



# Woodstock Educate Together National School (Woodstock ETNS)

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## Code of Positive Discipline & Behaviour:

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## INTRODUCTION

At Woodstock ETNS we aspire to excellence in an atmosphere of collaboration, authenticity and respect. We seek to promote holistic education of the highest quality for all our pupils in a happy, stimulating and safe environment.

This code of behaviour endorses the binding principles of Educate Together schools and expresses the vision, mission statement and values of the school and its patron. The principles of *equality-based, co-educational, child-centred education in a democratic environment* underpin the ethos of our school and all school policies.

### **Dissemination of Policy:**

All parents, can readily access a copy of this code at <https://woodstocketns.ie/our-policies/>. Additionally, on accepted enrolment they will be asked to sign up to supporting our Positive Discipline & Conduct code. The code is posted on the school's website and hardcopies are available on request. This code should be read in conjunction with the school's Anti-bullying, Child Safeguarding, Critical Incidents, Remote Teaching & Learning, Acceptable Use Policy, Homework and Health/Safety Policies. The Code of Behaviour and the Procedures for Implementing Suspension/Expulsion will be regularly reviewed. The next review will take place during the school year 2021/22.

## AIM

The overall aim of the Code of Behaviour at Woodstock ETNS is to promote and model within children a clear understanding of the need for acceptable and positive behaviour for the good of the whole school community and of the consequence for others and for themselves of unacceptable behaviour.

**Positive behaviour** will be visibly promoted, positively voiced and consistently valued by all the teaching team. If children fail to respect the code/misbehave they will find that sanctions are applied in a *fair and consistent manner* and that their ***own potential for good behaviour is affirmed even as the behaviour itself is rejected.***

Adults in the school, all staff and parents, are expected to model the school's standards of behaviour, in their dealings with each other and with the pupils.

Our Behaviour code was developed and designed to:

- Create a positive teaching & learning environment in which the overall positive aims and objectives of Woodstock ETNS can be realised.

- Foster self-discipline and a sense of responsibility in pupils and promote courtesy and good behaviour patterns based on consideration of, and respect for, the rights of others: Woodstock ETNS promotes a Restorative Practices Framework.
- Ensure the safety and wellbeing of all children, teachers and staff.
- Maintain a consistent and fair approach regarding rules, rewards and sanctions within the school.
- Ensure that school discipline allows for the smooth operation of an effective learning programme for all pupils.
- Assist parents and pupils in understanding the procedures that form part of the Code of Behaviour, and to seek their co-operation in the application of these procedures.
- Follow the TUSLA (Child and Welfare Agency) Code of Behaviour guidelines 2008

## **Code of Engagement at Woodstock ETNS – (visible, voiced & valued by all ADULTS)**

*A courteous and respectful atmosphere throughout the school is encouraged & modelled (visible, voiced & valued) to foster the foundations of positive life/social skills for our pupils and to facilitate the smooth running of the school.*

The adults in the school environment (including staff, parents and visitors) have a responsibility to model the school's standards of behaviour - both in their dealings with pupils and with each other - since their example is a powerful source of learning for pupils.

- Parents, staff and visitors to the school have a very important role in supporting the school's Code of Behaviour. The ways in which parents and teachers interact will provide pupils with a model of good working relationships. Parents and staff are expected to model the standards that pupils are asked to respect. In order to do this, they need to be familiar with the standards and to understand the importance of expecting pupils to behave according to these standards.
- The school's Code of Behaviour is a point of reference for all visitors to the school. Relevant concerns regarding pupil behaviour are dealt with in line with this Code.

## **Attendance and Punctuality – Part of Fostering Positive Practices:**

Woodstock ETNS recognises the importance of consistent school attendance in cultivating children's social and academic development. While recognising that children will be absent from school occasionally due to illness, urgent family reasons etc., it is strongly recommended that parents avoid unnecessary absences from school for their children as absences and poor punctuality can have an unsettling effect on children and may affect their behaviour. Parents should always make the school aware of the reason for absence or tardiness.

