

Raheen Wood Steiner National School Code of Behaviour

*“With the work of our hands,
With the thoughts of our hearts
And with the words of our mouths
We fill our school with goodness, beauty and truth.”*

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All School Behaviour Values.

In our school we strive to uphold the following values in our behaviour:

- 1. *We come to school to work and learn together***
 - ❖ We arrive punctually
 - ❖ We make sure we do the right thing at the right time.
 - ❖ We try hard to do our best work.
 - ❖ We learn from our mistakes.
 - ❖ We listen to our teachers and treat them with respect.

- 2. *We treat other people as we would wish to be treated ourselves***
 - ❖ We listen and learn from each other.
 - ❖ We respect and value each other's differences.
 - ❖ We use respectful and appropriate words to resolve our problems.
 - ❖ We are fair and kind to each other.

- 3. *We work together to make our school a safe and happy place***
 - ❖ We are thankful for what we have.
 - ❖ We treat all things with care.
 - ❖ We take turns and we share.
 - ❖ We help each other to feel safe and well cared for

The purpose of these values is to help us all to remember the ways in which we need to behave in order to make our school the safe and happy place that we want it to be.

Where and when the Code of Behaviour for Raheen Wood Steiner National School will apply

- This Code of Behaviour will apply to all school activities, regardless of timing and location.
- This will encompass the normal school day, activities that may extend beyond normal
- opening and closing times and all extra-curricular activities such as tours and festivals.

Aims of the Code of Behaviour

- To identify and reinforce behaviour which helps to make our school a safe and happy place where children and adults come to work and learn.

- To enable teachers and parents to communicate and work together effectively to surround the child with clear, consistent boundaries within the context of a loving authority.
- To provide clear and consistent boundaries for children's behaviour in a way that is appropriate to their stage of development and respects the needs of the whole child.
- To highlight the responsibility of the teachers, Board of Management and parents to maintain a classroom and school environment which is supportive of the learning of every student.
- Where a child's behaviour disrupts the teaching and learning of other students, to identify the needs of that particular child and how those needs can be weighed against the needs of the other children and staff members.
- As the school community, represented by the Board of Management and the teaching staff, seek to intervene early and positively when a student's behaviour does not meet the expectations of the school, the early involvement of parents will be prioritised.
- To identify interventions that try to promote an awareness within the child of the impact of their behaviour (progress reviews to support this context).

Standards of Behaviour

In our general behaviour, we

- show consideration for other children and adults
- attend school punctually and on a regular basis
- do our best both in school and for homework, both written and oral
- use respectful language and tone of voice with adults and children alike
- are helpful and cooperative
- show respect for other children, their belongings and for school property
- take proper care of school books and equipment

In the classroom, we

- speak, using respectful language at all times
- listen to the teacher and to other pupils in their turn
- allow ourselves and each other to work to the best of our ability
- treat all children fairly and kindly
- follow the direction of our teachers
- obtain our teacher's permission to leave the classroom
- respect others, including the teacher, other pupils and visitors to the classroom
- participate in class and in all school activities
- value the belongings of other pupils and the property of the school
- keep our classroom clean and tidy

- have homework assignments completed on time.

In the playground, we

- play safely, avoiding games or play that are rough or dangerous
- include others in our games
- respect the yard supervisors and fellow pupils
- follow the directions of the playground supervisors
- remain in the school grounds at all times
- avoid swearing, fighting or name calling
- avoid littering the grounds
- heed the red flag – in wet weather, we avoid playing on the pitch

On arrival to school prior to lessons beginning, children must congregate in the restricted area. Upon dismissal of class at the end of lessons, they proceed to their bus station or the assembly point (see Car Park Safety Document). School rules apply when off site.

Ways of working with behaviour in the Kindergarten

Promoting positive behaviour in junior and senior infants.

