



## **Gusserane N.S.**

### **Code of Behaviour**

#### **1. INTRODUCTORY STATEMENT**

The Community of Gusserane N.S. is one where pupils, staff and parents strive to co-exist in an atmosphere of mutual respect and safety. The aim of the Code of Behaviour is to promote good behaviour using a whole school approach. The Code of Behaviour takes account of all current Gusserane N.S. policies.

This Code of Behaviour is the result of ongoing consultation and collaboration between the Principal, staff, parents, pupils and Board of Management of the school. It was reviewed and reformulated in the school year

#### **2. AIMS OF THE CODE**

**In our school we aim:**

- To create an environment where all partners in the school community (i.e. pupils, staff and parents) feel safe, respected and valued.
- To promote self-discipline by affirming that everyone's behaviour matters and focusing on good behaviour and personal responsibility.
- To create an environment where all pupils and staff can reach their creative and intellectual potential without disruption.
- To have a framework in place to ensure that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.
- To build positive relationships of mutual respect and support among pupils, staff and parents.
- To enable pupils to mature into responsible participating citizens.
- Children are challenged to be responsible for their behaviour towards each other and towards their teachers and helpers. Contributing to their class and school community allows children to grow in self-esteem.
- To help pupils to acquire and develop moral and ethical values and a respect for the beliefs and values of others.
- To promote equality for all members of the school community, to prevent discrimination and allow for appropriate accommodation of difference.

Students are more likely to behave well when:

- they are given responsibility in the school and are involved in the development of the code of behaviour
- they understand why the code is important and their part in making it work
- they can see that the code works in a fair way
- there are standards that set high expectations for student behaviour
- the standards are clear, consistent and widely understood
- parents support the school by encouraging good learning behaviour
- there are good relationships between teachers, parents and students and a happy school atmosphere
- adults model the behaviour that is expected from students.

## **3. THE RIGHTS OF PUPILS, TEACHERS, STAFF AND PARENTS**

The school's expected standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for teaching and learning. Central to this is the expectation that all members of the school community behave in ways that show respect for others and that they understand their rights and responsibilities in relation to the Code of Behaviour as outlined below.

### **3.1. Pupils' Rights**

**Pupils have the right:**

- To be educated in a safe, happy and secure environment.
- To grow intellectually, emotionally, morally, spiritually and physically with an understanding of special needs and difference.
- To be treated as an individual with due respect and regard for others within the school community.
- To be listened to.
- To express their emotions, doubts and beliefs.
- To be free from all forms of abuse, whether physical, emotional, mental or sexual.
- To receive information about topics and concerns affecting their lives including information on the Code of Behaviour.

### **3.2 Teachers' Rights**

**Teachers have the right:**

- To educate in an environment free from disruption.
- To be respected and held in proper esteem
- To full and open communication with parents.
- To information on the pupil, their family background and access to parents when necessary.
- To voice concerns about the pupil's safety, behaviour and academic progress.
- To expect backup, support and co-operation from parents and other members of staff for their work.
- To confidentiality.

- To be listened to.
- To appeal to a higher authority, e.g. Board of Management, Department of Education & Science, Union.
- To receive adequate facilities and resources appropriate to their teaching duties.

### **3.3. Staff Rights**

#### **Staff have the right:**

- To work in an environment free from disruption.
- To be respected and held in proper esteem.
- To voice concerns about the pupil's safety and behaviour.
- To expect backup, support and co-operation from parents and other members of staff for their work.
- To confidentiality.
- To be listened to.
- To appeal to a higher authority, e.g. Board of Management, Department of Education & Science, Union.
- To receive adequate facilities and resources appropriate to their duties.

### **3.4. Parents' rights**

#### **Parents have the right:**

- To informative communication with and access to the Teacher/Principal.
- To respect, understanding and confidentiality.
- To updates on the progress of the pupil/pupils.
- To be listened to.
- To be consulted about disciplinary action at an early stage.
- To appeal to a higher authority, e.g. Board of Management, Department of Education & Science.
- To have access to the Code of Behaviour of the school.

