



Board of Management

Kill National School

Code of Behaviour



HOW OUR CODE WAS DEVELOPED

The Code was developed in consultation with the staff, the parent body represented by the Committee members of Kill Parents' Association and the Board of Management.

OUR VISION FOR RELATIONSHIPS AND BEHAVIOUR IN THE SCHOOL

The one rule for all of us in this school is:

Everyone will act with courtesy and consideration to others at all times.

THE SCHOOL MISSION STATEMENT

The school's code of discipline reflects the Christian values promoted within the school, with an emphasis on forgiveness, reconciliation, new beginnings and hope.

The standards of behaviour expected in Kill N.S. reflect values such as:

- respect for self and others
- kindness and willingness to help others
- courtesy and good manners
- fairness
- readiness to use respectful ways of resolving difficulties and conflict
- forgiveness.

The standards describe the commitment that the school expects from students to their own learning and to that of their peers. These commitments are:

- attending school regularly and punctually
- doing one's best in class
- taking responsibility for one's work
- keeping the rules
- setting standards of behavior
- helping to create a safe, positive environment
- respecting staff
- respecting other students and their learning
- participating in school activities.

Standards are also a way of signaling to members of the school community the kinds of behaviours that are not acceptable in the school:

- behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- behaviour that interferes with teaching and learning
- threats or physical hurt to another person
- damage to property
- theft.



WHEN AND WHERE BEHAVIOUR WILL BE SUBJECT TO THE CODE OF BEHAVIOUR

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

HOW STUDENTS, TEACHERS AND PARENTS CAN HELP PROMOTE A CONTENTED SCHOOL

1. You always try to understand other people's point of view.
2. In class you make it as easy as possible for everyone to learn and for the teacher to teach.
This means
 - arriving in time with everything you need for lessons
 - beginning and ending the lesson in a courteous and orderly way
 - listening carefully
 - following instructions
 - helping each other where appropriate
 - being quiet and sensible at all times
3. You move gently and quietly about the school.
This means
 - Never running, barging or shouting
 - Always ready to help by opening doors, standing back, to let people pass and helping to carry things.
4. You always speak politely to everyone (even if you feel bad tempered!) and use a low voice. (Shouting is always discourteous.)
5. You are silent whenever you are required to be.
6. You keep the school clean and tidy so that it is a welcoming place we can proud of.
This means
 - putting all litter in bins
 - keeping walls and furniture clean and unmarked
 - taking great care of displays, particularly of other people's work.
 - That personal hygiene is observed at all times e.g. washing hands, flushing toilet
 - Ensuring that toilet area is kept clean and tidy.
7. Out of school, walking locally or with a school group, you always remember that the school's reputation depends on the way you behave.



CLASSROOM BEHAVIOUR

Classrooms are your places of work. Just as in any factory or office, there need to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

1. Start of Lessons

Enter rooms sensibly and go straight to your table.
Take out books, pens and equipment.

Put bag by your table.
Remain silent during roll-call (except when your name is called!).

2. During Lessons

When your teacher talks to the whole class, remain silent and concentrate.
If the class is asked a question, put up your hand to answer: do not call out (unless you are asked for quick ideas).
You must have pen, pencil, ruler, markers, erasers, diary and any books or copies needed.
You are expected to work sensibly with your classmates; do not distract or annoy them.
Homework must be recorded
Eating, drinking and chewing are not allowed.

3. End of Lessons

You should not begin to pack away or put on outdoor wear until your teacher tells you to do so.
When told, stand up and put up your chair; any litter should be picked up.
Only when your teacher finally tells you to go may you leave the room.

CONCLUSION

Finally, but most importantly:

Teachers are in position of parents/guardians while you are in school.

This means that:

There is no excuse for rudeness, disrespect or insolence towards teachers.
Any reasonable request from a TEACHER should be carried out at once and without argument.

Breaking either of these basic rules will be treated as a very serious matter.

ROLES AND RESPONSIBILITIES OF STAFF MEMBERS IN RELATION TO BEHAVIOUR

Parents

Parents will be expected **to model** the standards that students are asked to respect. In order to do this, they need to be familiar with the standards and to understand the importance of expecting students to behave according to these standards.

The ways in which parents and teachers interact will provide students with a model of good working relationships.



The Child

The child is expected to show respect to others at all times.