- Good rhythm to each day with consistency
- Established rituals to support tasks
- We have clear and consistent boundaries
- Staff teamwork approach with healthy inter-personal relationships
- Staff are conscious role-models for behaviour
- Parents are informed of how their children behave through informal chat at drop off or collection times if possible
- We involve parents when there is an issue with their child's behaviour
- Informal review each day at home time of our achievements and successes and brief look forward to next days challenges
- Keeping of records of each child's behaviour on daily basis
- Undertake child study in Educational Meeting for children who might need support in modifying their behaviour. The parents / guardians are involved in such a study.

Appropriate behaviour

Some children, who have misbehaved, cannot always respond to directions and explanations. They need adult support to help calm down and make the situation right again. The teacher acts as role model and assists and shows the child what is

best to redeem any situation. Through the adults role-modelling the child becomes socially aware and responsive and together they resolve issues. We work with respect for both the child and the deed.

Each child is expected to:

- Be well behaved and show consideration for other children and adults
- Use respectful tone and language
- Be helpful and co-operative
- Engage positively in group activity being attentive to the task at hand
- Treat others as they would like to be treated themselves
- Show respect for property and belongings of others
- Take proper care of equipment
- Listen and respond to teacher's guidance

In garden:

- Stay within boundaries, and only leave when their guardian accompanies them
- Respect tools and materials and tidy away at home time
- Help each other to feel safe and cared for
- Take turns and share

In forest:

- Stay behind the leader and in front of the adult at the back while walking
- Move in an orderly fashion giving space to each other
- Stay within the given boundaries
- Wait at designated stopping points on signals

Inappropriate Behaviour

- Disrespect towards any other individual
- Disrespect towards property and equipment
- Foul language or verbal teasing or abuse
- Endangering or offending others deliberately
- Interfering with orderly learning environment
- Ignoring teachers guidance
- Crossing school boundaries.

Working with Challenging Behaviour

<u>Levels</u>	<u>Description</u>	<u>Sanctions</u>
Level 1: Minor misbehaviour	When doing the wrong thing at the wrong time	<ul style="list-style-type: none"> • Verbal reminder with positive statement, • provide support in focusing, guide pupil and task to quieter space • Clarify incident with view to redemption and make amends and start again.
<u>Level 2:</u> Serious misbehaviour (requiring the intervention of teacher, principal and parents)	<p>More serious and deliberate disobedience that will necessarily involve another staff member.</p> <p>Parent/Guardian is informed at pick up time</p> <p>Incident is documented and reported to principal</p>	<ul style="list-style-type: none"> • Remove child (or rest of class) whichever is safer. • If misbehaviour continues, remove child to care of another teacher in another setting. • Loss of privilege . • If none of the above alters behaviour then there is an after school activity from 1.30 p.m. to 2.00p.m. inclusive of a parent.
<u>Level 3:</u> Gross Misbehaviour		<ul style="list-style-type: none"> • Informal and unacknowledged suspension-

<p>(requiring the intervention of teacher, principal and Board of Management)</p>		<p>parents are asked to pick up or to keep a child from school for part of the school day for serious of gross misbehaviours.</p> <ul style="list-style-type: none"> • If gross misbehaviour occurs again, automatic suspension. • Expulsion
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Ways of working with behaviour in the Main School Classes

1: Practising Good Behaviour

Teachers work with the Code of Behaviour Values that form the front page of this document. The Values are on display in the classroom. From time to time an activity in SPHE can be focussed on one of the particular values. Positive behaviour can be the focus for a school assembly. The class teacher will inform the subject teachers of expectations of classroom behaviour and what to do when they are not met. The class teacher should always be informed when behaviour in a subject lesson has deteriorated.

2: Working Together with Parents

At every stage of working to address and improve a child's behaviour, it is essential that teachers work hand in hand with the parents of that child.

Each child is given a Home-School Book. Teachers will use this book on occasions when they notice something particular about the child's work, achievements or behaviour.

