is used to support the Code of Behaviour. It aims to help our children develop communication skills, appropriate ways of behaving and interacting and conflict resolution skills. The activities to develop these skills are outlined in the school's SPHE plan.

Board of Management

The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies. The Board of Management reviewed this draft Code of Discipline at its meeting on 20th October 2020.

- The Board of Management supports the Code of Behaviour in the school on an ongoing basis.
- The Principal will inform the BOM of all serious breaches of behaviour.

Parents/Guardians

Co-operation between parents/guardians and staff is encouraged.

Parents/ Guardians support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour by:

Parents/guardians ensure their children attend school regularly and punctually.

Parents/guardians encourage their children to do their best and to take responsibility for their work.

Parents/guardians are aware of and co-operate with the school rules and system of rewards and sanctions.

Parents/guardians attend meetings at the school if requested

Parents/Guardians help their children with homework and ensure that it is completed. Parents and guardians ensure their children have the necessary books and materials for school.

Pupils

Pupils are involved in the ongoing implementation of the Code of Behaviour by discussing the rules for the classroom in collaboration with their teachers.

Discussing the rules for the playground and corridors in collaboration with the teachers.

Positive Strategies for Managing Behaviour

In Ardfert Central National School we have adopted the following strategies for promotion of good behaviour:

- A quiet word or gesture to show approval.
- A visit to the Principal for commendation
- A word of praise in front of a group or a class.
- Delegating some special responsibilities or privileges.

- A mention to parent, written or verbal communication.
- Age appropriate merit system: stars/stickers/stamps/certificates system. All classes.
- Draw attention to the good behaviour/improved behaviour of other pupils.
- We model and teach good behaviour, manners and respect, acceptable behaviour, positive social skills, speaking respectfully.

Classroom

Ground rules/Behavioural expectations in each class that are consistent with the ethos.

These ground rules are displayed in each classroom from Rang 1 to Rang 6.

Pictorial representation displayed in Infants.

Rang 1 - Rang 6

1. We will always walk in the school building.
2. We will always stand back for adults/teachers at doors or the gate.
3. We will always use

“Dia is Muire Duit, a Mhúinteoir”.
 “Gabh mo leithscéal”.
 “Tá fáilte romhat”.
 “Go raibh maith agat”
 (*when the opportunity arises*)
4. When a teacher or the Principal or visitor enters the classroom and speaks with the teacher, there must be total silence. Younger classes - lámha trasna/continue working silently. Older classes - continue silently with your work/Begin to read your library book.
5. We will always tell the truth.
6. We will stop immediately, once addressed by a teacher.
7. We will listen carefully and respectfully when a teacher is speaking either to myself or the class.
8. Going out of school i.e. sos/lunch/going home we will always exit school class by class, in single file, keeping left.
9. When bell goes in yard we will always we will always siúl isteach sa líná.
10. We will always stand quietly in line and walk in without speaking in single file.
11. We will always address teachers properly eg. Yes, Teacher. Yes, Sir. Yes Miss. etc.....
12. When playing in the yard, we will always take due care and show respect for others.
13. We will not shout, tease or criticise others.
14. We will not use bad language.
15. We will play fairly.
16. We will show consideration for others at all times.
17. We will wear proper uniform.

**Pupil input in devising the class rules*

**Teachers insure 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.

Visit of the Principal to the classroom to reinforce the rules on a regular basis and as the need arises.

COVID-19 RULES TO PREVENT INTRODUCTION AND SPREAD OF THE VIRUS IN ARDFERT CENTRAL NATIONAL SCHOOL

Children will be encouraged to behave in a responsible manner and have a positive attitude to accepting new measures which have been put in place to keep everyone safe and healthy at this time.

Children will enter and exit the school building keeping to the left on the corridors.

Children will sanitise on entering and exiting the building (mornings/after breaks/after P.E.)

Children will wash hands before and after eating and after using the toilet.

Children will wash their hands after breaks/P.E. if they are dirty.

Children will socially distance as they arrive and leave the school building.

(Coloured spots have been painted 1m apart to assist the children).

When the bell rings at the end of breaks, children will walk to their line and stand on a coloured spot.