## **Implementation & Strategies for Promoting Positive Behaviour.**

1. Development of clear and simple classroom charters/rules in discussion with the children which promote positive behaviours and make clear to children boundaries.
2. A positive attitude permeates the code and its implementation. So that pupils will be prompted to do their best so that they may develop self-discipline, wherein greater emphasis is placed on encouragement and rewards than on sanctions. Good behaviour is encouraged and rewarded. Pupils are made aware not only of their rights to learn in a safe, secure and happy environment but also their responsibilities in upholding and creating this positive school ethos.
3. Appropriate behaviour will be promoted on a formal and informal basis and incidentally, including through Social and Personal Health Education (SPHE), Ethical Education, assemblies, group/individual instruction and coaching, liaison with parents, talks, and positive behaviour plans as deemed appropriate.
4. The varying needs of children - including children with special educational needs (SEN) - will be taken into account.
5. Actively & mindfully listening to and Involving pupils in the consultative process in the ongoing development of our Code of Behaviour.
6. Focusing on and promoting specific themes within the Learn Together curriculum e.g. friendship, buddy systems, relationships and how pupils treat each other.
7. Setting standards for pupil behaviour that incorporate high expectations and ensuring that they are clear, consistent and widely understood.
8. Adults modelling the behaviour that is expected from pupils.
9. Promoting positive relationships with parents to encourage effective learning and positive behaviour via FRIENDS for Life Resilience-based initiative which encourages pupils themselves to recognise and affirm good learning/social behaviours.

## General Guidelines for Positive Behaviour

- ✚ Respect for others, kindness and politeness are expected of each pupil.
- ✚ Pupils should respect school property and the property of others.
- ✚ Pupils should be environmental aware- helping together to keep our school environment litter free and clean.
- ✚ Pupils are expected to adhere to school rules.

## Around the School: WHOLE SCHOOL

1. Pupils/Adults should treat others with respect at all times. During learning and teaching time children/adults should respect others learning by following our simple **Junior Infant** Motto:

*Kind Hands,  
Kind Feet,  
Kind Words,  
Kind Heart.*

As pupils grow & learn together entering the Senior end of the school- **RESPECT** is used:

**R:** Respond in a respectful manner to everyone.

**E:** Every Effort counts!

**S:** Stay in your own Personal Space

**P:** Proud to Participate & Pay Attention

**E:** Encourage not Discourage others;

**C:** Be Calm/Come prepared to Learn

**T:** Take responsibility for your actions & Take time to reward yourself!

**Safety in the yards is important:** Pupils must stay within the boundaries in the yard/designated play areas. They may not leave the play areas for any reason during breaks without the permission of the supervising teacher.

At break times pupils are to follow the "**two bell**" instructions:

✚ First bell is a Freeze bell to give pause to our play.

✚ Second bell means we walk politely to our straight line so teacher can bring us safely into class.

Pupils must treat others fairly and play safely at all times. Anti-social, dangerous or hurtful behaviour is forbidden. Games or activities considered to be dangerous shall be prohibited. Pupils must not bring any sharp or dangerous items to the yard or to the school.

Pupils must aim to keep the yard and school environment litter free and tidy and show respect for both the natural and manmade environment.

Pupils must respect all school property and should use it with care.

At going-home time (1.25pm)- Junior infants will be walked out to the yard by the teacher. Pupils are to be collected by their designated parent/guardian and should leave the school premises in a timely and orderly fashion to ensure safety protocols are adhered to.

Use of personal communication devices e.g. **mobile phones/electronic games during school hours is not allowed.** All such personal pupil devices must be switched off and kept in school bags at all times. Any infringement of this rule will involve the confiscation of the phone and any other electronic equipment - this will only be returned to the parent of the pupil. Pupils are strongly discouraged from bringing any valuable personal property to school as the school cannot take responsibility for it if lost or damaged.

**Examples of Rewards Systems** for recognizing *whole school* positive behaviour may include:

Praise/Encouragement/Individual/Pair Golden Time Pass/Stickers & Stamps/Celebrating with peers.

### **In the Classroom**

To maintain the classroom as a safe, positive, learning environment children are expected to:

- Respect each child's right to learn.
- Respect each other's property and that of the classroom.
- Listen and respond attentively and courteously to their teacher and to each other.

A classroom code of behaviour (Charter) will be drawn up each year by the pupils with the teacher as coordinator. Rules will be kept to a minimum and be written in clear, simple language. They will generally be stated positively, telling pupils what to do as well as what not to do. They will be communicated and referred to regularly. Reward systems may be used as part of a class strategy or may be used as part of a planned intervention with a particular child.