The Class Teacher

The class teacher will deal with routine incidents of misbehaviour through classroom management strategies, thus minimising the need for other interventions.

Some strategies employed will be:

- Teachers model the behaviour that is expected from students.
- Has positive everyday interactions between teachers and students
- Establishes good school and class routines
- Establishes clear boundaries and rules for students
- Helps students themselves to recognise and affirm good learning behaviour
- Recognise and give positive feedback about behaviour
- Explore with students how people should treat each other (Circle time)
- Involve students in the preparation of the school and classroom rules.

The Principal Teacher

The Principal and staff in the school have a responsibility to model the school's standards of behaviour, in their dealings both with students and with each other, since their example is a powerful source of learning for students

The Board of Management

The BOM is responsible for drawing the Code of Behaviour in consultation with all the relevant parties. It is also responsible for dealing with serious breaches of the code of behaviour that may cause a child to be suspended or expelled.

The Gardai

Where allegations of criminal behaviour are made about a student, these will usually be referred to the Gardai who have responsibility for investigating criminal matters. The Juvenile Liaison Officer can be a significant source of support and advice for the school and the student.

THE PURPOSE AND CONTENT OF SCHOOL RULES

THE PURPOSE OF A CODE OF BEHAVIOUR

The school's standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for teaching and learning. They describe the behaviour expected of all members of the school community. Standards are the means by which the school will:

- provide clarity for students about the school's high expectations for their behaviour
- set goals for students that will guide them in moving towards mature and appropriate behaviour
- serve as a practical tool for teaching and learning.
- To create an environment where good learning and teaching can take place.
- To promote good behaviour and to develop self-discipline in the children.



The School Uniform

The uniform of Kill National School will consist of

A. A Bottle Green Track suit and a Red Polo Shirt for all children

This can be ordered from K-Sport.

and/or

B. A Grey Skirt, Grey Shirt, Red Tie and Bottle Green V-neck Jumper for girls and a Grey Trousers, Grey Shirt, Red Tie and Bottle Green V-neck Jumper for boys.

These can be bought in any Department Store in town.

A or B (or both) will suffice as the school uniform.

Every child will be expected to wear either A or B.

2. Assembly

School opens for the reception of pupils at 9.10 a.m. Pupils are advised to arrive in time for school but not earlier.

If pupils are dropped off at the school before 9.10 a.m. they are to remain in the school yard. On no account are they to leave the yard to go to the shop. If parents wish their children to go to the shop they should do so before being dropped at the school. Children will not be allowed to go the shop from the school unless the written permission from their parents.

The Board of Management takes NO RESPONSIBILITY for what happens in the yard before 9.10 a.m.

2. The Yard

Lunch Break: 12.45 p.m. to 1.15 p.m.

Morning Break: 11.00 p.m. to 11.10 p.m.

Football to be played in the rear of the school during breaks only. If the football goes beyond the school boundary, permission must be sought from a teacher to retrieve it.

Children are not to climb or sit on walls or fences.

We encourage the younger pupils to play in front of the school building.

There are many sharp corners throughout the school premises. Children should walk in the vicinity of these corners.

Children must keep clear of all doorways and steps.

On no account should children enter the boiler house.

3. Leaving the School Premises

Children are not allowed to leave the school premises without the written permission of parents/guardians or the teachers.

4. Dismissal

The school day ends at 2 p.m. for the Infant Classes. Junior Infant should be collected promptly at 2 p.m.

The school ends at 3 p.m. for the remaining classes.



The Board of Management takes no responsibility for those who remain behind on the school premises after closing time.

In the interests of safety, we are asking parents not to park in a haphazard fashion when collecting their children. Please come in good time and park in a single line outside the school wall, where your children can see you as they emerge.

SYSTEMS FOR ACKNOWLEDGING GOOD BEHAVIOUR

Reward systems are used in Kill N.S. to motivate students. Accordingly we try to make rewards that are

- meaningful to the individual student or group
- that students understand what the reward is given for
- that they acknowledge behaviour that is valued and wanted
- they are closely linked in time to that specific behaviour
- they are based on a knowledge of the individual and are sensitive to personal, developmental and cultural factors (for example, teenagers may prefer private acknowledgement to public praise)
- they are given for effort and not only for achievement
- they are used consistently and by all staff and they are used in an inclusive way.