Parents can use this book to record anything that needs to be communicated from home, including reasons for absence, an event in the family, a slight illness etc.

Where there is an emerging concern about behaviour, it is important for a conversation to take place between teacher and parent, so that the home can support the school's actions.

3: Actions which awaken children to the reality of inappropriate behaviour

In order to establish a common understanding and consistent response, the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption

caused by the misconduct. The Code also specifies the description of the misconduct and the sanctions to be employed.

Levels	Description	Sanctions
<p>Level 1: Minor misbehaviour (requiring the intervention of teacher and/or principal teacher)</p>	<ul style="list-style-type: none"> • Failing to observe the class teacher’s rules of behavior. • Interrupting the teacher and/or class. • Disrespectful language. • Teasing/name-calling. • Leaving a classroom in a disorderly fashion. • Leaving class without permission. • Eating in class without permission. • Eating of chewing gum in school. • Playing roughly • Failing to do school work 	<ul style="list-style-type: none"> • Verbal reprimand. • Yellow card. • Second yellow card leads to red card. • Red card can lead to: <ul style="list-style-type: none"> a) Withdrawal of privileges. b) Carrying out useful task in classroom at breaktime. c) Sending to another teacher for specific time or lesson period. d) May require written explanation of the incident. <p>Red Cards are recorded and principal is informed.</p>
<p>Level 2: Serious misbehaviour (requiring the intervention of teacher, principal and parents)</p>	<ul style="list-style-type: none"> • Repeated instances of Level 1 which have not been modified by sanctions given. • Behaviour (intentional or not) which is dangerous to themselves or others ie: shoving, pushing, spitting, pinching, scratching, kicking, fighting, hitting. • Absconding from Classroom. • Bullying • Deliberate disobedience. 	<p>All Level 2 incidents are recorded in Incident book and reported to Staff Meeting.</p> <ul style="list-style-type: none"> • Removal from class grouping by principal teacher • Reporting of incident to parents/guardians by principal. • Withdrawal of privileges at the discretion of class teacher and principal • Issuing of written warnings by

	<ul style="list-style-type: none"> • Stealing • Intentional damage to school or personal property. • Abscond school grounds • Derogatory reference teasing/taunting to another person’s race, gender, religion, physical condition, disability, or ethnic origin. • Threatened physical assault on pupils, teachers and/or ancillary staff. • Verbal abuse of another child, teacher or ancillary staff. • Climbing on and throwing furniture. 	<p>principal.</p> <ul style="list-style-type: none"> • Detention <p>After school detention will occur when the above Level 2 sanctions prove to be ineffective.</p>
<p>Gross Misbehaviour (requiring the intervention of teacher, principal and Board of Management)</p>	<p>Repeated instances of Level 2 which have not been modified by sanction given.</p> <ul style="list-style-type: none"> • Violent assault on another child/ teacher and /or ancillary staff. • Repeated verbal abuse of another child • Repeated verbal abuse of teacher and/or ancillary staff • Significant damage to school and staff equipment intentionally. • Inappropriate behaviour of a sexual nature which may include possession or distribution of material of a sexual nature in print or digital 	<p>All Level 3 incidents are recorded in the Incident book, reported to parents, staff (in staff meeting) and reported to the Board of Management.</p> <ul style="list-style-type: none"> • Withdrawal of privileges at the discretion of class teacher and principal • Suspension • Expulsion

	form. <ul style="list-style-type: none">• Arson.• Intentional possession or use of weapons or illicit drugs.	
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Note: The above lists are illustrative. There may be incidents of behaviour that have not been foreseen. The teaching staff will have to use its professional expertise in dealing with any such situation. Appropriate sanctions will apply in line with our Code of Behaviour, taking into consideration the age of the pupil. (Teachers will apply their professional judgment when dealing with Kindergarten class)

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations which include illegal activity may result in contact with the Garda Síochána after parental involvement.