**Examples of Rewards systems** for recognizing positive *classroom* behaviour may include:

Praise/Encouragement/Golden Time (Activity session normally take place on Friday afternoon)/Reward stickers, stars and stamps / Visual attainment system e.g. marble jar/compliment cards.

## **Classroom Management of Negative Behaviour in Junior classes: 8 Steps**

1. Remind through whole class song our JI Motto "*Kind hands, kind feet, kind words, kind heart*"
2. Eye contact/smile or Non-verbal re-direct.
3. Verbal re-direct/Teacher modeling appropriate expected behaviours.
4. Try to ignore/redirect.

5. Visuals aids such as a coloured card system will be used to explain and learn/practise all of the above constructively.
6. Individual Warning that we all need to use our agreed rules.
7. Reflection Space/Time.
8. Communicate with the parent if there is a pattern of repeated incident.

*\* For pupils who manifest **persistently serious misbehaviour**, it may be necessary to involve outside agencies e.g. parents may be advised to ask their Family Doctor to make a referral to the Lucena Clinic, or the HSE may be contacted.*

### **Playground**

All children have the right to a happy and safe break time. Other areas of the school environment are out of bounds for safety reasons. Children are not allowed to re-enter the building during break times without the specific permission of the teacher on yard duty. This will be regularly communicated in a clear manner to the children

- Running dangerously and playing dangerously is not allowed. Activities such as chasing and racing is not permitted.
- Deliberate interference in other children's play is unacceptable.
- Offensive language in any form is unacceptable.
- Littering is unacceptable.
- Children should freeze at the first bell and walk to their line at the second bell. Children are expected to line up in an orderly fashion in the morning before school and when the bell goes after breaks.

**Examples of Rewards systems** for recognizing positive *Playground* behaviour/Kindness may include:

Choice of PE/Games Activity during Scheduled PE Time/ Praise/Encouragement/Golden Time (Activity session normally take place on Friday afternoon) /Reward stickers, stars and stamps / Visual attainment system e.g. compliment jar/ cards.

**Monitoring:** The teacher on playground duty will monitor incidents of misbehaviour. Serious incidents will be noted in the Accident/Incident book and the principal/deputy principal will be informed. (See also sanctions)

### **PROMOTING POSTIVE BEHAVIOUR & DISCOURAGING MISBEHAVIOUR- RESTORATIVE PRACTICE**

The purpose of strategies/sanctions are to promote positive behaviour and discourage misbehaviour. Consistency of application and fairness are considered key elements in the successful implementation



of our Code of Behaviour. Therefore, whenever possible teachers will use strategies for Dealing with Misbehaviour by employing a **Restorative Practice approach** when dealing with behavioural issues.

The **Restorative Practice approach** is used to encourage positive behaviour and to *encourage children to take accountability*. It teaches the restorative skills *of compassionate listening* and reflective practice, and the *focus is on behaviour as a bad choice not as a bad person*.

This leads to a greater understanding for pupils as to how their actions affect others. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm. This process involves the use of the following kind of non-accusative questions:

1. ***How were you feeling?***
2. ***What happened?***
3. ***Who else has been affected by this?***
4. ***What were you thinking?***
5. ***What could you have done differently? Choices?***

## **Bullying**

**Definition: Bullying is repeated aggression –verbal, psychological, or physical, conducted by an individual or group against others. Repeated deliberate exclusion also constitutes bullying.**

- ✚ All reports of bullying will be noted, investigated and dealt with by teacher in charge and referred further if necessary.
- ✚ Through using elements of programmes such as FRIENDS for Life/ SPHE/ Ethical Curriculum Children are encouraged to report incidents of bullying behaviour.
- ✚ Incidents deemed to constitute bullying will be recorded in the incident book, referred to the principal and parents will be informed. (See Anti-bullying policy)

**Classroom charters** Each class teacher will devise classroom rules and sanctions in a democratic discussion with the children, in accordance with our school ethos. Whilst it is acknowledged that the classroom charter will be individual to classes and may involve rewards and sanctions, this code of behaviour and procedures will be distributed to all teachers to ensure consistency of sanctions throughout the school. Children will be reminded regularly of school standards, rules and procedures. If

sanctions are applied, children will be warned of the consequences if their inappropriate behaviour continues.