Children will abide by the pod and bubble system (where applicable) in class and on the yard and socially distance as appropriate. (Teachers will explain this clearly to the children)

Children will not share any personal items with another child.

Children will not touch walls and doors unnecessarily.

Children will cover their mouth and nose with flexed elbow or tissue when coughing or sneezing. They will dispose of the used tissue immediately into the covered bin and wash their hands.

Children will be reminded to be considerate of one another and to be kind at all times.

If children break any of the above rules by accident, they will be reminded of the rules and encouraged to remember them. Children who do not comply with the rules on a number of occasions, and have been reminded of them, will be dealt with under “Minor Misdemeanours” as per our school’s Code of Behaviour.

When persistent flouting of the rules takes place and interventions have been unsuccessful, measures will be taken as per “Serious Misdemeanours” of our school’s Code of Behaviour.

Other control measures may be brought in from time to time for our increased safety and protection. We are all in this together.

Playground

Zones are created within the playground providing sections for some specific age group. We have a concise set of playground rules which emphasise positive behaviour and make it clear what activities are permitted.

Playground Rules

Each class will leave in an orderly fashion to go out to break.

In the interest of safety, teachers will encourage pupils to walk quietly along the corridor, keeping to the left. All staff bring serious misbehaviour to the attention of the class teacher and/or Principal.

A bell rings at the end of break to inform pupils that break has ended. All pupils walk to their designated line on the playground.

Children are not allowed to leave the play surface area of the yard without permission including in the case of a child needing to use the toilet.

Pupils are not permitted to play on the grass without permission and pupils are not permitted to go up to the field during wet weather.

- The yard duty teacher records the misbehaviour of the pupil in the school incident book which is kept in Principal's office.
- These rules are displayed at the two main entrances. Attention is drawn to these rules on a regular basis. Pupils buy into these rules through regular discussion with the class teacher.
- We teach playground games to children. Playground games and marking are painted on the tarmac.
- Children remain in their classrooms during bad weather.
- Everybody is in or everybody out is general rule of thumb.
- Any child misbehaving during playtime will be asked to stand by the wall for five minutes.

Other Areas in the School

Children are allowed to use the toilet at break time as necessary with permission. The toilet is to be left as they found it. Attention is drawn to hygiene. Children are required to walk quietly at all times in the corridor etc... All children are reminded of these rules on a regular basis.

School Related Activities

Standards and Rules contained in the Code of Behaviour will apply in any situation where pupils are still the responsibility of the school. Road Safety is taught to the children through the SPHE curriculum. Parents/guardians are invited to accompany the school on out of school activities for health and safety reasons when required. School staff would contact the venue, e.g. swimming pool, activity centre, Church, in advance and find out what the rules are which are then communicated to all pupils. Children are required to show respect to all people and all things as part of the catholic ethos of the school.

Rewards and Sanctions

Rewards and Acknowledgement of Good Behaviour

Refer to chapter 7 Promoting Good Behaviour, Developing a Code of Behaviour guidelines for schools, NEWB 2008

Good behaviour is recognised in the following ways:

Age and/or ability appropriate rewards to be decided on individual cases and in line with school ethos.

Give attention.

Stickers.

Go to Principal's office for commendation.

Tell parents/guardians orally or through the class diary.

Praise the good behaviour

Use peers to model exemplary behaviour.

Get class to give a clap.

Give a responsibility of doing a job.

Go around to other classes to show good work output.

Let pupils choose an activity they enjoy on completion of a task.

Find a pupil's motivator and use it for positive reinforcement.

Acknowledge good behaviour and record it.

School reports also mention child's good behaviour.

Strategies for Responding to Inappropriate Behaviour

Refer to chapter 8 Responding to Inappropriate Behaviour, Developing a Code of Behaviour Guidelines for schools NEWB 2008.

The Education Welfare Act 2000 (section 23) states that the school must outline

The measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined.

Our school has agreed ways of describing behaviour, arrangements for recording behaviour and a ladder of intervention see NEWB page 49

The nature of the behaviour will determine the strategy employed by the teacher.

