

Rathcoole Educate Together NS



Code of Positive Behaviour

Introductory Statement

This code was prepared in accordance with the guidelines issued by the National Education Welfare Board (NEWB). The Draft Code was ratified by the Board of Management on the 01/09/2020.

The Code of Positive Behaviour places a greater emphasis on rewards rather than sanctions or punishments through implementing the Incredible Years programme throughout the school.

The school will also use the Lauren Brukner book, *A Kid's Guide to Staying Awesome* and the Zones of regulation to promote Emotional regulation and give the children the language to describe what they are feeling and exercises to regulate themselves. The staff and children will have common language when talking about emotions and ways to resolve it.

The staff will also be given the questions for Restorative Practice and these will be used to deal with incidents in the school.

The code of positive behaviour helps the school community to promote the school's unique ethos, relationships, policies, procedures and practices that encourage good behaviour and minimise unacceptable behaviour. This policy also helps staff, students and parents/caregivers to work together to create a happy, caring, respectful and safe school environment.

Our code expresses the vision, mission and values of Rathcoole Educate Together. It translates the expectations of staff, parents and students into practical arrangements that will help to ensure continuity of learning for all students. It helps to foster an orderly, harmonious school where high standards of behaviour are expected, supported and recognised.

Mission Statement

Rathcoole Educate Together is a multi-denominational school under the patronage of Educate Together. We are committed to creating a caring, supportive and respectful atmosphere at school, where every student can achieve their full potential. The ethos of the school is reflected in our Code of Behaviour with the emphasis on respect for self, for others and for the environment.

The aims of the Code of Positive Behaviour are: is to ensure that the individuality of each child is respected and that individual differences are celebrated, acknowledging the right of each child to an environment in which they can learn safely and grow. To facilitate the education and development of every child.

- Through the implementation of the Incredible Years programme, Lauren Brukners, A Kids Guide to Staying Awesome, Zones of Regulation and Restorative Practise as a whole school approach to the management of behaviour issues, we seek to promote positive behaviours and self-discipline in an atmosphere of respect, acceptance, open-mindedness and consideration for others.
- To ensure an educational environment that is guided by our Educate Together ethos.
- To ensure the safety and well-being of all members of the school community.
- To assist parents and students in understanding the school's code of positive behaviour and to ensure their co-operation with its implementation.
- To ensure that the system of standards, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

The entire school community has a part to play in contributing to this environment.

Roles and Responsibilities

The responsibility for the implementation of this policy rests with the partners in education i.e. the Board of Management, principal and teaching staff, students and the parents/caregivers of the students at Rathcoole Educate Together.

The school's standards of behaviour describe the behaviour expected of all members of the school community, staff and students, parents/caregivers and visitors. These values are put into practice through simple, clear and consistent school standards and routines which are built on:

- respect for yourself
- respect for others
- respect for your school

Responsibilities of Board of Management

- Provide a comfortable, safe environment.
- Ratify the code of behaviour
- Support the Principal and staff in implementing the code.

Responsibilities of Principal

- Promote a positive climate in the school.
- Ensure that the code of behaviour is implemented in a fair and consistent manner and arrange for review of the Code, as required.

Responsibilities of staff

- Support and implement the school's code of behaviour.
- Create a safe working environment for each student and affirm good work.
- Be courteous, consistent and fair.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Responsibilities of Parents/caregivers

Schools need the support of parents/caregivers with regard to good behaviour and discipline.

Parents can help their children in the following ways:

- Parents/caregivers should provide their children with positive models of behaviour.
- Children need boundaries and standards about behaviour. Talk to your child about school standards. They help make the school a safe place where everyone can learn and nobody feels left out or threatened.
- Be interested in, support and encourage your child's school work.
- Cooperate with staff in instances where your child's behaviour is causing difficulties for others.
- Answer any phone calls from school promptly.
- Ensure that there is always someone available to collect child from school promptly at school's request.
- Attend meetings at the school as requested.
- Check your child has all their needs for class i.e. books, copies pens, pencils, rubber, ruler, etc.
- Share information with the school in relation to any problems which may affect child's progress / behaviour.
- Behave in a respectful manner to all members of the school community.
- Ensure that your child attends school regularly and on time.
- Children are supervised in the mornings from 8.30am. It is parents'/guardians' responsibility to ensure their child is supervised if on site before that time.
- Children must be collected promptly at 1.10/2.10pm. For our Infant classes, an adult must collect the child from the school door. For health and safety reasons, from 1st-6th class, the children must remain in the school yard, supervised, until a parent/guardian arrives to collect them. At 2.15pm, any uncollected children will be brought back into the school building and must be signed out from there by an adult. The only exception to this will be if a parent/guardian submits a written request to allow their child/children to leave the school and walk home independently. In this case, the school accepts no liability for supervision of the child once they leave the school grounds.
- Inform the school if an unknown adult will collect their child.
- Ensure the school has up to date contact information for parents/guardians.