The rewards employed in this school are:

- Parties
- Trips
- Public acknowledgement by teachers
- Stickers
- Treats
- Lucky Dips
- Letter to parents telling of their children's exceptional good behaviour

HOW STUDENTS, STAFF AND PARENTS CAN HELP EACH OTHER TO MEET THE STANDARDS EXPECTED IN THE SCHOOL

The following outline shows us the way that this school community will achieve good order in the school

Acceptable standards	of behaviour, work and respect depend on the example of teachers, parents and pupils
Good order	has to be worked for; it does not happen. This will be achieved by setting high standards and by applying rules firmly and fairly
Expect Everyone Respect	to give respect and receive respect at school is here for a purpose every person
Treat Relationships	everyone as an individual are vital
Greet	and be greeted
Speak	and be spoken to
Smile	and relate



Communicate above all
Golden Rule Treat others as you yourself would like to be treated
Problems are normal where children are learning and testing the boundaries of acceptable behaviour.
Our success is tested not by the absence of problems but by the way we deal with them.

WHAT CONSTITUTES BAD BEHAVIOUR AND THE CONSEQUENCES OF UNACCETABLE BEHAVIOUR INSIDE THE CLASSROOM?

Problem	Method of Discipline
Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering)	Reasoning with the child Reprimand (Including advice on how to improve) Temporary separation from peers, friends or others.
Hindering other pupils (e.g. by distracting them from work, interfering with equipment or materials)	Reasoning with the child Reprimand (Including advice on how to improve) Temporary separation from peers, friends or others.
Making unnecessary (non-verbal) noise e.g. by scraping chairs, banging objects, moving clumsily)	Reasoning with the child Reprimand (Including advice on how to improve) Temporary separation from peers, friends or others.
Physical aggression towards other pupils (e.g. pushing, punching, striking)	Reasoning with the child Reprimand (Including advice on how to improve) Parents will be advised of the said behaviours
Getting out of the seat with out permission	Reasoning with the child Reprimand (Including advice on how to improve)
Calculated idleness or work avoidance (e'g. Delayng start to work set, not having essential books or equipment) It is the parents' responsibility, not the child's to see to it that their children have the correct books coming to school	Reasoning with the child Reprimand (Including advice on how to improve) A note will be sent to the parents



<p>General rowdiness, horseplay or mucking about</p>	<p>Reasoning with the child Reprimand (Including advice on how to improve) Temporary separation from peers, friends or others. Referral to the Principal Communication with parents by letter Recurring misbehaviour of a serious nature will lead to the process of:</p> <ul style="list-style-type: none"> - Suspension - In the case of gross misbehaviour (one or a series of incidents) the Chairperson, through the Board, has authorised the Principal to sanction immediate suspension, pending a discussion of the matter with parents. - Expulsion may be considered in extreme cases
<p>Verbal abuse towards\other pupils e.g. offensive or insulting remarks</p>	<p>Reasoning with the child Reprimand (Including advice on how to improve) Temporary separation from peers, friends or others.</p>
<p>Not being punctual (being late for school or lessons</p>	<p>Advise parents of their responsibility to their child</p>
<p>Persistently infringing class (or school rules) eg. On dress, pupil behaviour</p>	<p>Advise parents of their responsibility to their child and to the other children in the class</p>
<p>Persistently infringing class (or school rules) eg. On dress, pupil behaviour</p>	<p>Advise parents of their responsibility to their child and to the other children in the class</p>
<p>Cheeky or impertinent remarks or responses</p>	<p>Reasoning with the child Reprimand (Including advice on how to improve) Referral to the Principal Communication with parents verbally or by letter Suspension In the case of gross misbehaviour (one or series of incidents) the Chairperson, through the Board, has authorised the Principal to sanction immediate suspension, pending a discussion of the matter with parents.</p>



	Expulsion may be considered in extreme cases
Physical destructiveness e.g. breaking objects, damaging furniture and fabrics	Parents to be advised immediately Reasoning with the child Reprimand (Including advice on how to improve) Referral to the Principal
Verbal abuse towards staff e.g. offensive, insulting, insolent or threatening remarks	Parents to be advised immediately

WHAT CONSTITUTES BAD BEHAVIOUR AND THE CONSEQUENCES OF BAD BEHAVIOUR OUTSIDE OF THE CLASS ROOM?

