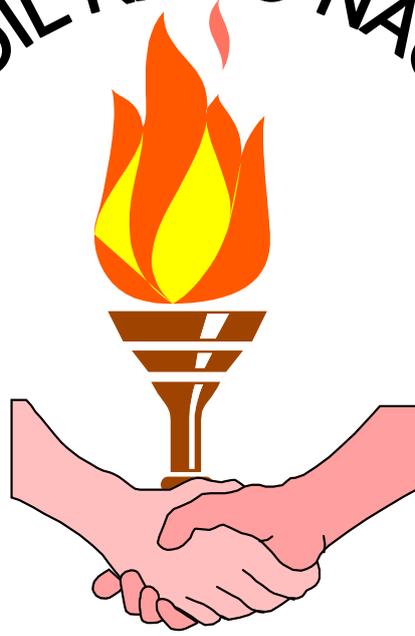


SCOIL NANO NAGLE



BAWNOGUE

Code of Behaviour

Revised
(2015)

Code of Behaviour Policy: June 2015

The overall Code is comprised of this policy and the school's "Anti-Bullying" Policy.

School Ethos

Scoil Nano Nagle is a Catholic co-educational junior school. Our school aims to provide a happy, secure, friendly learning environment, where children, parents, teachers, ancillary staff and the Board of Management work in partnership, where each individual is valued, encouraged and respected for their uniqueness, and facilitated to reach their full potential in a positive and supportive atmosphere.

Introduction

Under Section 23 of the Education (Welfare) Act 2000, the Board of Management of each school must prepare and make available a code of behaviour for its pupils.

The Code of Behaviour enables the school community to promote the school ethos, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. It helps the school to maintain an effective learning environment and support the learning of every pupil in the school.

The revised code includes an agreed systematic approach to the management of children's behaviour in the school. Good behaviour will be encouraged and rewarded. Sanctions will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Every member of the school community will have a role to play in the implementation of the Code of Behaviour.

ROLES AND RESPONSIBILITIES

Children's Rights

Children have the right to:

- have a smile on their faces
- a school that is safe, looks nice and is conducive to learning
- Not to be bullied
- Be taken care of when they feel unwell and contact made with parent/guardian in this case.

- Be helped to do their best work
- Be able to work without interference
- Safety for their personal belongings
- Be kept safe, happy and active on yard.
- To be safe from rough play/behaviour in line and on the corridors.

Children's Responsibilities

Children are responsible for:

- being kind and friendly to all children and adults in the school
- keeping the school clean and tidy
- coming to school on time
- Keeping the class rules
- Listening to teacher and helping him/her
- Taking care of their own property
- Doing their best at home and at school
- Playing safely with other children using kind words and actions and helping children who are hurt/left out.
- Respecting all the other children and adults in the school and their differences.

Parent's Rights

Parents have the right:

- To feel welcome in the school
- To give their opinion, express their feelings and needs in a respectful manner.
- To respectful listening, acceptance and confidentiality.
- To access school policies and procedures.
- To communication with principal/teacher by appointment.
- To be consulted about any concerns or issues their child may have in a timely manner
- To the school being maintained as a safe environment for their child/children.

Parent's Responsibilities

Parents are responsible for:

- Communicating any issues or concerns with the school in a respectful manner.
- Giving their children a sense of self worth
- Giving the child a sense of respect for him/herself and others
- Giving the child a sense of respect for their own property and that of others.
- Looking after their children's physical needs- ensuring that children get adequate sleep, food, and clothing.
- Looking after their children's health and hygiene needs
- Ensuring that their children attend school unless they are ill
- Ensuring that they are punctual at all times

- Ensuring that their children come to school with the appropriate materials (books, pencils, PE kit...)
- Taking an interest in and communicating with school in relation to behaviour, school work and home work.
- Being open with the school about any changes at home that may affect the happiness, well being and progress/learning of their child.