Responsibilities of Students

The school has 5 core **School Standards**.

We try to be kind and gentle.

We try to be honest.

We try to look after property.

We try to work hard, respect others time.

We try to listen.

These standards are brought to the attention of the children through the staff on a regular basis. Behaviour that does not conform to one or more of these standards can be considered unacceptable. For each rule we have certain expectations, and these are explained and taught to all students. The success of the school's code of behaviour depends on consistency in the implementation of these standards. This will be achieved as follows:

- Teaching of the School standards
- Modelling the standards
- Rewards and Incentives for keeping the standards
- Prevention Strategies
- Sanctions for Breaking the Standards

Promotion of the School Standards

All students are taught the School Standards when they start school through the Jenny Mosely programme and they are revised consistently throughout their remaining years in the school. Parents are encouraged and expected to talk to their children about the standards and to encourage their children to keep them.

Individual standards will be highlighted at regular periods at assembly for special attention.

The School Standards are promoted through the entire school community as follows:

- **Noticeboards**

The School standards are displayed prominently in each classroom and on notice boards throughout the school and on the website.

- **Assembly**

Assembly takes place monthly. It forms a valuable role in our whole school approach to developing self-esteem, promoting positive behaviour and effective discipline. Good work and achievements are highlighted, celebrated and rewarded. The school standards are emphasised and explained. Specific school routines for the classroom and yard are emphasised and explained. Envelopes will form an essential part of appreciating the efforts of each child to uphold the School standards.

- **Newsletters to Parents/caregivers**

A newsletter is sent to home on a monthly basis to inform parents of events taking place in the school.

The school standards will be highlighted in the Newsletter and parents/caregivers encouraged to reinforce these with their children.

- **Parent Information Booklet**

All Parents / caregivers are provided with a copy of the school's code of behaviour before enrolment as required by Section 23(4) of the Education (welfare) Act 2000.

Parents/caregivers must sign the code of behaviour, acknowledging it is acceptable to them and that they will make all reasonable efforts to ensure compliance with the code by the child.

Promoting good behaviour

Promoting good behaviour is the main goal of our code of behaviour. Rathcoole Educate Together uses the ideas of Restorative Practices and Incredible Years to promote a positive behaviour management approach. Staff members are made aware of the Positive Behaviour Policy, the

Incredible Years Programme and Restorative Practices. Training in these areas will be made available where appropriate and when available. Teachers will endeavour to match the curriculum to the abilities, aptitudes and needs of each individual child thus maximising engagement and promoting positive behaviour.

These are used to acknowledge and affirm good behaviour and good work and can consist of:

Individual Rewards:

- Envelopes at assembly for standards
- Proud walls and certificates
- Secret student
- Positive Calls/emails home
- Dojos
- Sticker charts
- Kindness tree

Whole Class Rewards

- Marble jar (option)
- 100 square

Whole School Rewards

- Recognition envelopes at assembly

Prevention Strategies

The most effective methodology in attempting to manage challenging behaviour is to prevent it occurring in the first place. Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions. The school's SPHE curriculum and the Learn Together programme is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

Prevention strategies used in the school may include:

- Restorative Practice
- Circle time
- Check in circles at morning meeting
- Emotional regulation training
- Organised activities at break time
- Carrying out useful tasks
- Helping in the school garden
- Sensory Breaks/Movement Breaks
- Care Team (class teacher, SET teacher and ANA if applicable)
- Use of individual behaviour systems
- School Support Plans and SET support
- Nurture room

Additional Supports

Children with additional needs may require assistance in understanding and respecting certain standards. Additional inputs and interventions may also be required to help some students manage their behaviour and to prevent them failing educationally. Such interventions could include

- Referral to SET team or Nurture Lead adult who can work with the student
- Individual Behaviour Support Systems may be devised in consultation with parents, class teacher, SET staff, ANA, and outside agencies. Professional assessments where available may inform and shape the plan.

