



Leagan Béarla/ English Version

Code of Behaviour

1. Code Development

Gaelscoil Uí Fhiaich's Code of Behaviour has been developing over the last number of years. This is in keeping with the requirements of TUSLA – Child and Family Agency and follows the guidelines of its publication "Developing a Code of Behaviour: Guidelines for Schools" (2008). As part of the drafting process, discussions took place at staff level, at class level, discussions by the principal with pupil representatives and with parent representatives as well as discussions at Board of Management meetings.

2. Our vision for Relationships and Behaviour in the School.

- In Gaelscoil Uí Fhiaich's Mission Statement, we commit ourselves to affording the pupils the best opportunity possible to avail of an all-rounded education, suitable to the ability of each child and in keeping with the Catholic ethos of the school. This Code of Behaviour aims to provide a framework to promote positive constructive behaviour so that this mission is achieved.
- We aim for a work environment that will be safe and characterised by fair treatment, team work, personal accountability and opportunity to contribute, learn and grow. Teachers and parents are partners in the children's education. Co- operation and communication between home and school are vital ingredients in the educational process. We share the same aim, the well-being of the children in our care.
- The whole school community which consists of parents, pupils, principal, teaching staff, special needs assistants, secretary, caretaker, ancillary staff and lunchtime supervisors have a role to play in creating a respectful, secure, inclusive environment. We want all to feel respected, safe, fairly treated, listened to and involved.
- We as a school community will respect pupils from different backgrounds, countries and cultures.
- While Gaelscoil Uí Fhiaich is a school with a Catholic ethos, pupils from different religious denominations are welcomed and cherished.
- We expect all students to behave to the best of their ability.

3. The expectations for Students, Staff and Parents.

3.1 Pupils

Pupils can expect to:

- Be treated fairly and with respect at all times;-
- To feel safe, respected and secure;

- Have positive behaviour reaffirmed;
- Have misbehaviour dealt with appropriately;
- Have their individual differences recognised and acknowledged when, and if, possible.

Pupils are expected to:

- attend school daily
- be punctual
- wear a neat school uniform;
- work quietly and safely to the best of their ability at all times;
- respect the right of others pupils to learn;
- show respect for all members of the school community;
- respect school property, the property of others and their own belongings;
- keep the school environment clean and tidy;
- have the correct books and materials in school;
- follow class rules;
- move quietly and carefully around the school;
- line up in an orderly manner before and after break;
- stay on the premises and within designated areas during school times;
- do their homework to the best of their ability.

3.2 Staff

Staff can expect to:

- be treated with respect
- teach in a well maintained physical environment relatively free from disruption;
- get support and co-operation from colleagues and parents in order to achieve the school's aims and objectives;
- be listened to and participate in decision making which affects their own work and that of the school in general;
- work in an atmosphere that encourages professional development;
- get support and professional advice from the Board of Management, Department of Education and Skills, the national Education Welfare Board, the National Council for Special Education and the National Educational Psychological Services and other relevant bodies to help to cater for the psychological, emotional and physical needs of their pupils;
- have grievances dealt with according to agreed procedures as set out in the CPSMA handbook.(see appendix1)

Staff are expected to:

- be au fait with, support and implement the School's Code of Behaviour;
- be cognisant of their duty of care;
- create a safe, welcoming atmosphere for their pupils;
- develop and nurture a sense of self-esteem in each pupil;
- praise desirable behaviour;
- facilitate pupils to reach their full academic potential;
- recognise and provide for individual differences as far as is reasonable;
- be courteous, consistent and fair to children and colleagues alike;
- be cognisant of disruption to other classes;
- keep record of serious misbehaviour or repeated instances of misbehaviour;
- provide support for colleagues
- notify management when leaving the premises during school day.

3.3 Parents

Parents can expect to:

- be treated with respect;
- have a safe and welcoming environment for their child;
- obtain recognition for individual differences among pupils having due regard for the resources that are available;
- have fair and consistent procedures applied to the school's dealings with pupils;
- receive progress reports in accordance with agreed school policy (P.T. meetings, standardised tests, and end of year reports)
- receive information on school's policies and procedures.