Teacher's Rights

Teachers have the right:

- To personal and professional respect and courtesy
- To a safe and well maintained physical environment
- To be able to teach free from interruptions
- To a pleasant, caring, peaceful environment: free from harassment from children, parents, colleagues or visitors to the school.
- To communication with and co -operation from parents in relation to their children's progress
- To expect that children will work and behave to their potential
- To consultation and to partake in decision making in relation to what affects their own classroom and school environment.
- To support form ancillary staff, school management, social services and the Department of Education.
- To adequate resources relative to their needs
- To moral and emotional support form colleagues and other personnel.
- To their full break and lunch times

Teacher's Responsibilities

Teachers are responsible for:

- Building the self esteem of the children in their care
- Creating a happy welcoming environment
- Ensuring the children in their care are encouraged to reach their full academic potential
- For recognising and providing for the children's individual strengths and weaknesses academic and otherwise.
- The physical safety of the children
- Being fair and just at all times
- Communicating with parents issues and concerns in a timely fashion
- Professional confidentiality
- Providing practical, moral and emotional support to colleagues.
- Their own punctuality
- Upholding the moral code of the school
- Respecting the religious ethos of the school and accommodating individual differences.

The responsibilities of the Principal are to:

- promote a positive climate in the school
- ensure that the code of behaviour is implemented in a fair and consistent manner as set out above
- arrange for on-going monitoring and review of code

The Responsibilities of the Board of Management are to:

- Provide a comfortable and safe working and learning environment
- Support the principal and staff in implementing the code
- Ratify the code of Behaviour
- Arrange for reviews of the code

Sanctions

If the code of discipline is not adhered to then the following procedures will be followed by all parties involved in the occurrence of either of the situations below.

(A) Verbal Assault

1. Principal is informed formally of the incident by the teacher/parent.
2. Principal arranges a confidential appointment with the teacher/parent to discuss concern.
3. Principal facilitates meeting between both parties to attempt to resolve the issue.
4. If incident recurs legal advice will be taken to ensure the safety of the school community.

(B) Physical Assault

1. Principal is informed formally of the incident by the teacher/parent.
2. If management does not feel safe to intervene then the Gardaí will be called.
3. Principal arranges a confidential appointment with the involved parties to discuss the incident.
4. If incident recurs the Gardaí will be called and legal action will be taken to ensure the safety of the school community.

IMPLEMENTATION

To ensure successful implementation of the code the school will:

- provide parents with a copy of the code of behaviour before registration of the pupil in the school.
- Request parents to sign confirmation that the code is acceptable to them and that they will make every reasonable effort to ensure compliance
- Provide opportunities for teaching the skills and informing the pupils about the code of behaviour in class and assembly.
- provide regular opportunities for teachers and staff to discuss and give feedback on the code
- provide opportunities to inform parents about the code through:
 - Induction meetings for new parents and pupils
 - Workshops on behaviour matters
 - Involving Parents' Association in regular reviews.

The teachers shall:

- support the implementation of the code of behaviour in a fair and consistent manner
- communicate with parents when necessary and provide reports on matters of mutual concern

The pupils shall:

- keep the school rules

The parents shall:

- support the school in the implementation of the code of behaviour

The revised code of behaviour will be implemented from _____

TIMETABLE FOR REVIEW:

- A reprise of the policy at a staff meeting in the first term of each school year (preferably first staff meeting).
- Induction of new staff to the policy in first term each school year by relevant post holder.
- A broad and consultative review of the policy in the 2015/2016 school year.
- On a regular basis thereafter, as determined by best practice for staff & Board of Management.

SUCCESS CRITERIA

- Positive feedback from parents/teachers/pupils

- Observation of behaviour in classrooms, corridors, yard.
- Reduction in recorded incidents

Review Process

The Board of Management arranged for an audit and review of the existing code in accordance with the recently published Guidelines issued by the National Educational Welfare Board (NEWB). The process of auditing and reviewing the code began in September, 2007 and was completed in June 2008. All members of the school community had an opportunity to be involved in the audit and review process. A committee comprising representatives of the school community was formed to draw up a draft code of behaviour document. A facilitator from the National Parents' Council was engaged to lead the committee. The committee members included the school principal, the H.S.C.L. Co-ordinator, and further representatives of the teaching staff, Board of Management, and Parents' Association.