Specialised Supports

A small minority of students may exhibit particularly challenging behaviour. The school, in cooperation with the student's parents will seek to avail of any local services that may assist in responding to the needs of the student. These services could include the National Educational Psychological Services (NEPS), CAMHS, relevant professional counselling services, etc.

Sanctions for Misbehaviour

The school strives to solve issues at the lowest level possible. Teachers encourage, support and show students how they may be able to resolve issues themselves. Most issues will be resolved at this point. Where sanctions are imposed they will be graded and reflect the seriousness of the behaviour. *(See Appendix B for examples of behaviours)*

Dealing with Minor Issues

Where issues occur the class teacher may employ any of a number of strategies to respond to, or divert children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage. These strategies may include:

- Gesture / Look / Whisper.
- Tactical ignoring.
- Carrying out a useful task in the school.
- Recognise students making good behavioural choices ● Rule reminder.
- Teaching Standards to class or class recitation of the standards.
- Expressing disappointment or disapproval, or using humour.
- Movement break session/ nurture room session
- Restorative Practices
- Proximal praise
- Emotional Regulation training

Dealing with more Serious Issues

Disruptive behaviours waste teaching and learning time and impinge on the good order and discipline in the school. When behaviour issues arise that require a sanction either because of the level of disruption, upset or hurt caused, or the persistence of the disruption the following sanctions will be used in a graded system to show disapproval and to discourage such unacceptable behaviour. Deputy Principal/Principal may be involved in investigating incidents as necessary.

Warning/Sanction Procedure

The school follows the following procedures:

1. Sanctions(to deal with persistent minor misbehaviour):

Classroom	Yard
Step 1: Verbal reprimand or warning	Step 1: Verbal reprimand or warning
Step 2: Child Persists with Behaviour:- In chair regulation movements	Step 2: Child Persists with Behaviour:- Time out for 1 – 5 mins for Junior Classes in the quiet area to regulate Time out 5 – 10 mins for Senior Classes in the quiet area to regulate
Step 3: Child Persists with Behaviour:- 5 minutes in the sensory area to regulate	Step 3: Child Persists with Behaviour:- Name recorded in incident report book and Restorative Practise conversation
Step 4: Child Persists with Behaviour:- Gross motor regulation circuit with an ANA	Step 4: Child Persists with Behaviour:- Parents informed and principal informed.
Step 5: Child Persists with Behaviour:Movement /sensory circuit outside with ANA	Step 5: Child Persists with Behaviour:Principal and parents meet to discuss behaviour plan.
Step 6: Child Persists with Behaviour over 5 days:- Principal is informed and organises a discussion with parents and a yellow card is issued. A behaviour plan is put in place	

2. Red Card (for repeated minor behaviours or more serious behaviours)

- a. **Immediate Red Card-** Single incident of severe misbehaviour (see red card list below). This is an immediate suspension as outlined in the suspension list in appendix C.
- b. **Persistent Insubordination.** If a student, after receiving a yellow card, continues to misbehave, they will be given a red card and an immediate 1 day suspension.
- c. **Cumulative Yellow Cards-** Where a student gets 3 yellow cards in any 5 day period the student is sent to the deputy principal / principal and gets a red card. Parents are contacted and a meeting held with Principal/Deputy Principal and class teacher if necessary. Behaviour contract is

drawn up. Loss of privilege (not a curricular area). **While one immediate red card may lead to suspension, a number of red cards in a period of time will lead to suspension.**

1. **Suspension- See Appendix C, Procedures for Suspension**

1. **Expulsion- See Appendix D, Procedures for Expulsion**

IMMEDIATE YELLOW CARDS GIVEN FOR:

- Defiance, refusal to do as asked by any member of Staff.
- Bad/Abusive language or gestures directed at another student. ● Throwing an object with the intention of hurting others ● Writing/Graffiti on school property.
- Spitting at someone.
- Threatening someone.
- Hurting someone intentionally.

IMMEDIATE RED CARDS GIVEN FOR

- Leaving school grounds without permission.
- Truancy.
- Flight risk children are exempt from this.
- Physical violence to another person.
- Involvement in a fight.
- Deliberate damage/destruction of school property.
- Use of obscene/abusive language to a member of staff.
- Racist remarks.
- Homophobic remarks
- Sexist remarks

Yard

For repeated serious misbehaviour on the yard arrangements may be made for the student. These may only be used in extreme circumstances.

- not to go to yard at break time.
- go home for break time.