Six step approach to aid teachers in implementing sanctions in main school. (Teachers from time to time will have to use their own discretion in following these steps)

Note: Each step mentioned below will be prefaced by a verbal reprimand, allowing the pupil time to reflect and correct his/her behaviour.

Step 1: Name recorded (yellow card)

Step 2: Red Card. Red card can lead to

- Withdrawal of privileges.
- Carrying out useful task in classroom at break time.
- Sending to another teacher for specific time or lesson period.
- May require written explanation on part of pupil of the incident.

Red Cards are recorded and principal is informed. Before the pupil returns to his/her seat the teacher will discuss the inappropriate behaviour with the pupil. The purpose of this is to ensure, as far as possible, that the child will learn from the imposition of the sanction and recognise how to avoid subsequent transgressions. Teacher may inform the parents/guardian.

Step 3: Repeated red card or serious misbehavior. Parents informed by principal and child loses a privilege. Parent and child may be asked to sign a Behaviour Contract.

Step 4: Detention. When the contract has been broken, detention will occur. Detention will take place at 3.00 pm on a designated day. This lesson will focus on helping the child to understand the importance of our behaviour values. It may also include performing a task that is appropriate to make amends for what has been done wrong. Parents will be informed of this appointment at least 24 hours in advance. They will need to arrange to collect their child at 3.45pm promptly.

Step 5: Suspension. (See page 12)

Step 6: Expulsion. (See page 15)

- Serious or Gross misbehaviour can bypass steps 1, 2, or 3 and result in immediate detention or suspension depending on the severity of the offence.
- Any pupil continually ending up on step 3 will be placed on detention.
- Any pupil continually ending up on detention, principal will speak with parents informing them if misbehaviour continues the school will have no choice but to suspend the pupil. (In the interest of the other pupils in the class/school)
- Detention will be supervised by a teacher on day of College of Teachers Meeting

The case of a child for whom these measures have become necessary is brought to the weekly College of Teachers meeting. A Child Study may be undertaken by the group of teachers, in order for the Class Teacher's inner work in helping such a child to be supported by colleagues.

Whole school system of recording behaviour

The school staff will record misbehaviour in the following manner. Incidents of minor misbehaviour will be recorded in writing by the individual teacher dealing with the incident(s) in question. Where necessary, that teacher will inform the child's own class teacher of the misbehaviour. Incidents of a serious or gross nature will be recorded in the Behavioural Incident Report Book. The incident will be recorded in a detached manner giving the facts only. Pupil initials and/or roll number will be used to maintain confidentiality

A framework for intervention (sanctions) based upon the level of misbehaviour

The following table illustrates the staged approach to be adopted with regard to intervention in instances of misbehaviour. It matches the intervention with the appropriate personnel.

Type of Misbehaviour	Personnel involved
Minor misbehaviour	Occasional, minor misbehaviour will be attended to routinely by the class teacher and/or the teacher on supervision duty
Serious misbehaviour	Serious misbehaviour (or persistent minor misbehaviour) will be attended to by the class teacher, supervising teacher and principal teacher. This level of misbehaviour will involve notification of parents.
Gross misbehaviour	The teacher, principal teacher, parents, Board of Management will be involved at this stage. Outside agencies such as NEPS, the TUSLA and the Garda Síochána may become involved at this stage

Consistency in the application of sanctions will be ensured by constant communication between staff members at the weekly College of Teachers meetings and reported to the Board of Management.