The policy was further reviewed in November 2013. The review entailed an initial audit of the Code by use of an NEWB prompt sheet. Once this was completed, a representative committee comprising of the Principal, Acting Deputy Principal, relevant Post Holder, Teacher Representatives, Chairperson of the Parents Association, and a Parent Representative from the Board of Management, was formed. They commenced a line-by-line review of the policy. Their discussion were guided by two core considerations: "Is this still current practice?", and "Is it still considered as Best Practice?".

In accordance with section 23 of the Education (Welfare) Act 2000 and the NEWB Guidelines, the revised code of behaviour addresses the following areas:

- The standards of behaviour expected in the school
- The plan for promoting good behaviour
- The ways in which the school responds to unacceptable behaviour
- The plan for implementing the code of behaviour
- School procedures for use of suspension and expulsion.

Aims of our Code of Behaviour

Our Code of Behaviour aims to:

- enable teachers, other members of staff, pupils and parents to work together for an effective and safe school environment.
- provide clear guidance to children, teachers, parents and Board of Management about **expected behaviour** so that the school will run smoothly and effectively.
- help children to behave well and learn well.
- develop children's self-esteem.
- foster self discipline and a sense of responsibility in the child.
- foster respect and positive caring attitudes to one another and the environment.
- ensure a safe and happy school environment for the whole school community.
- enable teachers to teach without disruption.
- ensure the right of every child to be educated and to learn.
- enable school authorities to deal with challenging behaviour.

GENERAL EXPECTATIONS OF BEHAVIOUR

Pupils are expected to:

- show respect, politeness and co-operation or self and others in their interactions with others.
- keep the rules
- show respect towards their own and other children's property, school property and the school environment.
- respect the right of other pupils to learn. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
- behave in a way that will not endanger themselves or others
- behave in an orderly manner at all times; move quietly and safely in the classroom, on the corridors, going to and from the playground
- obey teacher's instructions at all times and to work to their best ability.
- bring to school each day all the books, copies and materials necessary to do their class work properly.
- stay within designated playground boundaries during break times and stay on school premises during school hours.
- wear the school uniform.

Bullying and harassment

Bullying is repeated verbal, psychological or physical aggression by an individual or group against others. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation, taunting, and in recent times cyber bullying and text messaging. No form of bullying will be tolerated. Parents are expected to cooperate with the school at all times in dealing with instances of bullying, in accordance with the school's Anti-Bullying Policy. This policy (redrafted in 2014) sets out the roles and responsibilities of the school community in preventing, and tackling incidents of bullying.

Absences from School

- Pupils are expected to attend every day unless there is a genuine reason for absence.
- All absences must be accounted for by parents/guardian either by writing a note of explanation or by making contact with the school through the dedicated Attendance mobile phone number (as advertised in our newsletter).
- The school is legally obliged to report absences of over 20 school days to the National Educational Welfare Board.

Arrival of Pupils in the Mornings

- Pupils are required to come to school on time. The school gates open to allow access at 8.50 a.m. and the building opens to receive pupils at 9.00am each morning. The Board of Management is not responsible for children before this time.
- Children are required to line up in class lines and enter the building at designated doors.
- We ask parents to leave the children at their designated line and enter the building independently with their class and teacher.
- If parents would like to meet the teacher as a matter of urgency please report to the reception to make an appointment.

Designated Doors

- **Designated entrances are opened in the mornings at 9.00a.m. They are closed at 9.20 a.m. for security reasons.**
- **Latecomers after 9.20 a.m. should use the main entrance.**
- Parents/carers are requested not bring buggies down the narrow corridors at opening and closing times. The corridors are narrow and cannot accommodate the huge volume of traffic that would be involved if all parents who accompany their children to school came inside with them. Congestion on the corridors may result in accidents, particularly on wet days

Dismissal of Pupils.

- Parents are expected to wait outside the school building at home times.
- Teachers escort pupils to their yard lines.