While it must be acknowledged that persistent misbehaviour is usually caused by deeper and more serious difficulties, negative behaviour will be dealt with in a consistent way according to agreed procedures. Within the resources of the school every effort will be made to help children who constantly engage in disruptive/anti-social behaviour to become more self-aware and to change the pattern of their behaviour. Class teachers and SET teachers and SNAs will ensure that standards of behaviour and school rules are communicated in such a way that students with special needs can understand.

**Outings/Tours** The highest standard of behaviour is necessary on all school outings because of the increased risk to the safety of the children and to achieve the purpose of the outing. If a child misbehaves on a school trip sanctions will be applied and his/her participation in future trips will be reviewed. Where a teacher, in consultation with the principal, cannot be fully satisfied that a good standard of behaviour will be forthcoming from a child on an outing, that child will not be allowed on that trip. Where a child is to be excluded from a school trip, parents will be informed of the reasons for that decision.




### **Bicycles/Scooters**

Bicycles must be parked in the designated area only. For Safety reasons, cycling, skate boarding and roller blading etc. are not permitted within the school grounds.

### **Board of Management Responsibilities**

-  Provide a safe and comfortable environment for both parents and students.
-  Support the Principal and staff in implementing the code.
-  Ensure that the school's policy and procedures with regard to a suspension/ expulsion are in line with the National Education and Welfare guidelines.
-  Ensure that all parents are aware of the school's policy.
-  Appoint a Safety Officer.
-  Ratify this policy and other relevant policies.
-  Ensure the Child Safeguarding Policy is in place and that the assessment of safety is reviewed annually.

### **Principal's Responsibilities**

-  Promote a positive climate in the school, with the support when appointed of the Deputy Principal and the Assistant Principals.
-  Ensure that this policy is implemented in a fair and consistent manner.
-  In the case of behavioural issues in a class, gather information and help the teacher to understand the context and the factors that may be affecting behaviour.

- ✚ Generate ideas about possible solutions that take account of the reasons why it may be happening.
- ✚ Ensure the Complaints Procedure is respected in the light of any complaint about a child's behaviour.
  - ✚ Ensure that substitute teachers are informed of the main safety guidelines and the steps for 'Promoting positive behaviour' and 'discouraging negative behaviour'.
- ✚ Ensure that volunteers and ancillary staff are informed of the main safety guidelines.
- ✚ Remind the staff that, from time to time, their Classroom Code should be evaluated.
- ✚ Ensure that children if given a lunchtime sanction are supervised at all times.
  - ✚ Encourage and facilitate staff professional development in good classroom discipline and behaviour e.g. by directing them towards the use of Restorative Practices and to the NSCE website (Special Educational Support Service), where a Behaviour Resource Bank can be found.
- ✚ Initiate, in consultation with the Chairperson, the Suspension and Expulsion procedure, when deemed necessary.
- ✚ Arrange a review of the policy, as required, or at least every 2/3 years

## **Teacher's Responsibilities**

- ✚ Support and implement the policy.
- ✚ Draw up their own Classroom Code, in consultation with their pupils.
- ✚ Implement the agreed Classroom Code consistently- Be courteous, fair and consistent.
- ✚ Create a safe working environment for each pupil, SNAs and support staff.
- ✚ Pass on any reports of safe/ unsafe behaviour (this includes yard time) to other relevant staff.
- ✚ Recognise and affirm good work e.g. a sticker, a quiet word or gesture to show approval, a comment on the child's copy.
- ✚ Prepare work well, in order to address the ability of all pupils and have a quick subject transition in order to reduce opportunities for boredom and therefore disruptive behaviour.
- ✚ Recognise and provide for individual talents and differences amongst pupils.
- ✚ Use a firm, yet respectful, tone of voice, trying to achieve an eye to eye conference with the pupil when a reprimand is required, remaining calm.
- ✚ Keep a record of instances of misbehaviour which impacts seriously on other children or Staff- This record can be brought to the Board by the Principal and discussed.
- ✚ Keep relationships positive- Use Restorative Practice key questions.
- ✚ Provide support for colleagues e.g. through the mentoring scheme.
- ✚ Communicate with parents and with the Principal when necessary and provide reports on matters of mutual concern.

- ✚ Ensure the use of electronic devices is monitored and, where applicable, that the Mobile Phone Policy has been signed by students and parents.
- ✚ Review progress.
- ✚ Inform their class of the 'Pupil's Responsibilities' section of this Code (parents also share this responsibility).