Involving parents/guardian in management of problem behaviour

This section of the Code of Behaviour deals with the means of involving parents in the management of misbehaviour. Raheen Wood Steiner National School recognises the importance of involving parents fully in the general implementation of the Code of Behaviour. While a philosophy of “prevention is better than cure” is desirable, it must be acknowledged that parental support is critical to the effective handling of difficult behaviours. To this end, the following steps will be implemented:

1. Parents may be contacted by the class teacher in the event of repeated minor misbehaviours. (On reaching step 2) Parents will be contacted on child reaching step 3.
2. Parents will be informed by Principal and may be invited to the school to discuss the incident in question and sign a contract. The meeting will be convened with the best interests of the pupil, the parents and the school to the fore. A tone of respect should be evident at all times by all parties to the discussion. (step 3) The pupil in question may attend for part of the meeting if deemed necessary by the teacher, principal and parents.
3. In the event of the contract being broken, parents will be contacted and arrangements made for detention. (step 4)

4. A written record of the meeting must be kept and should be signed by both parties.. *
5. Step 5 and Step 6- Please see below

Suspension/Expulsion

Section 23(2) of the Education (Welfare) Act, 2000 stipulates that schools must include suspension and expulsion procedures in the Code of Behaviour. This aspect of the Code of Behaviour for Raheen Wood Steiner National School follows the guidelines in “Developing a Code of Behaviour: Guidelines for Schools” (NEWB, 2008).

Definition of “Suspension”

The NEWB Guidelines define suspension as “requiring the student to absent himself/herself from the school for a specified, limited period of school days”⁴

Authority to Suspend

The Board of Management of Raheen Wood Steiner National School has formally and in writing delegated the authority to impose an ‘Immediate Suspension’ to the Principal Teacher. An ‘Immediate Suspension’ may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an ‘Automatic Suspension’ for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

* Note: In the event of serious or gross misbehaviours, the principal teacher will immediately contact the relevant parents/guardian.

Forms of suspension

Immediate suspension	Occurs when the principal teacher may consider that a pupil's continued presence "would represent a serious threat to the safety of the students or staff of the school, or any other person". (NEWB Guidelines pg:73)
Automatic suspension	Occurs when the gross misbehaviours listed above are evident.
Rolling suspension	Will occur when a pupil re-engages in serious or gross misbehaviours after returning from a previous suspension
Informal or unacknowledged suspension	Occurs when parents are asked to keep a child from school for part of the school day for serious or gross misbehaviours.

Procedures in respect of suspension

Raheen Wood Steiner National School is required by law to follow fair procedures when proposing to suspend a pupil. The NEWB Guidelines iterate that fair procedures have two essential parts:

(1) the right to be heard and (2) the right to impartiality

Sections 10.3 and 10.4 of the Guidelines outline these principles in detail. See pages 66 – 68.

The following procedures will be followed:

Informing the student and parents/guardians

- ☐ The student and his/her parents/guardians will be informed about the complaint in question
- ☐ The student and his/her parents/guardians will be informed about how the complaint in question will be investigated
- ☐ Parents/Guardians may be informed by phone or in writing of the matter.

Giving student and parents an opportunity to respond

- ☐ If possible, parents will be given an opportunity to respond before a decision is made and before any sanction is imposed (an exception may apply here in the event of a gross misbehaviour whereby pupils or staff are endangered by a child's continuing presence)

Procedural steps in relation to immediate suspension

- ☐ An investigation of the incident should establish the case for immediate suspension
- ☐ A formal investigation should follow the imposition of the suspension
- ☐ The same conditions for suspension will apply to immediate suspension.

The period of suspension

A pupil will not be suspended for more than three days except in exceptional circumstances where the principal teacher considers that a period of suspension of longer than three days is needed in order to achieve a specific objective. Suspensions for periods longer than three days will be referred to a meeting of the Board of Management.

