
CODE OF BEHAVIOUR



SEPTEMBER 2024

Introductory Statement & Rationale

This Code of Behaviour was formulated to allow St. Felim's N.S to function in an orderly and harmonious way and to enhance the learning environment where children can make progress in all aspects of their development. The previous policy was devised in 2003 and updated in 2009. This Code was reviewed in November 2016 by the whole staff and a working group was set up in January 2017 to progress the review. This group consisted of staff with training in the following programmes:

Incredible Years (IY)

Fun Friends

Friends for Life

The IY programme run by National Educational Psychological Service (NEPS) promotes and affirms positive behaviour and relationships. The Fun Friends and Friends for Life programmes, teach children positive ways of coping with new and or difficult situations, building problem solving skills and resilience. Best practice from both programmes was used to inform policy formation.

The working group met on several occasions and made recommendations to staff at a number of whole staff meetings. A draft was prepared and the Principal met with representatives of the Parents Association and their recommendations were included in this revised draft. A revised draft was then circulated to parents for comment, via the website.

Advice was received from NEPS and the Special Education Support Services (SESS) in relation to good practice and strategies for dealing with behaviour issues and ways of promoting positive behaviour.

The review was conducted in accordance with Guidelines issued by the National Educational Welfare Board (NEWB), in order to ensure an orderly climate for learning in the school. It will specify as under *Section 23(2) of the Education Welfare Act, 2000:-*

- a) The standards of behaviour that shall be observed by each student attending the school
- b) The measures that shall be taken when a student fails or refuses to observe those standards
- c) The procedures to be followed before a student may be suspended or expelled from the school concerned; Schools are required, under section 23(2) of the Education Welfare Act 2000, to include procedures for suspension and expulsion in their code of behaviour
- d) The grounds for removing a suspension imposed in relation to a student
- e) The procedures to be followed in relation to a child's absence from school

Ethos and Spirit of the School

Our school policy should afford both pupils and teachers an opportunity to engage with each other in a harmonious environment unique to St. Felim's. Relationships can be enhanced and new relationships developed to the enormous benefit of pupils, staff and parents, thus greatly enhancing a positive school environment. We believe in the principle of *repair* meaning that pupils should be given a fresh start, following an incident, and that all parties involved should move on from disciplinary difficulties.

St Felim's N.S promotes inclusion and welcomes children with special educational needs. Our special classes for children with Autism, the Butterfly Room and the Rainbow Room are an integral part of the school. We in St. Felim's recognise the uniqueness of each individual and our Code of Behaviour, will at all times, take these additional needs into account. As such the Code of Behaviour will not discriminate under any of the 9 grounds for discrimination as outlined in the Equal Status Act (Gender, Marital status, Family status, Sexual orientation, Religious belief, Age, Disability, Race, and Membership of the travelling community).

Aims

- a) To allow the school to function in an orderly way where children can make progress
- b) in all aspects of their development
- c) To create an atmosphere of respect, tolerance and consideration for others
- d) To promote positive behaviour and self-behaviour, recognising the differences in
- e) children and the need to accommodate these differences
- f) To ensure the safety and well-being of all members of the school community
- g) To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- h) To ensure that the code of behaviour is implemented in a fair and consistent manner throughout the school

Content of Policy

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1. GUIDELINES FOR BEHAVIOUR IN THE SCHOOL

The guidelines for behaviour in St. Felim's NS are based on the characteristic spirit of our school.

The Basic Principles are:

- Providing Clarity
- Affirming that everyone's behaviour matters
- Focussing on promoting good behaviour
- Balancing needs
- Ensuring fairness and equity
- Promoting equality
- Recognising educational vulnerability
- Attending to the welfare of students
- Attending to the welfare of staff
- Promoting safety and freedom from threat

2. WHOLE SCHOOL APPROACH TO PROMOTING POSITIVE BEHAVIOUR

'A positive school ethos is based on the quality of relationships between teachers and the ways in which pupils and teachers treat each other. This positive ethos permeates all the activities of the school and helps in forming a strong sense of social cohesion within the school' (Circular 20/90).