Parents are expected to:

- ensure their children attend school on a daily basis
- ensure that their children are brought to and collected from school on time;
- direct their children to follow the school's Code of Behaviour;
- ensure their children wear the school uniform;
- ensure their children have the correct books and materials;
- have their children's belongings labeled;
- read written communication received from the school and respond appropriately;
- report to the office if calling to the school during the day for any reason;
- make an appointment beforehand if they need to see a teacher;
- to treat all members of the school community with respect;
- to communicate with the school the reasons for absenteeism by phone to the office or by means of a note or email to the class teacher (see Section 9);
- inform class teacher of any change to collection procedure for their children;
- help their children to learn and practice good behaviour and to have a positive attitude towards themselves, other people and towards the school;
- co-operate with teachers in instances where their child's behaviour is causing difficulty to others;
- communicate to the school problems which may affect their child's behaviour;
- attend meetings at the school if requested;
- help their children with their homework and ensure it is completed.

4. School Rules

In order to achieve a happy, healthy and safe working environment, where a sense of mutual respect is fostered, every pupil is expected to keep the following rules.

4.1 Respect and Courtesy

All pupils are expected to treat staff and fellow pupils with respect and courtesy. Inappropriate behaviour i.e. rough play, bad language, personal remarks, pushing, kicking, hitting, punching, spitting, physical fighting or any form of bullying will not be tolerated. School property and the property of others must be respected at all times.

4.2 Use of Irish

The children must use Irish at all times both inside and outside the classroom and when in school uniform i.e. in the school yard, coming to and leaving the school premises, on school trips and during all other school events. Failure to speak in Irish will be deemed to be 'inappropriate behaviour' and sanctions will follow if such behaviours persist (Reference **Polasaí Gaeilge Labhartha/ Policy on Oral Irish and Sections 6.1 and 6.2 of the Code of Behaviour**).

4.3 Dress Code

Pupils are required to wear the **complete** uniform everyday except on the designated P.E. day.

4.4 Healthy Lunches (Reference Polasaí Lón Sláintiúil/ Healthy Eating Policy)

Healthy lunches enable a child to work more efficiently.

- Crisps, fizzy drinks and chewing gum are not allowed.
- Nuts may be banned if required (if a child in the class has an allergy to nuts).
- Food must be eaten in the classroom.

4.5 Homework (Reference Polasaí Obair Bhaile/ Homework Policy)

- Homework is expected to be completed with care.
- Checking and signing by parents/guardians on a daily basis is expected.
- Incomplete homework must be explained in writing by a parent/guardian.

4.6 Attendance

- Each child is expected to be in school at 9.00 a.m. when the bell rings.
- Children need to be collected promptly at home time (1.40/ 2.40).
- Pupils are expected to be present every day
- Notification of absences is expected. This can be done by phone, email or written note in the 'dialann'.
- Prior notice of early departure from school is expected by phone, email or written note in the 'dialann'.
- On collection of the pupil from school, the parent/ guardian is required to go through the office from where the class teacher will be informed. We would ask parents/guardians to refrain from collecting children during break times 10.45 -11.00/ 12.30 – 1.00 when classes are on the yard.
- Pupils leaving school early must be signed out by parent/guardian in book available outside the office.

4.7 Movement throughout the school/ school grounds

Pupils

- Entering and leaving the school must be done in an orderly manner.
- Pupils are asked to use the handrail on stairs.
- Pupils are asked to stand back and allow adults to pass.
- Running is strictly forbidden in classrooms and on corridors.
- Movement of furniture between floors is not allowed. In circumstances where it is necessary to do so, the lift will be used.
- Movement of furniture between classes should only be done under supervision of a teacher.
- Pupils who use bicycles are asked to alight at the school gate.

Parents

- Parents/guardians are asked to leave the school grounds upon collecting pupils particularly at 1.40 as school activities are on-going for the older pupils.
- Parents who use bicycles are asked to alight at the school gate.

4.8 Break-times

- Classroom/corridor/yard supervisors are to be obeyed at all times.
- No re-entering the school building during the breaks without permission of teacher/ SNA and without 'permission peg'.

- When the bell rings and teacher signals the end of break-time, pupils are to line up quietly and stand in an orderly manner until collected by class teacher.
- During inclement weather pupils remain indoors in their classrooms and will be given appropriate activities for the duration of the break. Such activities should not involve children moving around the classroom

4.9 Mobile Phones (Reference Polasaí Fón Póca/ Mobile Phone Policy)

- Mobile phones are not recommended but we understand that they are needed in exceptional cases.
- In those exceptional cases the mobile phone must be turned off and kept in the schoolbag at all times until the owner has left the school grounds.