Problem	Method of Discipline
Lack of concern for others	Reasoning with the child Reprimand (Including advice on how to improve) Re-curring advise parents
Running in the corridors	Reasoning with the child Reprimand (Including advice on how to improve) Re-curring advise parents
Unruliness while waiting (eg while lining up)	Reasoning with the child Reprimand (Including advice on how to improve) Re-curring advise parents
Physical aggression towards other pupils eg by pushing, shoving, spitting, striking)	Advise parents immediately

Problem	Method of Discipline
General rowdiness, horseplay or mucking about that was to endanger themselves or others	Advise parents immediately
Verbal abuse towards other pupils e.g. offensive or insulting remarks	Advise parents immediately
Persistently infringing school rules on dress and behaviour	Advise parents immediately
Cheeky or impertinent remarks or responses	Advise parents immediately
Physical destructiveness	Advise parents immediately
Verbal abuse towards staff e.g. offensive, insulting, insolent or threatening remarks	Advise parents immediately



Leaving school premises without permission	Advise parents immediately
Physical aggression towards staff	Advise parents immediately

SUSPENSION

Suspension is defined as:

Requiring the student to absent himself/herself from the school for a specified, limited period of school days.

During the period of a suspension, the student retains their place in the school.

The Board of Management of Kill N.S. has the authority to suspend a student. This authority has been delegated to the Principal by the BOM formally and in writing.

The Principal of Kill N.S. has been authorized to suspend in accordance with the procedures laid down.

Suspension will be a proportionate response to the behaviour that is causing concern. Suspension will only be employed when other interventions have failed.

The decision to suspend a student is based on the following criteria:

- 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.

FACTORS THAT KILL N.S. CONSIDER BEFORE SUSPENDING A STUDENT

The nature and seriousness of the behaviour

What is the precise description of the behaviour?

How persistent has the unacceptable behaviour been?

Has the problem behaviour escalated, in spite of the interventions tried?

The context of the behaviour

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher’s class, in the yard, in a group)?
- What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- What is the age, stage of development and cognitive ability of the student?
- Are there any factors that may be associated with the behaviour (e.g. particular home



circumstances, special educational needs)?

The impact of the behaviour

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?
- Does the behaviour have a particular or greater impact on some students or teachers?
- **Does the student understand the impact of their behaviour on others?**

The interventions to date

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of those interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent services)?

Whether suspension is a proportionate response

- Does the student's behaviour warrant suspension?
- Is the standard being applied to judging the behaviour the same as the standard

The possible impact of suspension

- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the student to change the inappropriate behaviour?
- How will suspension help teachers or other students affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?

FORMS OF SUSPENSION

Immediate suspension In exceptional circumstances, the Principal 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.**

Rolling suspension A student should not be suspended again shortly after they return to school unless: they engage in serious misbehaviour that warrants suspension and fair procedures are observed in full and the standard applied to judging the behaviour is the same as the standard applied to the behaviour of any other student.

INFORMAL PROCEDURES IN RESPECT OF SUSPENSION



Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures: inform the student and their parents about the complaint give parents and student an opportunity to respond.

Informing parents

The school will inform the student and his/her parents about the complaint, by phone and in writing, how it will be investigated, and that it could result in suspension.

The purpose of this approach is to ensure 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 student will have an opportunity to respond before a decision is made and before any sanction is imposed. The purpose of the meeting will be

- To provide 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.
- to make their case for lessening the sanction,
- for the school to explore with parents how best to address the student's behaviour.

If a student and their parents fail to attend a meeting, the Principal will 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 will record the invitations made to parents and their response.

PROCEDURES IN RELATION TO IMMEDIATE SUSPENSION

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation should be conducted to establish the case for 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 will 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.



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 five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.

The Board of Management will place a ceiling of ten days on any one period of suspension imposed by it. The Board will 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 twenty days or more. Any such suspension is subject to appeal under section 29 of the *Education Act 1998*.

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 (see 11.6), 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 twenty days, the parents, or a student aged over eighteen years, 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 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 Science under section 29 of the *Education Act 1998*, and should be given information about how to appeal.

If the student is attending a school under the management of a VEC, the appeal must be made in the first instance to the VEC. Where an appeal to the VEC is concluded, parents, or a student aged over eighteen years, may appeal to the Secretary General of the Department of Education and Science.