Expected standards of behaviour and roles and responsibilities

Staff

In St. Felim's NS staff are expected to:

1. Be punctual
2. Be prepared for their class
3. Be courteous, respectful to each other, to pupils and to parents
4. To follow the Code of Behaviour, as agreed, to ensure consistency throughout the school
5. To supervise their class at all times or to make arrangement with another teacher to do so. In instances where it is considered necessary to remove a child from the class the class teacher should make arrangements with another teacher to supervise the child
6. To ensure confidentiality when discussing matters related to the Code of Behaviour with third parties

Board of Management

The Board of Management (BOM) has a role to play in the maintenance of desirable standards of behaviour in a school. It should be supportive of the Principal in the application of a fair Code of Behaviour and behaviour within the school.

1. The BOM of St. Felim's NS is consulted when reviewing / drafting the Code of Behaviour
2. The BOM supports the Code of Behaviour on an ongoing basis
3. The BOM provide opportunities for staff development and continuing professional development, in areas related to promoting positive behaviour and strategies for coping with challenging behaviour, run by the Professional Development services for Teachers (PDST) the Special Educational Support Services (SESS) and the National Educational Psychological services (NEPS).
4. The BOM will follow the procedures that are in place to deal with serious breaches of behaviour (see under suspension and expulsion)

Parents

In St. Felim's NS we expect parents to:

1. Ensure children come to school clean, in full uniform and on time. When representing the school at events outside school, children should wear school uniform
2. Ensure children have all necessary equipment/ PE gear on appropriate days
3. Ensure that each pupil has their copies, books, pens, pencils, etc
4. Check and ensure all homework is completed (written and oral) and sign homework diary on a daily basis
5. Provide children with a healthy snack each day for first break
6. Provide a written explanation for all pupil absences/ homework not completed (see Attendance Policy)
7. To inform the school when a child arrives late. This can be done by email /phone or by coming into the school and signing the child in
8. Inform teachers if pupil is being collected early or by someone other than a parent
9. Discuss the Code of Behaviour with their child and sign the Code of Behaviour on enrolling their child

Pupils

In St. Felim's NS pupils are expected to:

1. Be courteous and respectful to each other, to all staff members, including Special Needs Assistants (SNAs) and to parents
2. Be punctual and in full uniform
3. Have all their copies, books, etc., as per rules
4. Be respectful of school property and equipment and the equipment and property of their fellow pupils
5. Have all homework completed to the best of their ability
6. Follow the Code of Behaviour
7. Maintain a good/ high standard of behaviour, both in class, in the yard and during all out of school activities

3. STAFF ROLES AND RESPONSIBILITIES

The key to success of any system is that the procedures are fully discussed, understood and agreed by all staff.
(Managing challenging behaviours: A guide for class teacher. INTO)

Role of the Principal

The Principal will:

1. Provide all school staff with the Code of Behaviour
2. Ensure that substitute, temporary teachers, students on Teaching Practice and those on work experience are made aware of the policy
3. Ensure that a copy is on display in each classroom
4. Promote, in conjunction with the Board of Management, continuing professional development amongst staff in behavioural related areas
5. Ensure regular policy reviews take place in consultation with all partners, pupils, parents and school staff
6. Promote positive behaviour within the school
7. Support staff in implementing the Code of Behaviour
8. Ensure that parents are met with in a timely manner to discuss behaviour related problems and that all voices are heard
9. Ensure confidentiality to all parties in all behaviour/behaviour related matters. The school will not discuss sanctions given to a child in breach of the Code of Behaviour, with another parent, other than in very general terms.

Serious Misdemeanours

Examples of Serious Misdemeanours. This list is not exhaustive.