## **Parent's/Guardian's Responsibilities**

- ✚ Encourage their children to have a sense of respect for themselves and for property.
- ✚ Support and respect the school's requirements for timekeeping and punctuality.
  - ✚ Be interested in, support and encourage children's work and ensure homework is completed, where required, listening to and checking children's learning.
- ✚ Be familiar with the Code of Behaviour and support its implementation.
- ✚ Co-operate with teachers in instances where the child's behaviour is causing difficulties for others.
- ✚ Communicate respectfully with the school (the Principal, when acquired- teacher and office staff) in relation to any problems which may affect child's behaviour or progress.
- ✚ Notify the school of their child's absence from school.
- ✚ Respect the arrangement around meetings with the teacher i.e. by appointment only, to be arranged via the office or by way of note to the teacher.
- ✚ Ensure that children respect the school's Acceptable User Policy/Remote Teaching & Learning Policy and, if children are carrying mobile phones, that they comply with school policy by reading and signing the appropriate section of the Mobile Phone Policy.
- ✚ Inform their children of the 'Pupils' responsibilities' section of this Code (Teachers also share this responsibility, see above).
- ✚ Reinforce courteous and respectful attitudes in the home, so that children will be practised in courteous behaviour in school.

## **Pupils' Responsibilities**

- ✚ Show respect for all members of the school community.
- ✚ Be courteous and mannerly in their communications at school.
- ✚ Include other pupils in games and activities.
- ✚ Bring correct materials / books to school.
- ✚ Listen to the teacher and act on instruction / advice.
- ✚ Respect all school property and the property of the school community.
- ✚ Avoid behaving in any way which would endanger others.
- ✚ Avoid all hurtful remarks, swearing and name-calling, or anything that could be labelled as 'Bullying'.

- ✚ Report bullying of themselves or of 'witnessed' or 'reported' bullying of another child.
- ✚ Assist their teacher in drawing up their Classroom Code and ask parents to sign.
- ✚ Follow the agreed Classroom Code and this Code of Behaviour.
- ✚ Act as an Ambassador for **Woodstock ETNS** in the wider community.

## Classroom Behaviour:

<b>Reactive/Negative behaviours</b>	<b>Steps to prompt positive response</b>
(1) Minor disruption in class	<ol style="list-style-type: none"> <li>1. Reminder from Teacher of expected behaviour/ oral re-focus</li> <li>2. The 8 steps of the Class Management will be used by the Teacher.</li> </ol>
(2) Repeated disruption over a limited period (one or more of these sanctions may be applied)	<ol style="list-style-type: none"> <li>1. 1.Alternative work/work space</li> <li>2. 2.Separation from peers.</li> <li>3. 3.Reflective sheet written by child and signed by parent- For Junior Infants this is an oral discussion.</li> <li>4. Note to parent from teacher</li> <li>5. 5.Referral to deputy principal or principal.</li> </ol>
(3) Repeated disruption over a longer period (one or more of these sanctions may be applied)	<ol style="list-style-type: none"> <li>1. Separation from peers/SET.</li> <li>2. Separation from peers and parents will be contacted by a note or orally by class teacher.</li> <li>3. Referral to deputy principal or principal.</li> </ol>

<p><b><u>Serious Misbehaviour/Dangerous behaviours may include:</u></b></p> <ol style="list-style-type: none"> <li>1. Persistent, serious disruption of teaching and learning in the classroom.</li> <li>2. Physical or verbal attacks on students, teachers. SNAs or ancillary staff</li> <li>3. Deliberately offensive language or behaviour</li> <li>4. Serious insolence including refusal to follow teacher/SNA instruction</li> <li>5. Damage to property</li> <li>6. Reckless, threatening or dangerous behaviour towards self or others etc.</li> <li>7. Bullying (see anti bullying policy)</li> </ol> <p><b>*Sanctions will be carried out in the order outlined. *Following discussion with all parties, the principal will decide whether or not to refer the matter to the BOM for further consideration</b></p>	<p><b>STEPS will be carried out in the order outlined:</b></p> <ol style="list-style-type: none"> <li>1.) Referral to deputy principal or principal.</li> <li>2.) Parents will be contacted orally and/or letter plus sanctions.</li> <li>3.) Referral to the Board of Management. Parents will be informed in writing.</li> <li>4.) Only If/When continued negative/dangerous behaviour persists the school will have to consider: Suspension of child in consultation with the Board of Management. Parents will be informed in writing</li> <li>5.) Expulsion of child in consultation with the Board of Management. Parents will be informed in writing.</li> <li>6.) See procedural requirements for suspension or expulsion below.</li> </ol>
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## Outdoor Classroom/Yard Behaviour:

