

# Code of Behaviour Greenmount N.S.



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## **Introduction**

Greenmount endeavours to provide a caring and happy environment. It provides a broad general education, emphasising high academic standards, combined with a wide range of experiences that help children to achieve their full potential. We aim to ensure that children can face confidently the demands of further education and the demands of the rapidly changing society in which we now live.

As members of the Presentation Community, the school has a Catholic ethos and promotes Christian values in line with the vision and works of Blessed Edmund Rice.

## **Rationale**

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

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

Greenmount N.S. has deemed it necessary to review and update our Code of Behaviour to ensure compliance with the following legislation and guidelines:

- Anti-Bullying Procedures for Primary and Post-Primary Schools 2013
- Children First National Guidance 2015
- Child Protection Procedures for Primary and Post-Primary Schools 2017.
- Data Protection 1998 -2018 and EU General Data Personal Regulation 2018 (GDPR)

## **Relationship to the characteristic spirit of the school**

Greenmount N.S. is a Catholic Community part of the Presentation Family, which aims to provide a caring environment where management, staff and parents work in partnership through mutual respect to develop the spiritual, personal and academic potential of each child according to their talents, skills and abilities. Respect for others and co-operation amongst pupils, parents, staff and the Board of management are the guiding factors in our Code of Behaviour.

## **Aims**

- To allow the school to function in an orderly and harmonious environment.
- To promote positive behaviour and self-discipline recognising the differences between pupils and the need to accommodate these differences.
- To enhance the learning environment where pupils can make progress in all aspects of their development.
- To ensure the safety and well-being of all members of the school community by encouraging an atmosphere of respect, tolerance and consideration for others.

- To enable parents/guardians and pupils to understand the systems and procedures that form our Code of Behaviour and to ensure their co-operation and support in the application of these procedures.
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.
- To create a climate that encourages and reinforces good behaviour.
- To create a positive and safe environment for teaching and learning.
- To encouraging students to take personal responsibility for their learning and their behaviour.
- To help young people to mature into responsible participating citizens.
- To build positive relationships of mutual respect and mutual support among students, staff and parents.
- To ensure that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.

### Content of policy

#### **In our Code of Behaviour, we address the following:**

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

### 1. Guideline for behaviour in the school

- The Education Welfare Act, Section 23, states that the Code of Behaviour shall specify *"the standards of behaviour that shall be observed by each pupil attending the school"*.
- In compliance with Section 23 (4) of the Education Act, prior to registering a pupil, parents/guardians will be directed to a copy of the school's Code of Behaviour and on application, parents/guardians will be asked to confirm in writing that they accept the school's policy *'and that they shall make all reasonable efforts to ensure compliance with such code'*.
- In line with the characteristic spirit of the school the following general guidelines for behaviour are expected:
  - Each pupil is expected to be well behaved and to show consideration for other children and adults.
  - 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 do his/her best at all times.
- The school Rules and Guidelines for behaviour are adopted by the Board of Management as part of the Code of Behaviour. **(Appendix 5)**
- The school recognises that there are times and factors in a child's life that may influence their behaviour. These will be taken into consideration and the child and his/her behaviour may be accommodated as a result.

## **Pupils with Special Needs**

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

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

Positive relationships and behaviours are vital for a positive school environment. Here in Greenmount N.S. we use a Restorative Practice approach to repair relationships when wrong doing or harm occurs. The Restorative Practices approach supports us in supporting our pupils to take responsibility for any wrongdoing and repair the relationships damaged. This approach ensures a warm, caring and nurturing environment.

**Appendix 1 and 2** outlines a series of questions that are used during the Restorative Practice process.

The Board of Management and staff of the school will:

- Provide a stimulating, attractive and happy atmosphere, which is supportive to a positive learning environment.
- Insist, firmly but fairly, on honest effort and commitment from pupils.
- Expect high standards of behaviour by having clear school and classroom rules.
- Facilitate communication with parents.
- Support parents in practical, positive ways to support their child's learning and development.
- Promote positive habits of self-respect, self-discipline and responsibility among all its members while engaged in school activities.
- Have a clear commitment to promoting equity.
- Recognise the variety of differences that exist between children and the need to accommodate these differences.
- Promote qualities of social and Christian responsibility, tolerance and understanding among all its members, both in and out of school.