- Bullying
- Persistent infringement of school rules (Courtesy, Quiet Walking, Good Listening, Respect & Co-operation)
- Possession of mobile phone or other personal devices
- Theft
- Serious verbal abuse including discriminatory / personal remarks or abusive language
- Interfering with fire protection equipment or alarm systems
- Leaving the school or school grounds without permission

Examples of steps to be taken when dealing with serious misdemeanours:

- Reprimand from Principal
- Name on record in Principal's office & parents informed via note in homework notebook. The seriousness of the issue will be explained to the child. The child will sign beside their name (where age appropriate and possible).
- Detention at lunch-time, supervised by Principal or another member of staff, varying in duration from 5-15 mins.
- Name on record x3 times. On 3rd entry formal note sent home
- Note home
- Contact with parents to arrange meeting/bring the child home
- Behaviour Contract

In line with our philosophy of *repair* meaning that pupils be given a fresh start, name will remain on record as follows

- (a) Junior Classes Infs. – 2nd : 1 month (calendar month)
- (b) Middle Classes 3rd & 4th : ½ term
- (c) Senior Classes 5th & 6th : 1 term

Gross Misdemeanours

Examples of Gross Misdemeanours: This list is not exhaustive.

- Deliberate assault of a staff member, other adult, or child
- Serious damage to property
- Possession of illegal substances/material
- Serious theft
- Threatening abusive language and behaviour
- Persistent and or repeated serious misdemeanours will result in the behaviour being treated as a gross misdemeanour if a spirit of cooperation is not evident

Examples of steps to be taken when dealing with Gross Misdemeanours:

Prior to suspension, where possible, the Principal may review the case in consultation with teachers, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes. Suspensions will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

After notification from, and in consultation with a class teacher, a phone call home will be made and a letter will then be sent home, outlining the sanction imposed. Where suspension is considered, this may be an 'internal suspension' (within the school, where a pupil is sent to another class/es for a day) or the pupil may be suspended from school. Failure of a pupil to comply with an 'internal suspension' will result in an immediate suspension.

The BOM authorises the Principal to sanction an immediate suspension for one day. This suspension will be notified to the Chairperson. The Chairperson may increase this up to a period of 3 days. In this instance a meeting shall be held with the parents/guardians.

The Principal will include the suspension in the Principal's report at the next BOM meeting. A discussion as to whether or not it was adequate will be had.

Where there are persistent instances of gross misbehaviour the Chairperson will be informed.

Parents/guardians will be asked to come to school to discuss their child's behaviour.

The parents/guardians will be requested in writing to attend the school, meet with the Principal/Chairperson and give an undertaking that their child will behave in accordance with the code of behaviour.

Removal of Suspension

Following or during a period of suspension the parents may apply to have the pupil reinstated to the school. Parents/ Guardians must attend a meeting in the school prior to the removal of a suspension. The parents/ guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school's Code of Behaviour and the Principal must be satisfied that pupil's reinstatement will not constitute a risk to the pupils own safety or that of 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 class. If the Behaviour Plan is not finalised a further meeting will be arranged to discuss this with parents/guardians. Parents must give an undertaking to attend such meetings. All meeting will take place during school hours.

Expulsion will be considered in an extreme case in accordance with Rule 130 (6) i.e.

"No pupil can be struck off the rolls for breaches of behaviour without prior consent of the patron and until alternative arrangements are made for enrolment of pupils at another suitable school in the locality".

Involving parents in management of problem behaviour

"Parents should be kept fully informed from the outset of instances of serious misbehaviour on the part of their children. It is better to involve parents at an early stage than as a last resort." (see Circular 20/90)

- Parents of children in St. Felim's NS are invited to keep in close contact with the school with regard to all aspects of the child's progress
- Parents will be informed at an early stage if problems occur by either the class teachers or the Principal
- Parents will be contacted by phone where a discussion can be held
- Parents will be asked to attend the school to talk with the class teacher or the principal
- Parents will be informed in writing and asked to attend the school for more serious/gross misdemeanours
- On visiting St. Felim's NS parents will be treated respectfully and put at their ease in order to maximise a co-operative approach. We recommend that two staff members will attend all such meetings
- Parents will be involved in any behaviour plan drawn up for their child or in instances where a behaviour contract is put in place.