4.10 Health and Safety

- Parent(s)/guardian(s) are asked that teachers be made aware of any special needs which a child may have i.e. allergies
- Parent(s)/guardian(s) are asked to please check your child's hair regularly for outbreaks of head lice and treat if necessary.
- Children who are ill should not be in school.
- Requests to remain indoors during break times must be made in writing and signed by parent/guardian.
- All parents/guardians and visitors are required to report to the office and should remain in the foyer. For health and safety reasons parents/ visitors are not permitted to walk through the school unattended.

5. Systems for Acknowledging Good Behaviour, Progress and Effort.

5.1 Examples of Good Behaviour

There are many examples of **good behaviours** exhibited by pupils during the school day which are praise worthy e.g.

- sharing,
- talking politely to others,
- complying with teacher requests,
- following directions,
- paying attention in class,
- attempting all tasks,
- listening to other pupils and to the teacher,
- completing assignments,
- being thoughtful,
- being patient,
- helping others,
- staying calm, cool and in control in conflict situations,
- co-operating on the playground with peers, being friendly.

5.2 For Individuals, good behaviour may be acknowledged as follows:

Within the school, good behaviour is praised in a number of ways.

- A quiet word or gesture to show approval;
- A word of praise in front of group/class/ assembly (tionól)
- A certificate of achievement (teastas)
- A mention to the principal;
- A comment/smiley/sticker in the exercise book;

- A mention to parents(verbal or written);
- A treat e.g. if terms of a behaviour contract are fulfilled.

5.3 Group/Class

A Group/Class treat may be given at times and can include:

- Reduction in homework
- Edible treat
- DVD
- Time given to preferred activity
- Extra playtime
- For groups within a class a system of merit marks
- A mention to the principal
- A mention to parents
- Announcement by principal over intercom or at assembly.

6. Unacceptable Behaviours and Consequences

6.1 Unacceptable Behaviours

The following lists include behaviours which are deemed to be inappropriate, extending from minor instances to severe and unacceptable behaviours.

1. Minor Unacceptable Behaviour

a) In class

- Inattention/ daydreaming in class
- Passive engagement in class
- Non-verbal communications – facial expressions/ gestures
- Fidgeting
- Distracting others
- Name calling
- Giddiness
- Talking out of turn
- Being intolerant of others in class
- Changing seats
- Walking around the classroom
- Running in classroom/ corridor
- Failure to complete assignments
- Failing to follow instructions (disobedience)
- Telling lies
- Rudeness/ talking back
- Use of English (**Reference Polasaí Gaeilge Labhartha/ Policy on Oral Irish**)

b) In Yard/ At play

- Teasing others
- Any form of bullying (**Reference Polasaí Frithbhulaíochta / Antibullying Policy**)
- Name calling
- Use of inappropriate language

- Quarrelling with peers
- Deliberate interference in the games of others
- Pushing in the line
- Spitting
- Minor incidents of physical aggression – pushing/ hitting
- Running in the yard without due care

The above are deemed minor incidences of misbehaviour when occurring infrequently. However, these same behaviours will be regarded as serious if regular and persistent.

2. Serious Unacceptable Behaviour

a) In class

- Fighting
- Punching
- Kicking
- Inappropriate physical conduct
- Persistent telling of lies
- Continuous disruption of class lessons
- Interfering with the property of others in the class
- Refusing to carry out a teacher's requests or instructions in a defiant manner
- Throwing missiles
- Passing derogatory notes
- Making rude and inappropriate remarks or gestures about individuals in the class
- Name calling/ racist remarks
- Any bullying behaviour (**Reference Polasaí Frithbhulaíochta / Antibullying Policy**)
- Any behaviour which endangers the safety of others
- Damage to property
- Stealing
- Cigarettes in school
- Continual refusal to speak in Irish (**Reference Polasaí Gaeilge Labhartha / Policy on Oral Irish**)

b) In Yard/ At play

- Fighting/ punching / kicking
- Dangerous horse play
- Inappropriate physical conduct
- Spitting at an individual
- Intimidation
- Exclusion of children from games
- Bullying (**Reference Polasaí Frith-Bhulaíochta/ Anti-bullying Policy**)