Verbal reprimand including advise how to improve

Reasoning with Pupils

Removal from the group (in class) time out table

Withdrawal of privileges

Withdrawal from the particular lesson or peer group within the classroom

Prescribing extra work

Carrying out a useful task in the school

Detention under teachers supervision for a five minute period

Referral to Principal

Note to parents/guardians; should the problem persist, it may be necessary to have ongoing discussion with parents/guardians always with the objective of helping the child.

Behavioural record report sent to parents if behavioural problem persists. Three reports sent home will require parents to meet with Teacher/Principal.

Formal report to the Board of Management if serious breach of rules occurs. In this case, parents/guardians will be requested in writing to attend a meeting.

Suspension in accordance with Rule 130 of Rules for National Schools as amended by circular 7/88 and as outlined in NEWB Guidelines Pgs. 70-78

Steps to be taken by staff when dealing with serious misdemeanours

Send to Principal.

Following consultation with the Principal, the Principal or class teacher will send a note home requesting a meeting to discuss the child's behaviour.

The class teacher may meet with the parents/guardians. The class teacher and the Principal may meet with parents/guardians. This is decided on a case by case basis.

An account of these serious misdemeanours and minutes of the meetings is kept in the Incidents book.

If it is considered appropriate in the professional opinion of the teachers, the child may be present at all or part of this meeting.

Violent Behaviour That Results in an Injury

In the event of a seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils and the staff, the school will take appropriate steps

e.g. Parents/Guardians will be contacted immediately and assurances will be got that such behaviour will not be repeated again. Specific warnings and advice will be given and the BOM may need to be informed. Staff are continually updated on events.

Involving Parents/Guardians in Management of Problem Behaviour

Teachers are mindful that children have to be given time to learn the correct behaviour, therefore, if there isn't a noticeable improvement in child's behaviour over a period of time parents/guardians are contacted. Initially, the class teacher will send a behavioural record report home so that parents are aware that there is a problem. The parents are asked to speak to their child about the behaviour. If this does not resolve the matter, the class teacher will phone the parents and request them to attend a meeting with the class teacher. Parents are respected at all times and invited to share their insights with the teacher. Co-operative approach is encouraged. Parents are also encouraged to take on board our sanctions when trying to resolve an issue at home to ensure consistency with the home and the school.

All parents/guardians are encouraged to contact the school if they have concerns. Parents are encouraged to make an appointment with the class teacher or Principal so that the concerns may be dealt with in a thorough manner.

Managing Aggressive or Violent Misbehaviour

Strategies used for dealing with serious emotional and behavioural problems:

Initially, children are withdrawn from the group and go to the time out table. Parents are contacted in the case where they pose a threat to other pupils or staff.

Children who are emotionally disturbed are immediately referred for Psychological assessment.

Through the Special Educational Needs Organiser appropriate support is from services available e.g. Health Service Executive, NEPS.

The care team in the school comprises of the Principal, class teacher, Learning Support/Resource Teacher, parents/guardians and the SNA.

Professional development is available to staff e.g. SENO, SESS, Colleges of Education, Education Centres.

Should the school ever require to include physical restraint as a strategy for dealing with violence or threatening behaviour, it would seek expert advice, competent legal advice and consult Managing Challenging Behaviour - Guidelines for Teachers INTO

The relevant class teacher will be made aware of any child protection issues that maybe pertaining to pupils before making a decision to contact the home.

1. Suspension

2. Expulsion

Schools are required under section 23 (2) of the Education Welfare Act 2000 to include our procedures for suspension and expansion in our Code of Behaviour.

Suspension

Ardfert Central National School as required by law will follow fair procedures based on the principles of natural justice when proposing to suspend or expel a student. Fair procedures have 2 essential parts:

The Right to be Heard

The Right to Impartiality

In a school, fair procedures apply to

The investigation of alleged misbehaviour that may lead to suspension or expulsion and the process of decision-making as to

- (a) Whether the student did engage in the misbehaviour
- (b) What sanction to impose.

The way in which fair procedures are applied will take account of the seriousness of the alleged misbehaviour and will have regard to what is reasonable in the context of our particular school. The principles of fair procedures always apply, but the degree of formality required in implementing fair procedures will depend on the gravity of the alleged misbehaviour and on the seriousness of the possible sanction Developing a Code of Behaviour: Guidelines for Schools Page 6.