Managing aggressive or violent misbehaviour

These strategies are used for dealing with serious emotional and behavioural problems:

Children who need additional help for behavioural issues may be referred to NEPS and their advice and guidance sought. A psychological assessment may be carried out by NEPS after full consultation with parents. Special Education Needs personnel facilitate teachers in sharing practice and support in the management of challenging behaviour.

The Learning Support teachers act as mentors for particular children and in assisting teachers in the creation of individual behaviour plans for specific children.

Professional development is available to staff. Staff are encouraged to attend CPD on areas of challenging behaviour.

In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself / herself or the safety of other pupils or staff, the school will ensure temporary exclusion while consultation with SENO and / or EWO takes place about appropriate resourcing, alternative placement.

6. SUSPENSIONS AND EXPULSIONS: LEGAL AND PROCEDURAL REQUIREMENTS

(p.66-86 Developing a Code of behaviour: Guidelines for Schools. NEWB 2008)

The BOM of St. Felim's NS has the authority to suspend a pupil. *The BOM of St. Felim's delegates this authority to the Principal who will be accountable to the BOM. The Principal will be required to inform the Chairperson immediately and report any suspensions to the BOM at the next meeting. The delegation of authority will reflect the provisions of the National Educational Welfare Guidelines and any legal requirements.*

Suspension will be a proportionate response to the behaviour that is causing concern. Normally other interventions will have been tried before suspension (see previous section). The staff of St. Felim's NS will have reviewed the reasons why these have not worked. The decision to suspend a pupil will include the following:

The pupil's behaviour has had a seriously detrimental effect on the education of other pupils.

The pupil's continued presence in the school at this time constitutes a threat to safety (both his own and others).

The pupil is responsible for serious damage to property.

Suspension as part of a Behaviour Management Plan

Suspension is part of an agreed plan to address the pupil's behaviour. The suspension will:

Enable the school to set behavioural goals with pupils and their parents

Give school staff an opportunity to plan other interventions

Impress on the pupil and their parents the seriousness of the behaviour

Categories of Misbehaviour that warrant suspension

- Gross Misdemeanours . A single incident of serious misconduct may be grounds for suspension
- Serious misdemeanours where behaviour plans or strategies put in place are not effective

Automatic 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 must be notified, and arrangements made with them for the student to be collected. The school must have regard to its duty of care for the student. In no circumstances should a student be sent home from school without first notifying parents (NEWB Guidelines p.27)

The BOM of St. Felim's NS, following consultation with the Principal / parents / staff and pupils agree that certain named behaviours [see below] incur suspension as a sanction.

Due process and fair procedures will be followed in each case.

Categories of extreme misbehaviour that may incur automatic suspension:

- Deliberate assault of a staff member, other adult, or child

- Serious damage to property
- Possession of illegal substances/material
- Serious theft
- Threatening abusive language and behaviour

Fair procedures based on the principles of natural justice

St. Felim's NS will follow fair procedures when proposing to suspend a pupil. The requirement for fair procedures derives from the Constitution of Ireland, international Conventions and the case law. Fair procedures have two essential parts:

- The right to be heard
- The right to impartiality

The **right to be heard** means:

- the right to know that the alleged misbehaviour is being investigated
- the right to know the details of the allegations being made and any other information that will be taken into account
- the right to know how the issue will be decided
- the right to respond to the allegations
- where the possible sanction is of a serious nature, the right to be heard by the decision making body
- where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts.

The **right to impartiality** means:

- the right to an absence of bias in the decision maker
- the right to impartiality in the investigation and the decision making

Freedom from bias entails ensuring that a person with an interest in the matter is not involved in the investigation or decision making. If a person has preconceived opinions, a vested interest or personal involvement in the matter, they should not attempt to settle that matter.

An impartial process is one that allows a decision to be made based on an unbiased evaluation of information and evidence. Generally, impartiality requires that the investigation is separated from the process of making a decision so that the decision maker comes to the task with an open mind.