3. Very Serious Unacceptable Behaviour

- Bullying (**Reference Polasaí Frithbhulaíochta / Antibullying Policy**)
- Verbal abuse of children or staff members
- Racist Remarks
- Physical assault on children or members of staff
- Endangering the safety of others
- In possession of cigarettes
- Smoking on the premises
- In possession of alcohol or drugs
- Use of alcohol or drugs on the premises
- Bringing dangerous items into the school

- Possession of inappropriate reading material, magazines or pictures
- Damage to school property
- Leaving the school premises without permission
- Truancy
- Breaking into the school
- Stealing
- Vandalism

6.2 Consequences of Unacceptable Behaviours

In general

Reprimands for unacceptable/inappropriate behavior will reflect the severity and frequency of the behaviour and the approach will be based on a hierarchy of disciplinary actions.

The following are a **list of reprimands** which may be used within the school:

- Verbal reprimand and reasoning (making clear what behaviour was unacceptable);
- Time out
- Loss of treat/ miss out on part of fun activity
- Loss of privilege
- Stand aside at playtime for a period of time
- Record name in School Incident Book – Leabhar Dubh
- Send to another class for a period of time
- Extra homework
- Punishment exercise
- Referral to Principal/Deputy
- Communication with parent
- Detention at break time
- Losses and damage caused must be made good in all cases
- Suspension/expulsion as outlined in **Section 7 and 8**.

1. Minor Unacceptable Behaviours - Consequences

- The teacher will use his/ her discretion to determine whether a verbal correction or entry into the incident book is appropriate. Where the incident occurs in the classroom the class teacher will apply an appropriate sanction. Each teacher will keep a record of incidences of unacceptable behaviour in their own class depending on the frequency of the behaviour e.g. Folens Teacher's Yearbook – page 76 Behaviour Tracker.
- If the unacceptable behaviour continues various reprimands will ensue ranging from
 - i)time out
 - ii)loss treat or privilege
 - iii)additional homework or punishment exercise
 - iv)entry in Incident Book
- After continuous incidences of **Minor Unacceptable Behaviour** with no evidence of improvement, the child's parent(s) will be sent for to discuss the behaviour and appropriate consequences.
- **Bullying (Reference Polasaí Frith-Bhulaíochta/ Anti-bullying Policy)** is considered to be a very serious issue and the school will take the appropriate steps to ensure that such incidents are dealt with accordingly. The following stages outline the procedures which will be followed if incidents of

bullying are found to be taking place:

1st Stage:

The teacher will investigate every incident which is brought to his/ her attention. All the children involved will be given an opportunity to explain their actions. The incident should be recorded in the teacher's diary. If the incident involves a child from another class the information will be shared with the teacher of the child involved e.g. if the incident occurred at playtime.

2nd Stage:

If incidents occur on a regularly, a comprehensive written report should be made by the teacher. This account should be made following discussions with the children involved on a one-to-one basis and finally with the children together. This should happen outside of the classroom. The children should be asked to present a written description of the incident or in picture depending on the child's age. If it is found that the child(ren) have broken the Anti-bullying Policy, they will be informed of this. A copy of the report will be made, signed by the principal and filed.

To ensure that the parents are made aware of the situation the matter is recorded on the child's homework journal which should be signed by the parent.

At this stage the principal has the choice whether or not to inform the Board of Management.

3rd Stage

If the child is involved in another incident of bullying the third stage is followed and the parent is called in to speak with the class teacher. It is at the discretion of the teacher to invite the child to be present at the meeting. A report on the happenings at this meeting should be made, copied, kept in the classroom and a copy sent to the office.

If the Board has not already been informed of the incident they should now be informed. It is now the discretion of the Board to deal with the situation.

If the Board of Management is unable to deal with the situation, the Gardaí should be informed.

2. Serious Unacceptable Behaviour- Consequences

- The incident will be recorded in the incident book and a letter will be sent home to the parents informing of this. The letter must be signed and returned to the class teacher.
- A written exercise, appropriate to the behaviour will be given. This is to be completed by the child and signed by the parent.
- Depending on the nature and persistence of the **Serious Unacceptable Behaviour** parents will be requested to visit the school. The child will not be allowed to return to the class until they have done so.
- In the case where a child persists in speaking English the school will follow sanctions as referred to in **Polasaí Gaeilge Labhartha/ Oral Irish Policy**
 - i)The child will be given an oral warning.
 - ii)The child's name may be recorded in "An Leabhar Béarla" on the next occasion and extra homework or other age-appropriate reprimand will be given as a punishment. Extra homework will have to be signed by the parents.
 - iii)If the child's name is recorded three times the parents will be asked to attend a formal meeting with the principal and the class teacher. The child will be removed from their class and will work in another classroom until this meeting has occurred.
 - iv)If the child persistently uses an unacceptable level of English a special meeting of the Board of Management will be convened to discuss the suspension of the child from the school.