IMPLEMENTING THE SUSPENSION

Written notification

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



The letter should confirm:

- the period of the suspension and the dates 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 (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
- the provision for an appeal to the Board of Management

Engaging with student and parents

The Principal and the classroom teacher will meet with the parents to emphasize 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 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*.

Re-integrating the student

The school will 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 reintegration which, in turn, may lead to further problem behaviour. Where possible, the school will 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 will 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.

Records and reports

Records of investigation Formal written records will be kept of **and decision-making** 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.

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

Review of use of suspension

The Board of Management will 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

A student is expelled from a 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*.

Authority to expel

The Board of Management of Kill N.S. 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 will 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 including, as appropriate:

- meeting with parents 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, National Council for Special Education).

Grounds for 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 constitutes a real and significant threat to safety
- 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, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

Automatic expulsion

The Board of Management may decide 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.
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FACTORS TO CONSIDER BEFORE PROPOSING TO EXPEL A STUDENT

The nature and seriousness of the behaviour

What is the precise description of the behaviour?

How persistent has the unacceptable behaviour been and over what period of time?

Has the problem behaviour escalated, in spite of the interventions tried?

The context of the behaviour

What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?

What factors may have triggered or provoked incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?

Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

The impact of the behaviour

How are other students and staff affected by the student's behaviour?

What is the impact of the behaviour on the teaching and learning of the class?

The intervention tried to date

What interventions have been tried? Over what period?

How have the interventions been recorded and monitored?

What has been the result of these interventions?

Have the parents been involved in finding a solution to the problem behaviour?

Has the intervention of NEPS or other psychological assessment or counselling been sought,



where appropriate?

Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?

Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?

Is the Board satisfied that no other intervention can be tried or is likely to help the student to change their behaviour?

Whether expulsion is the appropriate response

Is the student's behaviour sufficiently serious to warrant expulsion?

Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

The possible impact of expulsion

To what extent may expulsion exacerbate any social or educational vulnerability of the student?

Will the student be able to take part in, and benefit from, education with their peers?

In the case of a student who is in care, what might be the implications of expulsion for the care arrangements?

Procedures in respect of expulsion

Kill N.S. is required by law to follow fair procedures as well as procedures prescribed under the *Education (Welfare) Act 2000*, when proposing to expel a student 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.

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

Informing parents

The school will inform the student and his/her parents about the complaint, by phone and in writing, how it will be investigated, and that it could result in suspension.

The purpose of this approach is to ensure 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 student will have an opportunity to respond before a decision is made and before



any sanction is imposed. The purpose of the meeting will be

- To provide 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.
- to make their case for lessening the sanction,
- for the school to explore with parents how best to address the student's behaviour.

If a student and their parents fail to attend a meeting, the Principal will 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 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 makes a recommendation to the Board of Management to consider expulsion. The Principal will:

- inform the parents and the student that the Board of Management is being asked to consider expulsion
- 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
- provide the Board of Management with the same comprehensive records as are given to parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to the Board of Management
- 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 a 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 had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who 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, or a student in the company of his 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 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 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. (*Education (Welfare) Act 2000, s24(1)*).

The Board of Management will refer to National Educational Welfare Board reporting procedures for proposed expulsions.

Note a student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (*Education (Welfare) Act 2000, s24(1)*).

The Board should inform the parents in writing about its conclusions and the next steps in the process.

Where expulsion is proposed, the parents will 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 the 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*).

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 will 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 the safety of



students is secured (*Education (Welfare) Act 2000, s24(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 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 (this task might be delegated to the Chairperson and the Principal). Parents should be notified immediately that 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.

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 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 and Science).

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.

PROCEDURES FOR NOTIFYING THE SCHOOL ABOUT REASONS FOR ABSENCE FROM SCHOOL

A note should be sent to the school explaining the absence

DETAILS OF WHO TO CONTACT ABOUT BEHAVIOUR MATTERS

First one should contact the class teacher and in cases of serious breaches of behaviour one should contact the class teacher and the Principal.



PLAN FOR REVIEWING THE CODE

Its working will be reviewed annually.

This policy document was ratified at a meeting of the B.O.M. of Kill N.S

A copy of this document will be made to all the school community.

Signed: _____

Chairperson of Board of Management

Date: _____

Signed: _____

Principal

Date: _____

Date of next review: June 2019