Applying fair procedures in school

In St. Felim's N.S fair procedures apply to:

- the investigation of alleged misbehaviour that may lead to suspension and expulsion
- the process of decision making as to (a) whether the pupil did engage in the misbehaviour and (b) what sanction to impose.

The way in which fair procedures are applied will take account of the seriousness of the alleged misbehaviour and will have regard to what is reasonable in the context of our school.

The principles of fair procedures always apply, but the degree of formality required in implementing fair procedures will depend on the gravity of the alleged misbehaviour and on the seriousness of the possible sanction.

The **right to be heard** means that the pupil and their parents are fully informed about an allegation and the processes that will be used to investigate and decide the matter, and that they must be given an opportunity to respond to an allegation **before** a decision is made and before a serious sanction is imposed [suspension].

Absence of bias in the decision maker would mean, for example that if the child of the Principal was accused of misconduct that might warrant suspension or expulsion, the Principal would not be involved in the decision. Similarly, if the child of a member of the BOM was accused of misconduct, that parent would absent themselves from the BOM for any consideration of the matter by the Board.

The principle of impartiality in decision making means it is preferable that, where possible, the Principal arranges for another member or members of staff to conduct the investigation and to present a full report on the facts of the case and any other relevant information to the Principal. The Principal is then free to take a view about whether the pupil did engage in the behaviour and about the sanction, based on the report of the investigation.

Where circumstances require the Principal to conduct the investigation as well as making a finding before proposing the sanction, he/she must not only act fairly but be seen to act fairly. It is incumbent upon the Principal to review the investigation to ensure that it has been fully and fairly conducted. It should be evident to the pupil, parents, staff and other pupils that the Principal, as decision maker, is basing his decision, in an objective way, on the findings of the investigations.

The person alleging the misbehaviour, or who is a victim or a witness should not normally conduct the investigation.

Thoughtful application of professional judgement and knowledge of the requirements of fair procedures will generally guide decision making about suspension and expulsion in St. Felim's N.S. However, in circumstances of particular complexity, the BOM may need to seek legal advice to support their decision making.

Involving the Gardaí (p.68)

Where allegations of criminal behaviour are made about a pupil these will usually be referred to the Gardaí who have responsibility for investigating criminal matters. The Juvenile Liaison Officer will be a significant source of support and advice for St. Felim's N.S and the pupil.

Suspension:

Procedures in respect of suspension (p.74)

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, St. Felim's N.S will observe the following procedures.

1. Inform the pupil and their parents about the complaint, how it will be investigated and that it could result in a suspension. Parents should be informed in writing as it has the benefit of ensuring that there is a formal and permanent record of having let parents know.
2. Give parents and pupil an opportunity to respond.

A meeting will be set up with the pupil and their parents to provide an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour.

If a pupil and his parents fail to attend a meeting, the Principal will write advising of the gravity of the matter and the importance of attending a rescheduled 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 the parents and their response.

The period of suspension

A pupil will not be suspended for more than three days except in exceptional circumstances.

If a suspension for longer than three days is being proposed by the Principal, the matter will be referred to the BOM for consideration and approval.

The BOM will formally review any proposal to suspend a pupil, where the suspension brings the number of days the pupil has been suspended in the current school year to twenty or more. Any such suspension is subject to appeal under section 29 of the *Education Act 1998*

Appeals (p.76)

The BOM will offer an opportunity to appeal the Principal's decision to suspend a pupil. In the case of decisions to suspend made by the BOM, an appeals process will be provided by the Patron.

Section 29 Appeal

Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the parents may appeal the suspension under section 29 of the Education Act 1998, as amended by the *Education Act 2007*.

At the time when parents are being formally notified of such a suspension, they and the pupil will be told about their right to appeal to the Secretary General of the Department of Education and Science, [DES], under section 29 of the Education Act 1998, and will be given information about how to appeal.

Implementing the Suspension**Written Notification**

The Principal will notify the parents and the pupil in writing of the decision to suspend. The letter will 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 pupil 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
- The right to appeal to the Secretary General of the DES [Education Act 1998, Section 29].

The letter will be clear and easy to understand. Particular care will be taken in communicating with parents who may have reading difficulties, or whose first language is not English.