3. Very Serious Unacceptable behaviour - Consequences

- The incident will be recorded and parents will be requested to visit the school immediately to discuss the matter with the class teacher and principal. The purpose of the visit is to reach an appropriate solution to the problem.
- The child will not be allowed to return to the class until the parents have visited the school but will complete classwork under the supervision of another class teacher.
- The Chairperson of the Board of Management will be informed of the incident immediately.
- Very Serious Unacceptable Behaviour can lead to suspension. The Board of Management has the discretion to recommend suspension within the parameters of the Education Act and TUSLA – Child and Family Agency guidelines. Special Board of Management meetings may be called for the purpose of suspension of pupils.

7. Policies and Procedures for Suspension

7.1 Decisions around Suspension

Suspension will only occur when other interventions have been tried and the school staff have reviewed the reasons why these have not worked.

The decision to suspend a student requires serious grounds such as that:

- i) the student's behaviour has had a seriously detrimental effect on the education of other students
- ii) the student's continued presence in the school at this time constitutes a threat to safety
- iii) the student is responsible for serious damage to property.

A single incident of serious misconduct may be grounds for suspension.

7.2 Procedures for Suspension

Where a preliminary assessment of the facts confirms serious misbehaviour (see list) that could warrant suspension, the school will observe the following procedures:

Inform the student and parents

Let the student and their parents know about the complaint, how it will be investigated, and that it could result in suspension.

Parents may be informed by phone and in writing. Informing parents in writing has the benefit of ensuring that there is a formal and permanent record. It also ensures that parents are clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

Give an opportunity to respond

Parents and the student will be given an opportunity to respond before a decision is made and before any sanction is imposed.

Under normal circumstances, a meeting with the student and his or her parents 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. It may also be an opportunity for parents to make the case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour. If a student and his or her parents fail to attend a meeting, the Principal will write advising of the gravity of , the importance of attending a re-scheduled and, failing that, the duty of the school authorities to make a decision to respond to the

negative behaviour. The school will record the invitations made to parents and their response.

In the case of immediate suspension, parents must be notified, and arrangements made with them for the student to be collected. The school will have regard to its duty of care for the student. In no circumstances will a student be sent home from school without first notifying parents.

7.3 Procedure 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 will be conducted to establish the case for the imposition of the suspension. The formal investigation will 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 immediate suspension, parents must be notified, and arrangements made with them for the student to be collected. The school will have regard to its duty of care for the student. In no circumstances will a student be sent home from school without first notifying parents.

7.4 The period of suspension

The normal period of suspension is 1 day at a time / A student must not be suspended for more than one day at a time, except in exceptional circumstances where the Principal considers that a period of suspension longer than this is needed in order to achieve a particular objective. (The Board of Management should provide guidance to the Principal concerning the kinds of circumstances under which suspensions of longer than one day might be approved.

Stepped Approach listed i.e

- i) verbal Warning
- ii) call to parents/ letter to parents
- iii) suspension 1 day/ 2/3 etc
- iv) expulsion

7.5 Appeals

The Board of Management must offer an opportunity to appeal the Principal's decision to suspend a student.

7.6 Implementing a Suspension

a) Written notification

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

- i) the period of the suspension and the dates on which the suspension will begin and end
- ii) the reasons for the suspension
- iii) any study programme to be followed
- iv) the arrangements for returning to school, including any commitments to be entered into by the student and
- v) the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)

- vi) the provision for an appeal to the Board of Management
- vii) 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.

b) Records and reports

Formal written records should be kept of:

- i) The investigation into misdemeanor (if applicable)
- ii) The decision-making process
- iii) The decision and the rationale for the decision
- iv) The duration of the suspension and any condition attached to the suspension.

c) Report to the Board of Management

The Principal is required to report suspensions in accordance with the TUSLA – Child and Family Agency reporting guidelines (Education (Welfare) Act, 2000, Section 21 (4) (a)).

d) 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

8. Policies and Procedures for Expulsion

This document is drafted in accordance with TUSLA – Child and Family Agency guidelines for developing a Code of Behaviour.