Authority to Suspend

The Board of Management of Ardfert N.S. has the authority to suspend a student.

Suspension

Suspension should be a proportionate response to the behaviour that is causing concern. Normally other interventions will have been tried before suspension and school staff will have reviewed the reasons why these have not worked. The decision to suspend a student requires serious grounds such as that

- The student's behaviour has had a seriously detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for serious damage to property.
- A single incident of serious misconduct may be grounds for suspension.

Forms of Suspension

Immediate Suspension

In exceptional circumstances, the Principal in consultation with the Chairperson of the BOM may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school or any other person. Fair procedures must still be applied.

Automatic Suspension

A Board of Management may decide as part of the school's policy on sanctions and following the consultation process with the Principal, parents/guardians teachers and students that particular named behaviour incur suspension as a sanction. However, a general decision to impose suspension for named behaviours does not remove the duty to follow due process and fair procedures in each case.

Procedures in Respect of Suspension

Schools are required by law to follow fair procedures when proposing to suspend a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school should observe the following procedures:

- Inform the student and their parents/guardians about the complaint.
- Give parents/guardians and student an opportunity to respond.

Inform the Student and Parents/Guardians

Let the student and their parents/guardians know about the complaint, how it will be investigated and that it could result in suspension. Parents/Guardians will be informed in person and subsequently in writing depending on the seriousness of the matter. Informing parents/guardians in writing has the benefit of ensuring that there is a formal and permanent record of having let parent/guardians know. It also ensures that parents/guardians are clear about what their son/daughter is alleged to have done. It serves the important function of underlining to parents/guardians the seriousness with which the school views the alleged misbehaviour.

Give an Opportunity to Respond

Parents/Guardians and student should be given an opportunity to respond before a decision is made and before any sanction is imposed. A meeting with the student and their parents/guardians provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. Photographic evidence may be produced where feasible. It may also be an opportunity for parents/guardians to make their case for lessening the sanction, and for the school to explore with parents/guardians how best to address the student's behaviour. If a student and their parents/guardians 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 negative behaviour. The school should record the invitations made to parents/guardians 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 the imposition of the suspension. The formal investigation should immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension. No suspension including an immediate suspension, should be open-ended. In the case of an immediate suspension, parents/guardians must be notified and arrangements made with them for the student to be collected. The school must have regard to its duty of care for the student. In no circumstances should a student be sent home from school without first notifying parents/guardians.

The Period of Suspension

A student should not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. Each Board of Management should provide guidance to the Principal concerning the kinds of circumstances under which suspensions of longer than three days might be approved. If a suspension longer than three days is being proposed by the Principal, the matter should be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes. However, a Board of Management may wish to authorise the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to 5 days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.

Suspension

The Board of Management should normally place a ceiling of 10 days on any one period of suspension imposed by it. The Board should formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to 20 days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998. These provisions enable school authorities to give the student a reasonable time to reflect on their behaviour while avoiding undue loss of teaching time and loss of contact with the positive influences of school. They recognise the serious nature of the sanction of suspension and ensure that this seriousness is reflected in school procedures. The provisions mean that the Board of Management takes ultimate responsibility for sanctions of significant length, especially where such suspensions might reach 20 days in one school year and therefore might lead to an appeal.

Appeals

The Board of Management should offer an opportunity to appeal a Principal's decision to suspend a student. In the case of decisions to suspend made by the Board of Management an appeals process may be provided by the patron.

Section 29 Appeal

Where the total number of days for which the student has been suspended in the current school year reaches 20 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. At the time when parents/guardians are being formally notified of such a suspension, they and the student should be told about their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 of the Education Act 1998 and should be given information about how to appeal.

Appeals

Under Section 29 of the Education Act 1998 parents/guardians are entitled to appeal to the Secretary General of the Department of Education and Skills against some decisions of the Board of Management including

1. Permanent exclusion from a school and
2. Suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

Accordingly, schools should advise parents/guardians of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parents or student (see circular 22/02)

Parents/guardians will be given a copy of circular 22/02 and related forms by the Principal and Chairperson of the BOM during an official meeting, whereby parents/guardians are informed of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion.