Appealing a suspension

The Board of Management is obliged to advise parents/guardians of their right to appeal a suspension. The parents/guardians may appeal to the Board in the event of a suspension being made by the principal teacher. Under Section 29 of the Education Act 1998 parents have a right to appeal to the Secretary General of the Department of Education and Skills. (See p. 76, Developing a Code of Behaviour: Guidelines for Schools)

Implementing a suspension

In the event of a suspension, the principal teacher will confirm in writing to parents/guardians:

- ☐ the period of the suspension and the dates on which the suspension will begin and end
- ☐ the reasons for the suspension
- ☐ a recommended study programme to be followed during the suspension
- ☐ arrangements for returning to the school and a reaffirmation of 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 Department of Education and Skills

Removing a suspension

The Guidelines direct that a suspension may be removed if the Board of Management decides to do so for any reason or “if the Secretary General of the Department of Education and Skills directs that it be removed following an appeal under Section 29 of the Education Act 1998”. This directive will be implemented by Raheen Wood National School.

Re-integrating the pupil who had been suspended

The school will support the pupil's re-integration by arranging for a member of staff not involved in the suspension to act as a link with the pupil, the parents and the teacher(s) involved. This will involve the monitoring of the pupil's behaviour, his commitment to the Code of Behaviour and catching up on work missed owing to the suspension. Raheen Wood Steiner National School will afford the pupil in question the opportunity to start over with a clean slate.

Maintenance of written records and reports

In order to be fair and transparent the following procedures will be followed with regard to the maintenance of written records in cases of suspension:

- ☐ A written account of the allegation against a pupil will be created
- ☐ An account of the investigation will be written and will include notes taken at interviews
- ☐ A written account of the decision-making process will be made
- ☐ A written account of the decision and the rationale for the decision will be made
- ☐ A written record of the duration of the suspension and any conditions attached to the suspension, the appeals process and the provisions for return to school will be made
- ☐ The principal will provide the Board of Management with a written account to all suspensions made
- ☐ The principal will report suspensions to the TUSLA in accordance with the NEWB reporting guidelines in the Education (Welfare) Act, 2000, Section 21 (4) (a)

Reviewing the use of suspension

The Board of Management of Raheen Wood Steiner National School will review the use of suspension in the school to ensure that it is in line with the NEWB Guidelines and that the system is fair and follows proper procedure. This review will happen in the aftermath of a suspension.

Expulsion

Expulsion of a pupil is defined by the NEWB as 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" (Developing a Code of Behaviour: Guidelines for Schools pg:80).

The Board of Management of Raheen Wood Steiner National School has the authority to expel a pupil. It is considered that this is a right reserved to the Board of Management and that it cannot be delegated. As expulsion is a serious action to take, a number of key principles will apply:

- ☐ the expulsion should be a proportionate response to the student's behaviour

- ☐ all previous efforts to address serious misbehaviour should be considered to have failed before an expulsion is recommended
- ☐ a pupil and his/her parents/guardians will understand that the consequences of repeated misbehaviour and that the failure to amend his/her ways may result in expulsion from the school
- ☐ the assistance of support agencies has been sought

Expulsion recommendations require the following serious grounds:

- ☐ the pupil's behaviours were of gross nature (see listing above)
- ☐ the behaviour is a persistent cause of significant disruption to the learning of others and to the teaching process
- ☐ the pupil's continued presence in the school is real and significant threat to safety
- ☐ the pupil is responsible for serious damage to property

Expulsion for a first offence

The following behaviours will result in the recommendation of expulsion upon a first offence. The rationale for this is that the behaviours are so unacceptable as to form a threat to the safety of the general school population:

- ☐ a serious threat of violence against another pupil
- ☐ a serious threat of violence against a member of staff
- ☐ actual violence or physical assault
- ☐ supplying illegal drugs to other pupils in the school
- ☐ sexual assault

The following factors will be considered before proposing to expel a student:

1. the nature and seriousness of the behaviour
2. the context of the behaviour
3. the impact of the behaviour
4. the interventions tried to date
5. whether expulsion is a proportionate response
6. the possible impact of expulsion

Procedures in Respect of Expulsion:

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

- a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

- i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
 - ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond
- b) The Principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
- ii. ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

c) Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing.