The Board of Management 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.

8.1 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 will have taken significant steps to address the misbehaviour and to avoid expulsion of a student.

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

- i) the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- ii) the student's continued presence in the school constitutes a real and significant threat to safety
- iii) the student is responsible for serious damage to property.

The grounds for expulsion may be 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, the school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

8.2 "Automatic" expulsion

The Board of Management may automatically suspend a student for certain offences. However, this decision does not remove the duty to follow due process and fair procedures.

Expulsion 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 school code could include:

- i) a serious threat of violence against another student or member of staff
- ii) actual violence or physical assault
- iii) supplying illegal drugs to other students in the school
- iv) sexual assault.

8.3 Procedures for expulsion

The following procedure will be followed in the case of an expulsion.

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

In investigating an allegation, in line with fair procedure, the principal will:

- i) inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- ii) give parents 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 will be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know. Parents 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 students and their parents is essential.

If a student and his or her parents fail to attend a meeting, the Principal will write advising of the gravity of the , 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 will record the invitations made to parents 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 may be warranted, the Principal will make a recommendation to the Board of Management to consider expulsion.

The Principal will:

- i) inform the parents and the student that the Board of Management is being asked to consider expulsion.
- ii) ensure that parents have records of the allegations against the student, the investigation, and written notice of the grounds on which the Board of Management is being asked to consider expulsion.

- iii) provide the Board of Management with the same comprehensive records as are given to parents.
- iv) notify the parents of the date of the hearing by the Board of Management and invite them to that hearing.
- v) advise the parents that they can make a written and oral submission to the Board of Management
- vi) ensure that parents 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 the 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 fair 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 any involvement with the circumstances of the case is part of the Board's deliberation (for example, a member of the Board who may have made an allegation about the student).

Where the 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, or a student aged eighteen or over, 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 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 as between the Principal and the student. Parents 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 are not present for the Board's deliberations.

Step 4 Board of Management deliberations and actions following the hearing

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is sustained 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 Education Welfare Officer in writing of its opinion, and the reason for this opinion. (Education (Welfare) Act 2000, Section 24 (1) the Board of Management should refer to TUSLA – Child and Family Welfare Agency reporting procedures for proposed expulsions. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this notification (Education (Welfare) Act 2000, Section 24 (1)).

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 twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of expulsion (Education (Miscellaneous Provisions) Act 2007, S4A).

The Board should inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents 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 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:

- i) make all reasonable efforts to hold individual consultations with the Principal, the parents and the student and anyone else who may be of assistance.
- ii) convene a meeting of those parties who agree to attend (Educational (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 Educational Welfare Officer to plan for the student's future education.

Pending these consultations about the student's continued education, the Board of Management may take steps to ensure that good order is maintained and that safety of students is secured (Education (Welfare) Act 2000, section 25(5)). The Board may consider it appropriate to suspend a student during this time. Suspension should only be considered where there is 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 appeal

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 would formally confirm the decision to expel (this task may be delegated to the Chairperson and the Principal). Parents should be notified immediately and the expulsion will now proceed. Parents 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.

8.4 Appeals

A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998, Section 29). An appeal may also be brought to TUSLA – Child and Family Agency on behalf of a student.

8.5 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 properly.

9. Procedures for Notification of Absence from School (Reference Polasaí Tinrimh/ Attendance Policy)

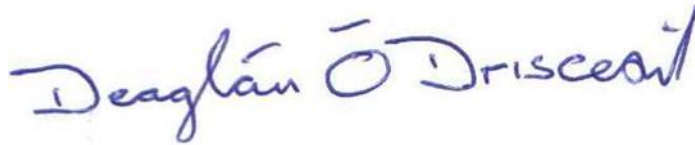
Parents/ Guardians are expected to communicate the reasons for the non-attendance of their child by:

- Notifying the school (e.g. phone call to Secretary/ principal) of the cause of the absence not later than the end of the third day of absence;
- Sending in a signed dated explanation of absence when the pupil returns to school. Such notes are an important part of the record keeping done to fulfill the requirements of reporting to TUSLA – Child and Family Agency.



Caoimhe Ní Chuinn
Cathaoirleach

Dáta – 18/09/2024



Déaglán Ó Drisceoil

Príomhoide