The BOM will prepare a response if and when an appeal is being investigated by the Department of Education and Science (section 12 circular 22/02 Processing of an Appeal)

Implementing the Suspension

Written notification

The Principal should notify the parents/guardians and the student in writing of the decision to suspend. The letter should confirm:

The period of the suspension and the date on which the suspension will begin and end.

The reasons for the suspension.

Any study programme to be followed.

The arrangements for returning to school including any commitments to be entered into by the student and the parents/guardians (for example Parents/Guardians might be asked to reaffirm their commitment to the Code of Behaviour).

The provision for an appeal to the Board of Management

The right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998 section 29).

The letter should be clear and easy to understand. Particular care should be taken in communicating with parents/guardians who may have reading difficulties or whose first language is not the language of school.

Engaging With Student and Parents/Guardians

Where a decision to suspend has been made, it can maximise the impact and value of suspension if the Principal and/or another staff member delegated by the Principal and/or a member of the BOM meets with the parents/guardians to emphasise their responsibility in helping the student to behave well when the student returns to school and to offer help and guidance in this. Where parents/guardians do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

Grounds for Removing a Suspension

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998.

After the Suspension Ends

A period of suspension will end on the date given in the letter of notification to the parents/guardians about the suspension.

Re-integrating the Student

The school should have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure.

Successful re-integration goes beyond academic work. A suspended student may feel angry or resentful about their suspension and these feelings can trigger problems with re-integration which, in turn, may lead to further problem behaviour. Where possible, the school should arrange for a member of staff to provide support to the student during the re-integration process.

Clean Slate

When any sanction including suspension is completed, a student should be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school should expect the same behaviour of this student as of all other students.

Suspension Records and Reports

Records of investigation and decision making

Formal written records should be kept of:

The investigation (including note 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.

Report to the Board of Management

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

Report to NEWB The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education Welfare Act 2000) section 21(4)(a).

Review of Use of Suspension

The Board of Management should review the use of suspension 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 use of suspension is appropriate and effective.

Expulsion

Under the Education Welfare Act 2000 A student shall not be expelled from the school before the passing of 20 school days following the receipt of a notification under this section by an Educational Welfare Officer (Section 24) 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.*

A student is expelled from the school when a Board of Management makes a decision to permanently exclude him or her from the school having complied with the provisions of section 24 of the Education Welfare Act 2000. As part of the Code of Behaviour, the Board of Management should ensure that the school has a policy on and procedures for expulsion which are in line with these guidelines and with any additional requirements set down by the Patron.

Authority to Expel

The Board of Management of a recognised school has the authority to expel a student. As a matter of best practice that authority should be reserved to the Board of Management and should not be delegated.

The Grounds for Expulsion

Expulsion should be a proportionate response to the student's behaviour. Expulsion of a student is a very serious step and one that should only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school should have taken significant steps to address the misbehaviour and to invite expulsion of a student including as appropriate:

Meeting with parents/guardians and the student to try to find ways of helping the student to change their behaviour.

Making sure that the student understands the possible consequences of their behaviour if it should persist. Ensuring that all other possible options have been tried.

Seeking the assistance of Support Agencies e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services and National Council for Special Education.

Expulsion

A proposal to expel a student requires serious grounds such as that:

The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.

The student's continued presence in the school constitute a real and significant threat to safety

The student is responsible for serious damage to property.

The grounds for expulsion maybe similar to the grounds for suspension.

In addition to factors such as the degree of seriousness and the persistence of the behaviour a key difference is that where expulsion is considered school authorities have tried a series of other interventions and believe they have exhausted all possibilities for changing the student's behaviour.

Automatic Expulsion

A Board of Management may decide as part of the school's policy on sanctions and following the consultation process with the Principal, parents/guardians, teachers and student that particular named behaviours incur expulsion as a sanction. However, a general decision to impose expulsion for named behaviours does not remove the duty to follow due process and fair procedures.

Expulsion for a First Offence

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

A serious threat of violence against another student or member of staff.

Actual violence or physical assault.

Supplying illegal drugs to other students in the school.

Sexual assault.

Determining the Appropriateness of Expelling a Student

Given the seriousness of expulsion as a sanction the Board of Management should undertake a very detailed review of a range of factors in deciding whether to expel a student.