- It is the responsibility of parents/carers to ensure that children are collected on time from their class lines. The school is not responsible for children after dismissal time.

Appointments

- When parents/guardians come to the school they must report to the office.
- Under no circumstances should parents/guardians enter the school and go straight to a classroom or to the offices of school personnel during school hours.
- It is important when parents/guardians wish to meet a teacher that a prior appointment is made.
- If a parent /guardian arrives in school without an appointment, it is not appropriate that a teacher be expected to leave his/her class for an unscheduled appointment

Early Collection of Pupils

- We discourage the **unnecessary** early collection of children at home time as it causes a high level of disruption to class routine and congestion on the corridors
- When it is necessary for a pupil to leave early for a genuine reason, a note must be sent to the class teacher. Please state on the note whether the child is to be collected or has permission to go home alone.
- If you have to collect your child early while the school session is in progress, please report to the school office/reception. Parent / carers are required to sign a form at Reception, and will then be given a slip of paper to confirm to the child's teacher that they have followed procedure.
- **Pupils will not be released to older siblings or unknown persons unless there is written consent or telephone instruction from the parent/guardian. It may be necessary to make telephone contact with parent/guardian to seek clarification.**

Contact Numbers

- It is the responsibility of parents/guardians to inform the school regarding any change to address/ contact details.
- The school will regularly encourage parents to do so via the Newsletter, and will facilitate this at set times during the year, specifically after Christmas.

Mobile Phones

- Due to the intrusive and distracting nature of mobile phones and the possible inappropriate use of same in relation to bullying, pupils are not allowed mobile phones in school.
- The use of mobile phones by adults for essential calls should be kept to the minimum and should be taken /made in an open area or in an area where pupils are not present.

COMPLAINTS PROCEDURE

It is in the interest of pupils, parents and teachers that good relations should exist between home and school. The teachers are willing to discuss any problems that may arise from time to time. **With mutual respect and goodwill, most problems can be resolved readily.**

In normal circumstances, complaints about any aspect of the running of the school should be raised as follows:

Step 1:

Make an appointment with the class teacher with a view to resolving the complaint.

Step 2:

If the matter is not resolved, the parent/guardian should make an appointment through the school secretary to see the principal.

Step 3:

If the complaint is still not resolved, the parent/guardian should make an appointment to meet with the Chairperson of the Board of Management.

Step 4:

If the complaint is still unresolved, it should be lodged in writing with the Chairperson of the Board of Management.

Step 5:

The Chairperson will investigate the precise nature of the written complaint and make every **reasonable effort** to resolve the matter informally after five days.

Subsequent steps will entail formal proceedings involving the full Board of Management. Details of these proceedings can be clarified by the school principal.

STRATEGIES AND PROCEDURES TO PROMOTE POSITIVE BEHAVIOUR AND SELF ESTEEM

Promoting good behaviour is the main goal of the code. The school takes note of NEWB guidelines in this important area. Staff are also influenced by the “Restorative Practice” approach and may draw on it when dealing with misbehaviour.

The code includes an agreed system of strategies and procedures to encourage and promote positive behaviour. They include:

- **Clear boundaries and rules for pupils.** Classroom and yard rules have been established as part of an agreed systematic code of behaviour.
- **Verbal Recognition/ Praise/encouragement.**
It is important to name/describe the positive behaviour.
- **Public affirmation and recognition at assembly and other school events.**
- **Certificates** – When a teacher observes a child trying their hardest to keep a rule in the classroom or anywhere around the school environment the teacher will praise the child noting the rule that they were good at keeping and they will reward the child with a **Green Card**. Any child who receives a Green Card will receive a certificate at the end of the day to coincide with the rule that they have kept.
- **Stamps/Lucky Dip** – If a child has tried hard to keep the rules and their name has not been placed on the “Miss Out” circle they will receive a stamp in their stamp booklet. When the child receives the required number of stamps they will receive a Lucky Dip or a homework pass.

Junior Infants – 10 Stamps

Senior Infants – 20 Stamps

1st and 2nd classes – 40 Stamps = Homework pass.