The school will expect parents/guardians to:

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

The school will expect pupils.

- To work hard, participate in school life and keep the school/classroom rules and code of conduct.
- To show respect, courtesy, consideration and tolerance to teachers, staff members, visitors and other pupils at all times. Likewise a similar standard of behaviour is expected when on tours and outings or when representing the school in any way.
- To display good manners and courtesy to everyone.

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

Where a student is alleged to have engaged in serious misbehaviour outside school, when not under the care or responsibility of the school, a judgement would have to be made that there is a clear connection with the school and a demonstrable impact on its work, before the code of behaviour applies.

### **3. Positive strategies for managing behaviour**

#### **Classroom**

Behavioural expectations are established in each class that are consistent with the ethos as expressed in the Code of Behaviour and which sets a positive atmosphere for learning. Pupil input is enlisted in devising the class rules. Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.

#### **Classroom Rules may include the following:**

1. Be kind to each other
2. Listen to each other
3. Use kind and respectful language
4. Keep our hands and feet to ourselves
5. Always give our best effort
6. Show each other respect
7. Always use manners
8. Be honest and tell the truth
9. Respect the belongings of others
10. Share
11. Do not interrupt the teacher or others when speaking
12. Always move calmly and safely around the classroom and school building

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

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

- A visit to another staff member or the Principal for commendation
- Praise in front of class group
- Awards e.g. Star of the Week, Student of the Week, Best Listener, Most Improved Student, etc.
- Attendance awards/certificates e.g. Best Attending class, Most Improved Attendance for the month, full attendance for the month/term/year certificates
- Individual/Group points systems e.g. Class dojo, class jars, raffle tickets, class charts, etc.
- Stamps and stickers on children's work
- Delegating some special responsibility or privilege
- Good news note home
- A small gift/prize
- Homework Pass
- Golden Time – DVD, treat, extra PE/Art time

### **The Playground**

The following strategies are implemented to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour in the school yard.

- At both break times, teachers are on duty in the playground, assisted by Special Needs Assistants (SNAs).
- The yards is zoned to allow for various types of play.
- Games and play material is used on the yards to promote play.
- Children requiring the use of the toilet must ask a teacher for permission. They may use the toilet at the back of the stage, accessed from the Junior Yard. They inform the teacher that they are back on yard when they are finished.
- In the event of misbehaviour during yard time, the teacher on duty will address the issue. Children are given a reminder that they need to play safely if they demonstrate minor misbehaviours. If the behaviour persists, time-out stations are located in the yard and may be used at the discretion of the supervising teacher.
- Classroom teachers will be informed of misbehaviour by supervising teacher.
- Where deemed necessary, a Restorative Practice Reflection Sheet may be filled.
- The principal will be informed of serious incidents of misbehaviour. Parents will be notified if deemed necessary.
- All pupils must adhere to the following playground rules:
  - Move around the yard with due care
  - Gentle hands and gentle feet
  - Do not engage in rough play
  - Follow staff instructions

### **Other areas in the school environment**

- Pupils assemble in the playground or designated gate area before school.
- Pupils are collected by their teacher from the yard/gate and brought to their classroom by their teacher.
- Pupils walk in single file to and from their classroom.
- Pupils are encouraged to use handrails going up and down stairways, taking one step at a time.
- Pupils should move about the school in a quiet orderly manner.

- Pupils should not shout on corridors, in the toilets or moving between buildings.
- Pupils should not engage in rough play in the corridors, toilets or while moving between buildings.
- Pupils should ensure that their coats, bags etc. are stored properly in classrooms/cloakrooms.
- Pupils must show respect for school property and the property of others at all times.
- Courteous behaviour (e.g. standing back to let adults by at doorways, greeting teachers and other adults) is encouraged.