## **4. RESPONSIBILITIES OF PUPILS, TEACHERS, STAFF AND PARENTS**

### **4.1. Pupils' responsibilities**

#### **Pupils are responsible for:**

1. Every pupil is expected to treat each other pupil with the utmost respect and courtesy at all times.
2. Every pupil is expected to treat every member of staff with the utmost respect and courtesy at all times
3. Every pupil is expected to be polite and mannerly in their dealings with others.
4. Pupils are expected to cooperate with the classroom teacher at all times during the school day and to abide by the classroom and yard rules.
5. Every pupil is expected to treat his/her property and the property of others with the utmost respect at all times. Copies, books, etc. must be kept as neat and tidy as possible.
6. Pupils are expected to keep their desk and floor areas clean and tidy at all times.
7. Pupils are expected to abide by the school's Anti-Bullying Code and to report all

incidents of bullying to the teacher or principal and should never condone such behaviour in themselves or others. Pupils should 'Tell, Tell, Tell'.

8. Every Pupil is expected to work to the best of his/her abilities at all times and to play his/her part in inculcating a happy but work-like atmosphere within the classroom and school.

9. Pupils are expected never to bring the good name of the school into disrepute.

10. Pupils are expected to engage in our Conflict Resolution Motto: **Stop, Ask, Listen, Talk. (SALT)**

11. When Angry, pupils are expected to follow four rules : **Don't hurt others; Don't hurt yourself ; Don't damage property; Talk about what's making you angry.**

12. The school recognises the influence food has on certain behaviours (e.g. sugar and hyperactivity, allergies, etc.) and therefore has a Healthy Lunches Policy which it expects all pupils to adhere to.

13. Pupils are expected to present to school each day, in uniform, on time and with homework completed as required.

14. Pupils are expected to maintain a high level of manners, cooperation, and appropriate behaviour when engaged in outside school activities.

15. Pupils are expected to engage in reflective exercises on their own behaviour and to take ownership of, and responsibility for, that behaviour.

16. Pupils are expected to accept that every action has an outcome, and therefore pupils are expected to be accountable for their own actions.

17. Pupils are expected to be honest.

18. Pupils are expected to play fairly and safely in the school playground.

19. Pupils are expected to be friendly towards all other pupils in the school at all times.

20. Pupils are expected to leave their mobile phones and recordable devices at home each day or to hand them up to the teacher/school secretary in accordance with our mobile phone policy.

21. Pupils are expected NEVER to bring any item to school that could cause injury or harm to themselves or to others.

22. Pupils are expected NEVER to bring any item to school that could cause offence to others or that is deemed to be inappropriate material for children

#### **4.2. Teachers' responsibilities**

It is important that teachers believe that students' behaviour can change and know what they can do to make this more likely. With a good understanding of behaviour in general, and with accurate observation and good analysis of particular behaviours, teachers can influence some of the factors involved in helping students to manage or change their behaviour. Those factors include:

- motivation
- goals
- skills
- previous experience of trying to change, especially experience of success
- parental, family, teacher or other adult and peer support
- incentive/reward.

The quality of relationships between teachers and students is one of the most powerful influences on student behaviour. For many students, their teachers are a major source of support, adult empathy and pastoral care, and are hugely significant figures in their lives. As adults and professionals, teachers have a strong capacity to develop good relationships with students, and a greater responsibility for the relationship. Mutually respectful relationships balance warmth and empathy with objectivity, professional detachment, fairness, and consistency.

1. Every teacher in the school is 'in Loco Parentis'. This is a legal term which means 'in the place of the parent'. Teachers have a duty of care towards all pupils in their care, not just their own class. This duty of care extends for the duration of time the pupil is present in school or is present at an outside school activity.
2. The Principal has overall responsibility for the maintenance of good behaviour within the school. Pupils will be referred to the principal for serious breaches of discipline and for repeated or persistent minor misbehaviour. The principal is always available as an advisor to the classroom teacher.
3. Each teacher is responsible for the maintenance of good behaviour in his/her classroom and shares a common responsibility for good behaviour within the school premises.
4. Teachers must always treat pupils with respect, even when the pupil is being cautioned or disciplined.
5. Teachers should communicate with parents on a regular basis when pupil behaviour is problematic. Teachers are expected to treat parents as partners in education.
6. Teachers should communicate good behaviour to the parents as well as problematic behaviour.
7. Teachers should always endeavour to make pupils self-aware of their behaviour. This will sometimes involve the teacher having to describe the child's behaviour to the child. The school will sometimes use video to illustrate the child's behaviour to the child or to the parent. This will always be done in a respectful way.
8. Teachers should always endeavour to listen to pupils and to tune into pupil feelings, fears, struggles.
9. Teachers are expected to be assertive but calm in their dealings with pupils.
10. Each teacher is expected to adopt a pro-active and positive approach to student behaviour with the emphasis on reward, encouragement, and celebration.
11. Each Teacher must bring his/her class into the yard at break times. Pupils must not be dismissed from the class.
12. A teacher must never leave a class unsupervised.
13. Teachers should always be aware of the different types of bullying (verbal, emotional, physical, exclusion, cyber bullying, etc.) and endeavour to minimize such behaviour in class or in the playground.
14. It behoves teachers to continually endeavour to enhance their own understanding of what underlies poor behaviour.
15. When dealing with behavioural problems or with conflict, teachers should always try to model a calm and relaxed approach.
16. Teachers are expected to provide a stimulating programme for the children. 1
7. Teachers should not use sarcasm or 'put me downs' to sanction pupils who are misbehaving.