Engaging with pupil and parents

Where a decision to suspend has been made, the Principal, or another staff member delegated by the Principal meets with the parents to emphasise their responsibility in helping the pupil to behave well when the pupil 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 BOM decides to remove the suspension for any reason or if the Secretary General of the DES directs that it be removed following an appeal under Section 29 of the Education Act 1998

After the suspension ends

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

Reintegrating the pupil

St. Felim's NS will help the student to take responsibility for catching up on work missed. Where possible, the school will arrange for a member of staff to provide support to the pupil during the reintegration process.

Clean slate

When any sanction, including suspension, is completed, a pupil will be given the opportunity and support for a fresh start. This is in line with our philosophy of *repair* as part of our school ethos. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed, the school will expect the same behaviour of this pupil as of all other pupils.

Records and Reports***Records of investigation and decision making***

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

Report to the BOM

The Principal will report all suspensions to the BOM with the reasons for and the duration of each suspension.

Report to NEWB

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

Review of use of suspension

The BOM 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:

Procedures in respect of expulsion (pp.83-86 NEWB Guidelines)

Inform parents in writing of alleged misbehaviour, how it will be investigated and that it could result in expulsion.

Give parents and students the opportunity to respond before a decision is made.

- A detailed investigation carried out under the direction of the principal
- A recommendation to the BOM by the Principal
- Consideration by the BOM of the principal's recommendations and the holding of a hearing
- BOM deliberations and actions following the hearing. (page 85 NEWB guidelines)
- Consultations arranged by the Education Welfare Officer
- Confirmation of the decision to expel.

(1) If BOM is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing, of its opinion and the reasons for this opinion.

(2) The student cannot be expelled before the passage of 20 school days from the date on which the EWO receives this written notification.

Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18), are entitled to appeal to the Secretary General of the Department of Education and Science (DES) against some decisions of the BOM, including: (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

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

7. RECORD KEEPING

In line with the school's policy on record keeping and data protection legislation, any records kept are written in a factual and impartial manner.

At class level the teacher will use a common sense approach in maintaining records and will use positive comments to reinforce good behaviour.

When the school is informed about alleged incidents of bullying, teachers should follow the recording procedure as set out in the anti-bullying policy. The school's procedures for noting and reporting bullying behaviour are as follows:

Informal (pre-determination that bullying has occurred)

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher.

- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.
- The relevant teacher must inform the Principal of all incidents being investigated.
Formal-determination that bullying has occurred
- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- In St. Felim's we will use the incident reporting form, available in the Principal's office and on the school server

8. PROCEDURES FOR NOTIFICATION OF PUPIL ABSENCES FROM SCHOOL (SEE ATTENDANCE POLICY)

The school attendance of individual pupils is recorded on Aladdin, our online administration system, by each class teacher on a daily basis. Where a substitute is employed the secretary may input attendance. The Leabhar Tinrimh (Attendance Book) is automatically updated. Individual attendance is recorded on a pupil profile which each teacher has access to. Designated administrators also have access to this. These include Principal, Deputy Principal and Secretary.

If a pupil does not attend on a day when the school is open for instruction, his/her non-attendance will be recorded by the class teacher. The roll call is taken prior to 10.30 a.m each morning. Any pupil not present will be marked absent. Late attendance will be recorded on Aladdin. A note from parents/guardians is required to explain each absence. Such notes will be retained by the class teacher. Parents/guardians must also provide a note/inform the school if a child departs early during the school day. Absence notes may also be emailed to secretary@stfelimsns.ie. A log of early departures is maintained in the office whereby the adult accompanying the child departing early signs the log giving details.

Parents/guardians are made aware of the requirements of the NEWB particularly the by-law relating to absences of more than 20 days per school year. They are notified in writing on the end of year report of the total number of absences during the school year. Pupils whose non-attendance is a concern are invited to meet with the Principal during Parent/Teacher meetings and are informed of the school's concerns.

Parents are notified of absences of 15 and 20 days in advance of the school informing the NEWB.