Inappropriate Use of Expulsion

Expulsion should not be proposed for

Poor academic performance

Poor attendance or lateness

Minor breaches of the Code of Behaviour.

However, any behaviour that is persistently disruptive to learning or dangerous can be a serious matter.

Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

Procedures in Respect of Expulsion

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education Welfare Act 2000, when proposing to expel a student (see 10.3 and 10.4 for information about fair procedures). Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

These procedures assume that the Board of Management is the decision making body in relation to expulsions.

It is a matter for each Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which task can be accomplished together in a single meeting consistent with giving parents/guardians due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

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 student and their parents/guardians about the details of the alleged behaviour, how it will be investigated and that it could result in expulsion.

Give parents/guardians and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

Parents/Guardians should be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know. This also insures that parents/guardians are very clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents/guardians the seriousness with which the school views the alleged misbehaviour.

Parents/Guardians and the student must have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation and before a sanction is imposed. Where expulsion may result from an investigation, a meeting with the student and their parents/guardians is essential. It provides the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents/guardians to make their case for lessening the sanction and for the school to explore with parents/guardians how best to address the student's behaviour.

If a student and their parents/guardians 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/guardians and their response.

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 maybe warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal should:

Inform the parents/guardians and the student that the Board of Management is being asked to consider expulsion.

Ensure that parents/guardians have records of the allegations against the student, the investigation and written notice of the grounds on which the Board of Management is being asked to consider expulsion.

Provide the Board of Management with the same comprehensive records as are given to parents/guardians. Notify the parents/guardians 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 Holding of Hearing

It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with their procedures. The Board should undertake its own review of all documentation and the circumstances of the case. It should ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board may have made an allegation about the student).

Where a Board of Management decides to consider expelling a student, 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/guardians put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents/guardians to make their case for lessening the sanction.

In the conduct of the hearing the Board must take care to ensure that they are and are seen to be impartial towards the Principal and the student. Parents/guardians may wish to be accompanied at hearings and the Board should facilitate this in line with good practice and Board procedures. After both sides have been heard the Board should 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

Having heard from all parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and if so, whether or not expulsion is the appropriate sanction. Where the Board of Management, having considered all the facts of the case is of the opinion that the student should be expelled the Board must notify the Educational Welfare Officer in writing of its opinion and the reasons for this opinion. The Board of Management should refer to National Educational Welfare Board reporting procedures for proposed expulsions. The student cannot be expelled before the passage of 20 school days from the date on which the EWO receives this written notification (Education Welfare Act 2000).

An appeal against an expulsion under section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24 (1) or that 20 days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (Education Miscellaneous Provisions Act 2007). The Board should inform the parents/guardians in writing about its conclusions and the next steps in the process. Where expulsion is proposed a parent/guardian should be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5. Consultations Arranged by the Educational Welfare Officer

Within 20 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/guardians 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.

The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation should focus on alternative educational possibilities. In the interests of the educational welfare of the student, those concerned should come together with the Education Welfare Officer to plan for the student's future education. Pending these consultations about the student's continued education a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (Education Welfare Act 2000 s24 (5)). A Board may consider it appropriate to suspend a student during this time. Suspension should only be considered where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others or represent a threat to the safety of other students or staff.

Step 6. Confirmation of the Decision to Expel

Where the 20-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 (this task might be delegated to the Chairperson and the Principal). Parents/Guardians should be notified immediately that the expulsion will now proceed. Parents/Guardians and the student should be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to expel the student.

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.

The Appeals Process

The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education & Skills). For further details about the Appeals process including requirements for documentation and the steps in the process refer to current DES guidance.

Review of Use of Expulsion

The Board of Management should 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.

Keeping Records

In line with the school's policy on record keeping and data protection legislation, records are kept in relation to pupils' behaviour using their enrolment number or initials. Records are written in a factual and impartial manner on school reports and in the Incident book.

Class Level

The SNA will keep a factual diary of the special needs pupils with whom she is assigned to. Class teacher who has concerns about the behaviour of a child who hasn't been allocated an SNA or resource hours will maintain a factual account of the child's positive and negative behaviours. There is agreed standards of behaviour amongst the teaching staff. There is also agreed standards for wording reports.