School Trips and Outings

Student's behaviour on tours will comply with the standard set down in the school's code of behaviour. Where it is felt that a child's conduct would pose a safety risk or inhibit the educational benefit for self or others, the school management reserves the right to refuse the child permission to travel on school trips / tours / outings. Parents/caregivers will be advised of this in advance.

When the code of behaviour applies

The school's code of behaviour applies during school hours, at all extra-curricular classes or events, at swimming classes, at all fund-raising and social events organized by the school, on school tours, and at all events organised by, on behalf of, or in the name of Rathcoole Educate Together whether during school hours or outside of school hours.

The Board of Management reserves the right to investigate matters which occur outside of the school premises at any time if it impacts upon the school community or reputation.

Bullying

In dealing with incidences of bullying behaviour, teachers have regard to the school's Anti-Bullying Policy and are drawn up in accordance with Anti Bullying Procedures for Primary Schools (2013).

Absences / Communication

The Education (Welfare) Act, 2000, Section 18, requires parents to notify the Principal of a school of the reasons for a child's absence. In compliance with these sections, the following procedures apply. For absences of students from school parents will send a note upon the return of the child to school outlining the reason(s) for absence.

The Education (Welfare) Act 2000, Section 21(4) requires a School Principal to inform an Educational Welfare Officer in writing if the aggregate number of school days on which a student is absent from school during a school year is 20 days or more. Additionally, Section 21(4) authorises the School Principal to notify an Educational Welfare Officer if, in the opinion of the Principal, a child "is not attending school regularly".

Contact

Where any parent/caregiver has a concern about any aspect of behaviour the school should be contacted either by phone, in person or in writing and the matter brought to the attention of the child's teacher followed by the principal/deputy principal as appropriate.

Review

Our Code of Behaviour will be next reviewed in June 2023.

Chairperson

Parents/Guardians _____

Date _____

Appendix A

Standards of the School Explained

1. We try to be kind and gentle.

This means:

- That you will be helpful and treat other students and all staff with good manners and respect.
- That you will be gentle and kind, keeping unhelpful hands, feet, objects and comments to yourself.
- That you will be honest.

- That you will call others by their preferred names.
- That bad language, biting, bullying, kicking, punching, spitting is unacceptable behaviour.
- That you will respect the instructions of all the school staff.
- That you will not pick on or bully others.
- That you use the litter bins.
- That you respect school property and the property of other people.
- That you have respect for other cultures, religions and differences.
- That you will not bring mobile phones to school as they are not allowed.

Because:

- Everyone is entitled to good manners and respect.
- Bullying causes fear, hurt and misery.
- Offensive or abusive language shows disrespect and can cause hurt.
- Keeping the school environment pleasant and litter free is everyone's responsibility.
- You would expect the same respect for your property.
- Everyone has the right to be treated with respect

2. We try to work hard, respect others time.

3. We try to look after property.

This means:

- That you attend school every day unless it is absolutely unavoidable.
- That if you miss school you bring in a note in your journal.
- That you behave yourself on your way to and from school.
- That you have the proper stationary, books and copies required for class.
- That you will be careful with library books, your own books, pencils, markers, crayons.

Because:

- Time missed is hard to make up.
- The school is entitled to an explanation for your absences.
- The school is responsible for you during the day.
- The school expects that all students can come to and go home from school safely.
- It wastes time if you have not got your pens, copies, and books.
- Having items not needed for class causes distraction and wastes time.
- Most of our books are rented and will need to be passed on to another student at the end of the year. If we don't keep our belongings in good condition they won't last for the year.

4. We try to listen.

5. We try to be honest. This means:

- That you work to the best of your ability, and allow others to do the same.
- That you listen to your teachers.
- That you do not disturb the class.
- That you sit with the four legs of your chair on the floor at all times.
- That you put your chair up on the desk at the end of the day and help tidy the room.
- That you will put a quiet hand up to speak if the teacher is speaking.

Because:

- Everybody has a right to learn in a caring, safe and respectful environment.
- The teacher is trying to help you.
- Disturbing the class is unfair to others who wish to learn.
- It is dangerous to swing back on the two legs of your chair.
- Your journal helps you remember what you have to do and is a means of communication between school and home.
- It is important to take responsibility for tidying up after ourselves.

Appendix B

Examples of Behaviours

Examples of minor misbehaviour include:

- Continuous talking.
- Fidgeting.
- Inattention.
- Pushing and talking in the line.
- Writing and passing notes.
- Being in wrong yard area.
- Interfering in others games.
- Deliberate delaying while going to class lines on bell.