80 Stamps = Small Lucky Dip Prize.

100 Stamps = Lucky Dip Prize.

STRATEGIES AND SANCTIONS FOR DEALING WITH MISBEHAVIOUR

- A sanction is a form of positive intervention aimed at changing behaviour. Sanctions are used to help pupils to understand the consequences of their behaviour.
- There is an agreed system and ladder of intervention in place for dealing with misbehaviour.
- While it is important that rules and sanctions are applied consistently by all staff members, it is recognised that occasionally teachers may need to be flexible in the application of sanctions to suit the situation and /or age of the child.
- A record will be kept of continuous inappropriate behaviour in class/ school and all serious unacceptable behaviour in order to identify patterns of misbehaviour.
- Parents will be informed depending on the frequency and/or seriousness of the misbehaviour.
- The school will make every reasonable effort to accommodate and support parents in the best interest of the child. However, the Board has a responsibility in relation to pupils whose behaviour presents a challenge to the teaching and learning process.

INAPPROPRIATE SANCTIONS

- Physical punishment or the threat of physical punishment: physical chastisement of a pupil is illegal under Section 24 of the ***Non-Fatal Offences against the Person Act 1997***
- Children will not be deprived of P.E. or any curricular subject or school outing as a form of punishment, except where there has been a pattern of dangerous and serious misbehaviour which could indicate a possible threat to the health and safety of self or others. (In exceptional cases, the principal may use his/her discretion to exclude a child from a school trip/extra-curricular activity in light of Health & Safety concerns for the child and those around him/her).
- Ridicule, sarcasm or remarks likely to undermine a pupil's self confidence.
- Applying sanctions to whole groups or classes in cases of individual or small group wrongdoing.
- Leaving a student in an unsupervised situation- -e.g. outside classroom
Temporarily removing a student from the classroom to a supervised location may be appropriate in the interest of classroom management and/or safety of self and others, in order to ensure the learning of other pupils and to help the individual pupil to recognise and learn about the impact and consequence of their behaviour.

UNACCEPTABLE AND CHALLENGING BEHAVIOUR

The following behaviours are considered serious and unacceptable in our school:

1. Deliberate or aggressive threatening behaviour towards a member of staff or another pupil. This unacceptable behaviour can be verbal, physical or the use of non verbal gestures, and includes the use of foul language and gestures.
2. Intentional dangerous actions which threatens the safety of the child themselves or others.
3. Displaying a pattern of constant disruptive behaviour in class which interferes with teaching.
4. All forms of bullying (repeated incidences of violence, threats, verbal abuse, stealing, damaging belongings, exclusion of the same child/group, cyber bullying, bullying through text messages or voice mails).

RULES AND SANCTIONS IN THE CLASSROOM

CLASSROOM RULES:

1. Kind hands, feet and words.
2. Move quietly and safely.
3. Sit safely.
4. Good listening.
5. Wait and take your turn.

6. Put up your hand for help.
7. Do your best work.

CLASSROOM SANCTIONS:

FIRST RULE BREAKING: (PREVENTION STRATEGIES)

If a child is breaking a rule the teacher will warn the child. The following are ways that the teacher will give the child a warning:

- Verbal warning. The teacher will speak to the child reminding them of which rule they are breaking.
- Get the child's attention and point to the rule that they are breaking.
- Make the child aware that they are breaking a rule and ask the child if they can tell the teacher what rule they are breaking.
- Proximal praise.
- Giving the child a stern look.
- The teacher may stand beside the child.
- The teacher can write the child's name on the blackboard.
- Flashing the yellow warning card when the teacher has the child's attention ("a word in time").
- Placing a yellow card down in front of the child. When the child has changed their behaviour the yellow card will be removed immediately from in front of the child.

For every reprimand the teacher has to give s/he will follow it with 2 forms of praise/ encouragement

SECOND RULE BREAKING:

- If after 2 of these warning the child continues to misbehave, the child's name will go up on the first yellow circle. Child must name the rule.
- The teacher will remind the child of the consequence of breaking the rules again.