Procedures for Notification of Pupil Absences from School

The Education Welfare Act 2000 section 23 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/guardians must notify the school of a student's absence and the reason for this absence.

The following is a list of strategies that are used to encourage school attendance e.g.

- Creating a stimulating and attractive school environment.
- System for acknowledging/rewarding good or improved attendance.
- Adapting methodologies to maximise relevance to pupils.
- Adapting the class and school timetables to make it more attractive to attend and to be on time.
- Making parents/guardians aware of the terms of the Education Welfare Act and its implications.
- School's policy in relation to explanation of pupil absences – Parents/Guardians send in a note informing teachers in writing of their child's absence from school and the reason for this absence. These notes are signed and dated and are retained by the school.
- The school uses the standard forms to report on pupil absences to the National Education Welfare Board. (*see forms on www.newb.ie*)

Reference to Other Policies

List and check other school policies that have a bearing on the Code of Behaviour e.g.

- SPHE Plan
- Anti-bullying
- Harassment
- Sexual Harassment
- Enrolment
- Record Keeping
- Home/School Links
- Health & Safety
- Equality
- Special Educational Needs

CODE OF DRESS

Girls Uniform

Navy pinafore, navy cardigan with school crest, blue blouse, navy tie, navy socks or tights, navy or black shoes. (Navy skirt may be worn in 5th/6th Classes).

Boys Uniform

Navy V-neck jumper with school crest, navy pants, blue shirt, navy tie, navy socks, black or navy shoes.

Please note:

All cardigans and jumpers will have to have the school's crest sewn on to them. The school crest is available from the school office only and costs €5.50

Physical Education Uniform (P.E.)

The school crested track suit is **optional**. A plain navy tracksuit with blue polo shirt will suffice. However, please note that high quality P.E. uniforms with school crest on the sweatshirt and pants are available from Shindig relocated to Ballyroe and Dan Fitzgerald, The Mall, Tralee.

The Board of Management has placed a ban on the following:

1. Mobile Phones
2. Body or Head Piercing
3. Hair colour, hair bleaching or hair gel
4. Hair shorter than blade 2
5. Mohican hair styles
6. Make-up
7. All fund raising

School children are not allowed fund raise for any organisation, except for school funds and/or charities etc.....approved by the BOM.

School Policy on “Behaviour Management”

School's wide “Duty of Care” for out of school activities/games (Cumann na mBunscol).

Transport

- Children are transported to games/activities by bus with appropriate amount of supervisory adults as required by law.

Rules for Cumann na mBunscol Games for Ardfert School Children

- School children who travel to Cumann na mBunscol games etc... either as players or spectators are required to abide by school rules, regulations and Code of Conduct.

Adults

- Parents, guardians, supporters of Ardfert school children involved in Cumann na mBunscol games etc... are required to abide by Cumann na mBunscol Rules & Regulations e.g.
 - a) No incursions onto the playing area
 - b) No interference whatsoever with players, mentors or referee.

Victorious Cumann na mBunscol Ardfert teams should refrain from

- a) Leaning out of car windows, car roofs or sitting dangerously on open car windows.
- b) Raucous, loud triumphal intrusive behaviour.

Organisers of Cumann na mBunscol games for Ardfert School should encourage children to always behave graciously in victory or defeat.

Follow up incidents at “Out of School Games”

The Board of Management of Ardfert Central National School and “Coiste Gearán” of Cumann na mBunscol have the authority to investigate and place sanctions on a person or persons who violate their “Rules/Regulations or Code of Conduct”.

Sanctions:

- Ban from a game or games
- Ban from attending a game or games

Success Criteria

Some practical indicators of the success of the policy

- Observations of positive behaviour in classrooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers.
- Positive feedback from teachers, parents/guardians and pupils.

Roles and Responsibility

The people who have particular responsibilities for aspects of the policy are the BOM, Principal, teaching staff, parents/guardians, pupils and SNAs

Refer to Section 1. of this policy for role played by the aforementioned.

The Principal and teaching staff will co-ordinate and monitor the implementation of this policy.

The B.O.M officially ratified this policy on

October 20th 2020

Signed: _____

Chairman B.O.M.