Examples of serious misbehaviours include:

- All minor misbehaviours when on a persistent basis.
- Behaviour that disrupts the learning of others in class.
- Refusal to do work.
- Telling lies.
- Name calling other students.
- Swearing / bad language to other students.
- Throwing food at other students. ● Rough play.

Examples of very serious misbehaviour include:

- Persistent disruptive behaviour.
- Persistent slugging / name calling.
- Persistent defiance and disrespect.
- Hitting or other aggressive behaviour.
- Throwing objects that could cause injury or harm.
- Racist / bad / inappropriate language deliberately directed at someone.
- Inappropriate harassment and bullying.
- Angry / aggressive play.
- Fighting.
- Deliberately spitting at another child .
- Leaving the school without permission.
- Verbal Abuse towards staff.
- Destruction of property.

Appendix C

Procedures for Suspension

Suspension is defined as a temporary, complete exclusion from school and activities.

The Board of Management has the authority to suspend a student. The authority to suspend a student for up to 4 consecutive school days has been delegated by the Board of Management in writing to the principal. The Principal is accountable to the BOM for the use of that authority.

A single incident of serious misconduct is grounds for immediate suspension.

Suspension

The Principal has been authorised in writing to impose an automatic suspension. The following behaviours will result in immediate suspension:

- Verbal abuse or threat of a staff member (1 day suspension).
- Initiating a physical fight (2 day suspension).
- Participating in a physical fight (1 day suspension).
- Persistent Insubordination i.e. refusing to follow the instructions of a staff member repeatedly during the school day (1 day suspension).
- Gross Insubordination i.e. refusing to follow the instructions of a staff member during an incident of violence or aggression (2 day suspension).
- Absconding (3 day suspension) for first incidence.
- Physical violence to a staff member (4 day suspension).

Other serious misbehaviours may warrant an immediate suspension if they put the health and safety of students or staff at risk.

When an assessment of the facts confirms serious misbehaviour that warrants suspension, the Principal will:

- Remove the student from the class.
- Inform the student of the suspension.
- Inform the parents of the suspension and need to collect the student from school.
- Arrange for a meeting with the parents on arrival to outline the behaviour and suspension.

Period of Suspension

A student will not be suspended for more than 4 days, except in exceptional circumstances where the principal recommends to the board of management that a period of suspension longer than 4 days is needed to achieve a particular objective.

The Board of Management considers the following circumstances are ones where the principal would consider recommending more than 4 days as an appropriate suspension. Any one of the following on its own may be considered appropriate to warrant a recommendation of a longer suspension:

- when the student fails to recognise or acknowledge the seriousness of the events leading to a proposed suspension.
- where injury has been inflicted on another person to such a degree of severity as to warrant medical attention and/or a visit to a doctor.
- where the student continues to display belligerence, hostility or aggression.

If a suspension longer than 4 days is being recommended by the principal the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

The Board of Management has authorised the principal in writing, with the approval of the Chairman of the Board of Management, to impose a suspension of up to 5 days in circumstances where a meeting of the board of management cannot be convened in a timely fashion, subject to the guidance already provided to the principal concerning such suspensions.

The Board of Management will formally review any proposal to suspend a student, where the suspension would bring the number of days for which a student has been suspended in the current school year to 20 days or more.

Appeals

The Board of Management will offer an opportunity to appeal a principal's decision to suspend a student for 3 or more days. If an appeal is to be considered before a suspension is to take place, then the student will be removed from class until the appeal is complete and the appeal decision is relayed to parents.

If the appeal against the decision to suspend is not upheld or if the period of suspension is altered but not set aside, then the suspension will begin as soon as practicable after the decision on the appeal is relayed to parents, normally starting the next school day.

Section 29 Appeal

Where the total number of days for which a student has been suspended in the current school year reaches 20 days, the parents may appeal the suspension under section 29 of the *Education Act 1998* as amended by the *Education (Miscellaneous Provisions) Act 2007*.

Parents will be notified of this right at the time when they are being formally notified of such a suspension. Information on how to appeal will also be provided.

Suspension as part of a Behaviour Management Plan

Suspension if implemented will be part of an agreed plan to address a students' behaviour . The suspension should:

- enable the school to set behavioural goals for the student and their parents
- give school staff an opportunity to plan other interventions
- impress on a student and their parents the seriousness of the behaviour

Removing a Suspension

A suspension may be removed or altered either immediately or retrospectively if the Board of Management decides, or, if the Secretary General of the Department of Education and Science directs it to be removed under Section 29 of the *Education Act 1998* as amended by the *Education (Miscellaneous Provisions) Act 2007*

Reintegrating the student

Parents will meet members of the behaviour committee for a re-entry meeting. The principal will arrange for a member of staff to provide support for the student during the reintegration process. The student will be given the opportunity and support for a fresh start.