Late arrivals: Parents are requested to contact the school via phone/note/email or in person to explain the late arrival of their child to school. Where possible parents are asked to accompany their child to the school reception if they are late and to sign their child in. This information is then recorded on Aladdin. This is extremely important as parents and the school need to know where a child is if they arrive after the 9.10 a.m. The school is obliged to inform the NEWB of children who regularly arrive late. We do understand that children may be late on occasion due to unforeseen circumstances.

9. MOBILE PHONE POLICY

The use of mobile phones by children who attend the school is not allowed while the children are in the care of the school staff, while at school, on trips from the school or involved in extracurricular activities. The children should, therefore, not bring mobile phones and other personal devices to school or when engaging in school related activities.

Teachers will have a contact number in the event that it is necessary to make contact with a parent/guardian.

Sanctions

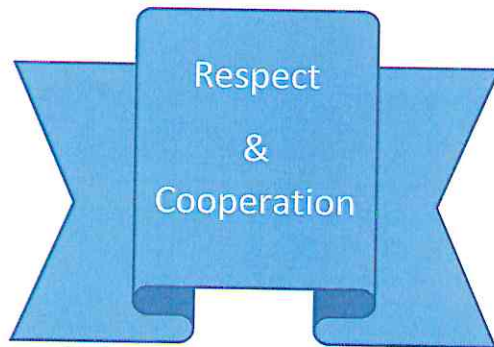
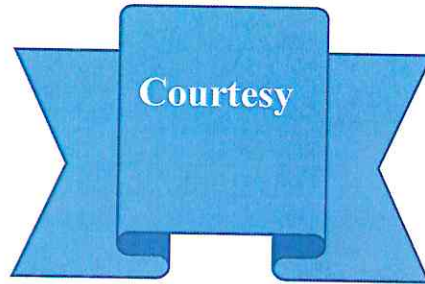
If a pupil uses a mobile phone or personal device to take photographs, video footage or recording of other pupils or staff members, or shares inappropriate messages via Bluetooth or other methods, this will be regarded as serious unacceptable behaviour and disciplinary action will be taken in accordance with the School's Behaviour Policy and or Anti-Bullying Policy. It should be noted that it is a criminal offence to

Minor	<ul style="list-style-type: none"> Infringement of school rules (Courtesy, Quiet Walking, Good Listening, Respect & Co-operation). Each teacher will explain the rules as relevant and age appropriate to their class. This will be done regularly.
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Appendix 2: Levels of intervention as recommended by NEWB Guidelines (2008)

Support for all	Most students behave appropriately, with the help of consistent and clear rules and routines in class and in school. Occasional, minor misbehaviour should be attended to routinely and effectively through the skill of the classroom teacher.
Additional support for some students	Some students need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing, behaviourally, socially and educationally. Additional inputs or interventions might include: <ul style="list-style-type: none"> referral to another teacher or adult who can work with the student involving the Special Education/Pastoral Care team setting targets for behaviour and monitoring them with the student in a supportive way behaviour contracts
Specialised support for a small minority of students	A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home. The Principal and staff should build good links with any local support services that may be able to assist in responding to the needs of a student with behavioural difficulties. Sources of support may include the National Educational Psychological Service, HSE Community Psychology Services, the National Behavioural Support Service, the National Council for Special Education, Child Guidance Services or Adolescent Mental Health Services. Schools must be cognisant of their obligations under the Equal Status Acts 2000 with regard to making reasonable accommodation for students with disabilities.

Key Messages



Telephone 049 433 7546
Fax 049 433 7546
Email: ballinaghns.ias@eircom.net



Scoil Náisiúnta Naomh Féilim
Béal Átha na nEach
Roll Number 16921 K

Policy: Code of Behaviour

This policy was ratified by the Board of management of St. Felim's N.S at a BoM meeting on:

Date: 30/9/24

Signed: Marie Fox

Marie Fox
Chairperson BOM

Brian Doyle

Brian Doyle
Acting Principal

Review Dates:

September '26