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing

- i. as to the date, location and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management
- iii. that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

- i. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
- ii. each party will be given the opportunity to directly question the evidence of

the other party

- iii. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

d) Board of Management Deliberations & Actions following the Hearing

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

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
- v. Will suspend the student, if it is deemed likely 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 pupils or staff.

e) 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.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of Raheen Wood National School acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Appeals

The Board of Management of Raheen Wood Steiner National School will, in the event of an expulsion process being activated, inform the pupil and parents of their rights in this matter. The NEWB Guidelines state that “a parent . . . may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act, 1998)” and that “an appeal may also be brought by the National Educational Welfare Board on behalf of a student”.

Reviewing the use of expulsion

The Board of Management of Raheen Wood Steiner National School will review the use of expulsion in the school to ensure that it is line with the NEWB Guidelines and that the system is fair and follows proper procedure. This review will happen in the aftermath of an expulsion process taking place.

Maintenance of written records and reports

In order to be fair and transparent the following procedures will be followed with regard to the maintenance of written records in cases of expulsion:

- ☐ A written account of the allegation against a pupil will be created
- ☐ An account of the investigation will be written and will include notes taken at interviews
- ☐ A written account of the decision-making process will be made
- ☐ A written account of the decision and the rationale for the decision will be made
- ☐ The principal will report suspensions to the NEWB in accordance with the NEWB reporting guidelines in the Education (Welfare) Act, 2000, Section 21 (4) (a)

Children with Special Educational Needs:

In Raheen Wood Steiner National School, we have implemented the Inclusive Educational Framework (NCSE, 2011) to develop our code in relation to pupils with special educational needs. While monitoring the behaviour of a child with specific identified special needs, appropriate attention will be given to relevant psychological reports and Code of Behaviour. Reasonable accommodations are made to take account of the individual needs of those pupils who may require an individualised response. Such children will have an individual Behaviour Management Plan, and the Learning Support Team will be involved in supporting their behaviour.

Notification of a Child’s Absence from School

Under the Education Welfare Act 200, absences or lateness must be explained by a brief note written in home-school book and signed by a parent/ guardian or by contacting the office. Absences of 20 days or more must be referred by the school to the Educational Welfare Board. Any child wishing to leave school early should have a

note signed by their parent for the Class teacher stating what time they will be collected. Alternatively, the parent/guardian should contact the office directly. Parents/Guardians must use the sign-out book in the office to sign out pupils when they come to collect them. The Education Welfare Officer is available to support parents/guardians with attendance issues. Children with hospital or dental appointments on an ongoing basis should give a copy of appointments to the office. Daily attendance and punctuality are required from pupils. School opens to receive pupils at 08.50 a.m. each morning. If a child is absent from school, the parent/guardian is asked to notify the office. After a pupil has been absent, a note from the parents/guardians must be brought to the class teacher on the pupil's return to school.

Records

In the weekly teachers meeting we will report on the following as a matter of course:

- ☑ Incidents of misbehaviour,
- ☑ interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
- ☑ acknowledgement of improved behaviour
- ☑ Any sanctions imposed, and the reasons they were imposed

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

Plan for reviewing the Code of Behaviour

The Code of Behaviour will be reviewed in the following manner:

1. It will be a permanent item on the agenda of the last Board of Management meetings of each academic year and
2. It will be reviewed in the aftermath of a serious incident or series of incidents involving serious and/or gross misbehaviour
3. This Code of Behaviour should be read in conjunction with our Anti –Bullying Policy

Approval of the Code of Behaviour for Raheen Wood Steiner National School

Signed: _____

Date: _____

To be reviewed June 2017

Template for reviewing the Code of Behaviour (Rules)

Date of review	
Teachers present	
Reason for Review	
Next review scheduled for:	

Behavioural situation	Is this rule working? Yes/No	If no, why?	Suggested change
Classroom behaviour			
Playground behaviour			
Wet day behaviour			
Other school areas			
School-related activities			
Before lessons			
At end of lessons.			