THIRD RULE BREAKING:

- If a child breaks the rules again their name will be placed in the second yellow circle. – Child must name the rule.
- The teacher will remind of the consequence of breaking the rule again.

FOURTH RULE BREAKING:

- The child's name will go up on the thinking chair picture
- The child will sit on the thinking chair to think about what they have done. (Age appropriate timer to be used).
- When the time is up, the teacher will ask the child which rule he/she has broken again. The child chooses to return to the class activity when he/she is ready to conform.

- The teacher will remind him/her of the consequences of breaking the rules again.

FIFTH RULE BREAKING:

- If the child continues to break the rules the child misses out on their stamp and their name goes in the Red Book.
- The teacher will remind the child of the consequence of breaking the rule again.

SIXTH RULE BREAKING/ RED CARD:

- If the child continues to break the rules after missing their stamp, they will receive **a red card**,
- The child will be sent to another classroom, with assigned work.
- A letter will be sent home to their Parents/Guardians (agreed D.F.L. template).
- If a child receives a Red Card from their teacher, it is recommended that parents take the opportunity to speak to their child about their behaviour.
- It would also be beneficial if the parent would arrange to meet the class teacher regarding the incident.

RULES AND SANCTIONS IN THE SCHOOL YARD

YARD RULES:

1. Play safely in your own yard.
2. Kind hands, feet and words.
3. Do what yard staff ask.
4. Ask for help.
5. Freeze when you hear the whistle.
6. Line up safely and quietly.

YARD SANCTIONS:

FIRST RULE BREAKING:

- Verbal warning- child names the rule

SECOND RULE BREAKING

- Verbal warning- child names the rule which s/he has broken.
- Teacher reminds child of consequence of breaking the rule.

THIRD RULE BREAKING

- Child goes to Time Out area on Yard (Exclusion Zone) for a short period.
- The teacher will ask the child what rule he/she is breaking.
- The teacher records incident on sticker to be given to class teacher at end of break. (Name, yard rule number, date and name of yard duty teacher to be recorded on sticker.)
- Child signals (raises hand) that he/she is ready to conform and go back to play.
- Sticker will be stored in Class Incident Book in order to monitor a possible pattern of misbehaviour.
- Class teacher will colour code the sticker to indicate type of mi behaviour e.g. yellow for minor, red for more serious.

TWO EXCLUSIONS ON YARD.

- If a child continues to misbehave after leaving the exclusion zone, they will return immediately to E.Z. and issued with a second sticker.
- Their name will be placed /moved on the D.F.L chart in classroom.

UNACCEPTABLE AND CHALLENGING BEHAVIOUR ON YARD.

RED CARD.

- Where there is a single serious incident, and/or where there is a threat to the safety of self or others, the child will be issued with **a Red Card and sent to the Exclusion Zone.**
- The child will lose the daily stamp
- The Incident will be recorded in the **Serious Incident Book** in Principal's Office.
- A letter will be sent home to be signed by the parents/guardians.

Please Note:

For Health and Safety reasons, the child may have to walk with the teacher for remainder of break or may have to be removed from yard immediately.

CONTINUOUS MISBEHAVIOUR ON YARD.

- It is the responsibility of the class teacher to monitor the yard record entries in order to identify patterns of misbehaviour.
- At teacher's discretion, the following steps may be taken:
 - discussion with child regarding consequences of next sanction
 - Meeting with parent/guardians
 - Red card to be issued
 - Referral to SET/CARE Team
 - Intervention of Principal

RULES AND SANCTIONS FOR BREAKTIME IN THE CLASSROOM (WET DAYS)

Rules for Break-time in the Classroom (Wet Days)

- As classroom rules
- Child must remain seated at desk

Sanctions for Break-times in the Classroom (Wet Days)

- As classroom sanctions

Please Note:

- **In the interest of health and safety, a misbehaving child may be removed to a Thinking Chair on the corridor where s/he may be more easily supervised by the duty teacher**
- **children may be removed from classroom for duration of break.**

AROUND THE SCHOOL RULES AND SANCTIONS

Around the school Rules

- As classroom rules

Around the School Sanctions

- *As classroom sanctions*

*At the start of each term any child whose name has been entered into the Red Book will be given a “**Fresh Start**”. This means that if a child’s name has been entered into the Red Book during the first term, they will be given two chances again before they have to visit the Principal’s office to explain their behaviour.*

Please Note that in the case of a Serious Misdemeanour the child will be sent to the Principal immediately. (Please see our list of Serious Misdemeanours).