<b>Reactive/Negative behaviours</b>	<b>Steps to prompt positive response</b>
<p>Minor infringement of playground rules: <b><i>KIND HANDS, KIND FEET, KIND WORDS, KIND HEART</i></b> which in practise means: broken if: Not sharing equipment/ taking turns/obeying rules of game/running carelessly/pushing without thinking...</p>	<ol style="list-style-type: none"> <li>1. Reminder or oral reminder by teacher/SNA on yard duty.</li> <li>2. Sit out for short span of time to 'Stop, Think &amp; Do!'</li> <li>3. Once solution agreed &amp; sorted – re-join activity</li> </ol>
<p>Repeated minor infringement of our agreed playground rules (one or more of these sanctions may be applied)</p>	<ol style="list-style-type: none"> <li>1. Behaviour noted in incident book</li> <li>2. Class teacher/parents to be informed.</li> <li>3. Separation from peers for defined period or until end of break.</li> </ol>

	4. Referral to deputy principal or principal along with teacher on duty
Playground misbehaviour noted over a series of breaks.	<ol style="list-style-type: none"> <li>1. Principal, class teacher and parents will be notified.</li> <li>2. Agree a Behaviour Plan/SET</li> <li>3. May include loss of yard privileges for a set amount of agreed time. Once behaviour is more positive, monitoring of the situation will be implemented to ensure RP framework is adhered to.</li> </ol>
<p><b>The following sanctions will be carried out in the order outlined. Following discussion with all parties, the principal will decide whether to refer the matter to the BOM for further consideration.</b></p> <p><b><u>Serious/Misbehaviour including:</u></b></p> <ul style="list-style-type: none"> <li>• Persistent, disregard for safety of self, others or playground rules</li> <li>• Physical or verbal attacks on students, or teachers, SNAs or ancillary staff</li> <li>• Deliberately offensive language or behaviour</li> <li>• Serious insolence and /or refusal to follow instruction from teacher/SNA</li> <li>• Damage to property</li> <li>• Reckless, threatening or dangerous behaviour towards self or others etc.</li> <li>• Bullying (see anti-bullying policy)</li> </ul>	<ol style="list-style-type: none"> <li>1. Referral to deputy principal or principal.</li> <li>2. Parents will be contacted orally and/or by letter plus sanctions.</li> <li>3. Referral to Board of Management</li> <li>4. Suspension of child in consultation with the Board of Management.</li> <li>5. Expulsion of child in consultation with Board of Management.</li> </ol> <p>See procedural guidelines for suspension or expulsion below</p>

## MANAGEMENT OF UNSAFE/AGGRESSIVE BEHAVIOUR

At times children may present with indicators of an Emotional Behavioural Disorder, in such instances a referral for psychological assessment/multi-disciplinary assessment is required. Parental support is required before any assessment can be pursued. Following assessment, appropriate support is sought from services available e.g. Health Service Executive, **National Education Psychological Service (NEPS)**, and Lucina Clinic. Resource teaching hours are applied for through the **Special Educational Needs Organiser (SENO)**. Where care needs are involved, S.N.A. support is also applied for through the National Council of Special Education (NCSE). Additional Needs teachers may input into the development of an **Individual Educational Plan (IEP) or SSF- Student Support File**.

An incident report will be created by the Principal or a record of incidents and these may be presented to the Board of Management by the Principal.

### **Procedures for the use of suspension and expulsion:**

All routes to Promote Positive/Restorative Practice behaviours will be used prior to these 2 final steps-

The Board ratifies the use of the TUSLA guidelines (2008) for the suspension and expulsion of pupils. Great care will be taken by the principal and the Board of Management to ensure that suspension or expulsion will be a proportionate response to the behaviour that is causing concern.

- ✚ Normally, before suspension or expulsion other interventions will have been tried and reviewed. However, a single incident of serious misconduct may be grounds for suspension or expulsion.