The school will then expect the same behaviour of this student as of all other students.

Recording and Reporting

A record of the behaviour and sanction imposed will be kept which will include:

- The incident report.
- The notes from the meeting with the parents and student.
- The duration of the suspension and any conditions attached to the suspension.

Report to the Board of Management

The principal, if acting on the written delegated authority to suspend, will report all suspensions to the Board of Management.

Report to NEWB

The principal will report suspensions of 6 or more cumulative days in a year to the National Educational Welfare Board (NEWB) in accordance with NEWB reporting guidelines (*Education (Welfare) Act 2000, section 21(4)(a)*)

Review of the 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 and to ensure that use of suspension is appropriate and effective.

Appendix D

Expulsion Procedures

Expulsion is defined as the removal or banning of a student from a school due to persistent violation of that school's standards, or in extreme cases, for a single offense of marked severity.

The Board of Management has the authority to expel a student. This authority is a reserved function of the Board of Management and is not delegated to the Principal.

Before expelling a student, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

1. Meeting with parents and the student to try to find ways of helping the student to change their behaviour.
2. Making sure that the student understands the possible consequences of the behaviour, if it should persist.
3. Ensuring that all other possible options have been tried.
4. Seeking the assistance of support agencies, if appropriate

A proposal by the Board of Management to expel a student requires serious grounds, such that:

1. The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
2. The student's continued presence in the school constitutes a real and significant threat to safety.
3. The student is responsible for serious damage to property
4. While the grounds for expulsion may be similar to those of suspension, where expulsion is considered, the school authorities are satisfied that they have tried a series of other interventions and are satisfied that they have exhausted all possibilities for changing the students behaviour.

Expulsion for a First offence

The Board of Management reserves the right to expel students for a first offence for the following behaviours:

1. A serious threat of violence against another student or member of staff.
2. Actual violence or physical assault.
3. The supply of illegal drugs to other students in the school.
4. Sexual assault.

Expulsion

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

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 an Education Welfare Officer of the National Educational Welfare Board
6. Confirmation of the decision to expel.

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

In investigating an allegation the principal will:

- Inform the student and parents about the details of the alleged misbehaviour, how it will be investigated and that it could lead to expulsion.
- Give the parents and student every opportunity to respond to the complaint before a decision is made and a sanction imposed.

Parents will be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know.

Step 2: A recommendation to the board by the Principal

Where the principal forms the view, based on the investigation 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 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. It will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations.

Where a Board of Management decides to consider expelling a student, it will hold a hearing.

At the hearing:

- The Principal and the parents will put their case to the Board in each other's presence.
- Each party will 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.
- Parents may wish to be accompanied at hearings and the Board will facilitate this.
- After both sides have been heard, the Board will 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

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 will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)).

The student will not 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 will 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

To ensure that arrangements are made for the student to continue in education the Educational Welfare Officer will:

- 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).

Pending these consultations, 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 will be considered where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

Where the 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 will formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal).

Parents will be notified immediately that the expulsion will now proceed. Parents and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the 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 and to ensure that expulsion is used appropriately.

Promoting Positive Behaviour during Covid 19

- We will operate our usual positive behaviour policy but please be aware some of our usual provisions and strategies will not be possible.
- Children cannot be moved to a different seating pod nor sent to another classroom.

- Numbers of children in support rooms will also be limited due to distancing.
- Each class team will need to work on strategies for the particular children in their care following the guidelines as far as possible but also taking consideration of the wellbeing of the child.
- All children must understand that we need a greater level of compliance than usual around behaviour and in particular around moving in the building and in and out of the building.
- Behaviour in all communal areas of the school has to be calm and measured at all times. ● Where possible our approach to this should be positive and reward based.
- Where a child is struggling to co-operate discussion, support and sanction if necessary should be at class level in the first instance.
- If the behaviour is repeated or continues please ask a member of the Covid team from your floor of the building to speak seriously with the child.
- If the behaviour continues after this, please inform the Principal and the parents. Any intentional Covid-based poor behaviour eg. coughing or spitting on anyone on purpose or any taunting or teasing about Covid, anxiety, mask-wearing etc. should be considered serious misbehaviour and be referred immediately to the Covid team, Principal and parents.