INTERVENTION BY PRINCIPAL

1ST Visit to the Principal

If a child receives ***three Red Cards*** in a term that child is brought up to the Principal to explain their behaviour and the principal records the child’s name in their own Red Book.

2nd Visit to the Office

When a child’s name appears in the Principal’s Red Book ***twice*** the principal will arrange a meeting with the child, class teacher and Parent/ Guardian. The pattern of misbehaviour / serious incident will be discussed and strategies to improve behaviour will be discussed. At the principal’s discretion, the following steps may be taken:

- Apology
- Referral to SET/ Care Team
- Differentiated curriculum
- Individual Behaviour Plan /Classroom Support Plan
- Referral to Outside Agencies – School Psychologist, E.W.O, Special Needs Organiser, Child Guidance Clinic etc
- In –house suspension -removal to different class –short term/permanent basis
- Loss of Privilege – at home /school
- Removal from designated yard to another yard
- Detention from yard
- Shorten school day
- Parents may be informed that suspension may follow if misbehaviour continues.
- A contract will be drawn up and signed by parents and child.

If the pupil does not respond to the strategies outlined in the contract and/or if a serious incident constitutes a threat to the safety of self and others, the Principal will request an urgent meeting with the parents. Suspension may be considered.

PROCEDURES FOR SUSPENSION.

Procedures for dealing with suspensions are in accordance with the National Educational Welfare Board Guidelines. (www.newb.ie)

Grounds for Suspension:

Suspension is a serious sanction and will be imposed by the principal on the following grounds:

- the pupil's behaviour has had a seriously detrimental effect on the education of other pupils:
- other interventions have been tried and failed. Suspension gives time to the staff to put in place an agreed plan of action before the pupil is reinstated, and to impress on the parents the seriousness of the behaviour.
- the pupil is responsible for serious damage to property.
- a single incident of serious misconduct may be grounds for suspension.
- in exceptional circumstances, the principal may consider an **immediate suspension** to be necessary where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of the pupil, other pupils, staff or any other person

Communicating with Parents

Before suspending a pupil, the principal will inform the parents/guardians in writing of the reason for the suspension, the length of the suspension and the requirements that must be met to gain re-instatement. Parents/guardians will have an opportunity to respond.

The Period of Suspension

Normally, a pupil will not be suspended for more than three days, except in exceptional circumstances where the principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. In such cases, the matter will be referred to the Board of Management for consideration and approval.

Section 29 Appeal

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

Records and Reports

The following records and reports will be kept:

- records of investigation and decision making
- report to the Board of Management
- report to National Education Welfare Board.(NEWB)

PROCEDURES FOR EXPULSION

The Board of Management of Scoil Nano Nagle has the authority to expel a pupil, having complied with the provisions of section 24 of the Education (Welfare) Act 2000. Procedures for dealing with expulsions are also in accordance with the National Educational Welfare Board Guidelines. (www.newb.ie)

Given the seriousness of expulsion as a sanction, the Board of Management will undertake a detailed investigation of the facts when proposing to expel a pupil. The procedural steps will include:

- a detailed investigation carried out under the direction of the principal
- a recommendation to the Board of Management by the principal
- consideration by the Board of Management of the principal's recommendation: and the holding of a hearing.
- BOM deliberations and actions following the hearing.
- Consultations arranged by the Educational Welfare Officer.
- Confirmation of the decision to exclude, and the provision of appeal information.

RATIFICATION AND COMMUNICATION

The Board of Management ratified this policy on June 28th 2015

A copy of the policy will be distributed to all parents/guardians and to all new entrants thereafter.