### **School related activities**

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

### **4 Strategies for Dealing with Unacceptable Behaviour**

Greenmount N.S. uses a Restorative Practice Approach to deal with incidents of minor and in some cases serious breaches of the Code of Behaviour. **Restorative Practices** are a framework for building community and for responding to challenging behaviour through authentic dialogue, coming to understanding, and making things right. The Restorative Practices approach supports the wellbeing of our whole school community.

**Appendix 1** outlines the questions that are used during the “Restorative Practice” process. **Appendix 2** outlines the restorative practice questions using visuals for younger children.

The overall responsibility for discipline within the school lies with the Principal. Each teacher has responsibility for the maintenance of discipline in her/his classroom while sharing a common responsibility for good order within the school premises.

Under normal circumstances minor breaches of the Code of Discipline and isolated instances of misbehaviour will be dealt with by the class teacher and/or the teacher on yard supervision. A pupil will be referred to the Principal or Deputy Principal, for serious breaches of discipline or repeated incidents of minor misbehaviour.

The school/teacher shall keep a written record of all instances of serious misbehaviour and/or where a repeated pattern is emerging. A record of improvement in the behaviour of disruptive pupils will also be noted.

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

Three levels of unacceptable behaviour are recognised by Greenmount N.S.:

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

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

### Examples of Minor Misbehaviour

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

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

### Examples of Serious Misbehaviour

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

### Examples of Gross Misbehaviour

- Serious assault on another pupil/staff member e.g. physical, verbal
- Serious damage to school property
- Serious theft of school/staff property
- Consistent bullying of another pupil e.g. emotional, physical, cyber



- Failure to adhere to protocols around infection control put in place by the school/HSE (for example Covid 19 safety measures)

### **Responding to minor and serious misbehaviour**

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

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

Dealing with such behaviour may include:

1. Use of Restorative Practice Questions to discuss the incident
2. Use of the RP reflection sheet to enable the child to document what happened
3. Implementation of a Behavioural Support Plan with support of parents

When a child has reflected on their behaviour, consequences for such behaviour may include:

- Yellow/red card system
- Verbal reprimand including advice on how to improve
- Reflection sheet taken home and signed by parent
- Minor in-class sanctions
- Loss of privileges
- Loss of playtime in yard
- Additional work.
- Time-out time, either in the classroom or in another room.
- Referral to Principal
- Principal communicating with parents

### **Responding to gross misbehaviour**

The following steps will be taken:

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

- 1) Parents are made aware of the situation, and asked to meet with the Principal and the class teacher to discuss the situation. The pupil may be present at this meet, where appropriate. A plan is made to address the misbehaviour and assurances are sought by the school that the misbehaviour will cease.
- 2) If the misbehaviour continues, parents are asked to call to the school to meet the Class Teacher, the pupil and Principal to impress upon the pupil and parents that the issue must be addressed or the Chairperson of the Board of Management will be informed that the misbehaviour is ongoing.

- 3) If the misbehaviour continues, parents are asked to meet with the Principal and the Chairperson of the Board of Management to discuss the breach(es) of the Code of Behaviour and informs the parents of the danger of suspension. The Chairperson will remind the parents that should the misbehaviour not be addressed that the Principal is authorised to exclude the pupil from the school for a period not exceeding three school days.
- 4) Suspension. The Principal will inform the parents of the school's decision to exclude the pupil from the school for a period not exceeding three school days.
- 5) Suspension for a longer period. The Board of Management will inform the parents in writing of its decision to authorise the Principal to exclude the pupil from the school for a period not less than three and not more than seven days, to allow for consultation with the pupil's parents or guardians. In exceptional circumstances the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed.
- 6) Expulsion may be considered in an extreme cases and following the procedures outlined in section 5 of this Policy.