The Board of Management has delegated to the principal the power to suspend for a period of up to three days. This however may only be done in consultation with the Chairperson. Any suspension longer than three days is a decision that can only be made by the Board of Management. The Board places a ceiling of 10 days on any one period of suspension imposed by it. Whilst the Board has a duty to inform the YUSLA when suspension of a particular pupil exceeds 20 days in any one year, it is the decision of this Board to inform and to consult with the TUSLA with regard to any suspensions. The grounds for suspension:

- The pupil's behaviour has a seriously detrimental effect on the education of other students
- The pupil's continued presence in the school constitutes a threat to safety
- The pupil is responsible for serious damage to person or property.

### **Procedures in respect of referral to the BOM re Suspension**

This school will follow fair procedures when proposing to suspend or expel a student. These include

- The right of pupil and parent to be heard
- The right to impartiality.

### **Procedures before suspension is ratified**

- The principal or other designated person will investigate the factors that led to the consideration for suspension
- The pupil and parent will be informed of the complaint. The parent will be informed in writing.
- The pupil and parents will be given the opportunity to respond to the principal and to the Board before a decision to suspend is made.

### **Procedures implementing the suspension**

The principal will notify the parents in writing of the decision to suspend. The letter will confirm

- the period of suspension, the dates when the suspension will begin and end and the reason for the suspension
- The arrangements for returning to school, including the reaffirming of the commitment to the code by parents and pupil



- The provision for appeal to the BOM
- The provision of appeal under Section 29 of the Education Act if a child has been suspended for more than a period of 20 days in any one school year.

### **Procedures after suspension**

Every effort will be made by the principal and deputy principal to engage with the parents before, during and after the suspension to ensure the successful and smooth reintegration of the pupil after the suspension.

- The school will arrange for a member of staff to provide support to the pupil when he/she returns after suspension.
- Apart from a written record of the suspension, the child will return to the school with a clean slate and the school will expect the same behaviour of this student as of all other students.

### **Procedures specifically with regard to Expulsion**

The authority to expel is reserved to the Board of Management and may not be delegated. The school will make every effort to avoid the use of expulsion.

### **The grounds for expulsion**

The grounds for expulsion are similar to the grounds for suspension. However, in addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that where expulsion is considered, the school will have tried a series of other interventions, and believe they have exhausted all possibilities for changing the pupil's behaviour. However, a single incident of serious misconduct may be grounds for expulsion. Before a decision is taken to expel the Board of Management will make a full review of the factors that have led to the consideration of expulsion. These will include the nature and seriousness of the behaviour, the context and the impact of the behaviour, the interventions tried to date, whether expulsion is a proportionate response and the impact of expulsion on the child.

### **Procedures in respect of expulsion : The following procedural steps will be followed**

1. A detailed investigation carried out under the direction of the principal
2. A recommendation to the BOM by the principal
3. The Principal writes to the parents inviting them to the BOM hearing to decide the matter and copies them with a copy of the recommendation to the BOM and any documentation/ evidence forwarded to the BOM and relied upon by the Principal.
4. Consideration by the BOM of the recommendation and the holding of a hearing, in which the principal and the parents put their case to the Board in each other's presence.
5. BOM deliberations and actions following the hearing. The BOM decides whether or not to proceed with the expulsion. The Board will notify TUSLA in writing of the decision. Parents will also be

notified in writing about the Boards decision and the next steps in the process will be outlined to them.

6. Consultations with parents, principal and Board will be arranged by the Education Welfare Officer (EWO) from TUSLA
7. Confirm the decision to expel. When a 20-day period of notification of the possible expulsion to the EWO has elapsed and every reasonable effort has been made to hold consultations between the school, the EWO and parents, the school may formally confirm the decision to expel. Parents will be notified immediately and in writing and will be told about the right to appeal under Section 29 of the Education Act. The standard form of appeal will be supplied to parents.

## **REVIEW STRATEGY**

The Board of Management will initiate a review of this Code of Behaviour two years after its implementation date. However, it may be revisited before that date if any aspect of the policy needs to be addressed before that time. Any changes ratified by the Board of Management will be made in the best interests of all members of the school community. Any changes are implicit in a Parent/Guardian initial acceptance of the Code of Behaviour and Discipline.

Implementation Date: September 2019

Timetable for 1<sup>st</sup> Review: June 2020

Second Review: November 2021

Ratified by the Board of Management:

Date.....

Signed.....

Chairperson, Woodstock ETNS of Management.