### **Managing Aggressive or violent misbehaviour**

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

1. Where possible the child should be removed from the situation instead. This may involve the child being exited from the classroom, perhaps with a special needs assistant, or with the assistance of another teacher. An alternative is that the rest of the class is removed from a potentially violent situation. The child is allowed to calm down.
2. The child should be given space and time to cool off and to respond to requests.
3. The teacher should stay at a safe distance.
4. The Restorative Practice questions (1-5) may be used as a template of what to say to the child. (when the child is calm)
5. The child should be asked to consider possible positive outcomes and behaviours. See RP question no. 6. (this process can take time, hours/days)

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

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

The Board of Management has delegated to the Principal the authority to suspend a pupil from the school for a period not exceeding three school days. The Board of Management has a statutory obligation to provide staff with a safe place to work as well as duty of care to the pupils all pupils in the school. If the nature of the aggressive/physical is so serious, that the

continued presence of the pupil in the school would represent a serious threat to the safety of students or staff or any other person, the Principal may consider an immediate suspension.

### **Bullying**

Children First National Guidance 2017 outlines that bullying can be defined as repeated aggression – whether it be verbal, psychological or physical – that is conducted by an individual or group against others. Children First National Guidance 2017 describes bullying as behaviour that is intentionally aggravating and intimidating, and occurs mainly among children in social environments such as schools. It includes behaviours such as physical aggression, cyber bullying, damage to property, intimidation, isolation/exclusion, name calling, malicious gossip and extortion. Bullying can also take the form of identity abuse based on gender, sexual preference, race, ethnicity and religious factors. With developments in modern technology, children can also be the victims of non-contact bullying, via mobile phones, the internet and other personal devices.

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

The school has an Anti-bullying Policy and clear steps are outlined to investigate, identify and deal with incidents of bullying.

### **5. Suspension and Expulsion**

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

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

### **Suspension**

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

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

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

### **Record Keeping in Relation to Suspensions**

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

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

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

### **Expulsion**

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

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

### **Procedures in respect of expulsion**

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

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

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

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

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

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

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

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

- review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.
- undertake its own review of all documentation and the circumstances of the case
- hold a hearing where the Board of Management decides to consider expelling a student.
- allow the Principal and the parents/guardians to put their case in each other's presence
- allow each party to question the evidence of other party directly
- ensure that the Principal and parents/guardians are not present for the Board's deliberations

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

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

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

### **Step 5: Consultations arranged by the Educational Welfare Officer**

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

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

### **Step 6: Confirmation of the decision to expel**

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

### **Appeals**

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

### **Review of use of expulsion**

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

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

### **6. Keeping Records**

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

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

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

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

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

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

Greenmount N.S. has a *Statement of Strategy for Pupil Attendance* in place and the following procedures for notification of a pupil's absence are in place:

- The school can be informed of the child's absence on the first day of the absence and the actual reason given. This can be done by phoning/emailing the school office.
- Alternatively, if a child is absent for just one day a note in the school journal can be sent to the class teacher on the child's return to school the following day.
- If a child is absent longer than one day, it is essential the office is emailed or phoned on the second day of absence.
- Provision of a doctor's certificate for significant absences (e.g. over 5 consecutive days) due to illness is required.
- The school may contact a parent when a student is absent through the Home School Liaison Teacher, Secretary or through the Principal.
- When a parent fails to notify the school about a student's absence, the Home School Liaison Teacher or the Principal will seek an explanation for the absence.

### **8. Reference to Other Policies**

- Safety Statement
- Child Safeguarding Policy
- Anti-bullying Policy
- SPHE/Stay Safe Plan

- Statement of Strategy for Attendance
- Data Protection Policy
- Health & Safety Statement
- Special Educational Needs Policy
- Acceptable Use Policy

### **Success Criteria**

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

### **Review**

This policy was reviewed and ratified by the Board of Management on February 1<sup>st</sup>, 2021.

It will be reviewed in 2023 or sooner if deemed necessary.

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Chairperson of the Board of Management








**Appendix 1**

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

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

Appendix 2

 <p><i>What happened?</i></p>	 <p><i>What have your thought about it since?</i></p>
 <p><i>What were you thinking of at the time?</i></p>	 <p><i>Who has been affected and in what way?</i></p>
 <p><i>What do you think happens next?</i></p>	<p><i>What happened?</i></p> <p><i>What have your thought about it</i></p> <p><i>What were you thinking of at the time?</i></p> <p><i>Who has been affected and in what</i></p> <p><i>What do you think happens next?</i></p>

**Appendix 3  
Greenmount N.S.  
Risk Reduction/Behavioural Support Plan**

**Pupil Name:** \_\_\_\_\_

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

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

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

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

<b>REVIEW SHEET</b>
<b>Date and Comments</b>
<b>Date and Comments</b>
<b>Date and Comments</b>
<b>Date and Comments</b>

**Appendix 4**

**ABC Document**

**Child:**

**Class:**

**Date:**

**A** ( what happened before the behaviour)

**B** (describe the incident)

**C** (Conclusion- what happens now)

Document written by \_\_\_\_\_

## Appendix 5: SCHOOL RULES AND GUIDELINES

All rules mentioned below and drawn up to promote orderly behaviour, ensure the safety of pupils and create an atmosphere conducive to learning.

### General

- Pupils are expected to wear either the school uniform or school tracksuit at all times. If this is not possible an explanation should be given by the parent/guardian.
- If for any reason a pupil is absent or late for school, an explanation must be sent to the Class teacher, School Office or Principal.
- No pupil may leave the school grounds during the school day (with the exception of supervised school activities) unless a written request is received from the parent/guardian, or if the parent/guardian, known to the school, collects him/her in person.
- Pupils must not interfere with, damage, or steal school property, or the property of any member of the school community (i.e. teachers, ancillary staff, and pupils). Parents may be obliged to pay for damage to or loss of such property. Coats, jackets etc. should be clearly marked.
- Acceptable standards of appearance, dress and behaviour in the school and in school related activities shall at all times be a matter for decision by the Principal.
- In the interest of safety, earrings should not be worn and if they are, they should be small stud earrings only.
- Pupils are not permitted to wear make-up or nail varnish in school.
- Facial piercings are not allowed.
- In the interest of hygiene, long hair is to be tied up.
- Climbing onto roofs and cycling in the school grounds are not allowed.
- Children are expected to walk quietly and orderly from one area to another within the school.
- Insulting behaviour, persistent insubordination or disruption of class will be regarded as a breach of school discipline.
- Rough play, bullying, bad language, fighting and other anti-social behaviour is prohibited.
- Pupils are required to do their allocated homework.
- Any conduct likely to bring the school into disrepute will be regarded as a breach of discipline.

- Interfering, in an unnecessary fashion, with the “break glass” units of the Fire Alarms is forbidden.

### **Morning.**

- Classes commence each morning at 9.00 a.m. and pupils should be in school at that time. The Board of Management accepts responsibility for children from 9.00 a.m. each school day. During the Living with Covid 19 Plan, each class has a designated gate and time for arrival and dismissal.
- Pupils are not allowed into the classrooms before the bell except with the permission of the Principal/teacher on duty.
- On inclement days, pupils assemble in the Hall from 8.50am until their teacher collects the class at 9.00 a.m. During the Living with Covid 19 Plan, each class has a designated gate and time for arrival and dismissal.

### **Breaks**

- Weather permitting, pupils are expected to go outdoors during break times unless:
- a parent/guardian has indicated, personally or in writing, that for health reasons the pupil must stay indoors. (this is subject to staff being available to supervise)
- a teacher has indicated that, for a breach of Code of Behaviour, the pupil has detention from play.
- Any pupils staying indoors stay in the area allocated for detention to facilitate supervision.
- On wet days, pupils should remain seated in their classroom with the classroom door open unless alternative arrangements are made by the class teacher and/or Principal. During the Living with Covid 19 Plan, classes can take the break under the sheltered area on yard if it is raining.

### **Afternoons**

- Pupils should leave through the designated pedestrian exit gates. No children, except for those travelling by car, should leave by the car park gate.
- No pupils (except those involved in a supervised after-school activity) should remain on the premises after the teachers.