### **4.3. Staff responsibilities**

#### **Staff are responsible for**

- The pupils in their care
- Assisting in the creation of a positive atmosphere and environment for learning.
- Participating in the culture and practice of equality which values all children equally.
- Having positive expectations for pupils.

### **4.4. Parents' responsibilities**

#### **Parents are responsible for:**

1. Parents are expected to accept the school's Code of Behaviour and to assist the school in its implementation.
2. Parents are expected to encourage their children to behave in a courteous, respectful, and mannerly way at all times.
3. Parents are expected to co-operate with the school when sanctions must be imposed.
4. Parents are asked to accept that any child is capable of inappropriate behaviour.
5. When problems occur, parents are asked to make appointments to see the teacher or principal and parents are asked to treat the staff of the school in a courteous and calm manner.
6. Parents are expected to ensure that homework is done each evening and that the homework journal is signed.
7. Parents are expected to ensure that their children attend school each day except in cases of illness, bereavement, family crisis, etc.
8. Parents are required by law to furnish the school with an explanation for every absence from school.
9. Parents are expected to ensure that proper school uniform is worn each day.
10. Parents are expected to attend parent teacher meetings as these are essential in providing proper communication between home and school.
11. Parents are expected to accept that their children may only be accepted in the school as long as they are compliant with the rules of the school. This is in the interests of the health and safety of all pupils and all staff.

## **5. PUPILS WITH SPECIAL NEEDS**

While all pupils in the school are subject to the school's code of behaviour, some pupils come to school with special educational needs. Staff at Gusserane N.S. have an appreciation and awareness of these complex and individual needs. These needs are considered during the implementation of the school's Code of Behaviour. Where a pupil with special needs is in breach of the school's Code of Behaviour the teachers will use their professional judgment in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other pupils who may have exhibited the same type of misdemeanors, they may also show leniency in relation to pupils with specific learning/behavioural difficulties. Parents of these pupils will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the pupil to improve

his/her behaviour. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies.

## **6. STRATEGIES FOR PROMOTING GOOD BEHAVIOUR**

Here in Gusserane N.S. we believe that promoting good behaviour is the main goal of our Code of Behaviour. As part of this the school community are committed to actively promoting a happy atmosphere and positive school environment. This includes practices and strategies to affirm and encourage positive behaviour.

We believe that as adults and professionals we have a greater capacity to develop good relationships with pupils and a greater responsibility for these relationships. As a school community we value and promote mutually respectful relationships which balance warmth and empathy with objectivity, professional detachment, fairness and consistency.

The day-to-day excellence of classroom teaching and school management will enable most pupils to behave in ways that support their own learning and development. Teachers and other school staff also need a range of strategies for promoting and encouraging good behaviour at class and school level.

### **6.1. School strategies for promoting good behaviour**

**The following is a list of some whole school strategies - :**

- Exploring with pupils their rights and responsibilities.
- Employing a variety of age-appropriate strategies within the classroom setting that take into account the needs of all pupils.
- Using the curriculum, in particular the SPHE Curriculum, we enable the pupils to understand why the code is important and their part in making it work. We also enable them to see that the code works in a fair way.
- Focusing on and promoting specific themes within the curriculum e.g. good manners, friendship, buddy systems, relationships and how pupils treat each other.
- Using reward systems both in a whole school and classroom setting (See below).
- Setting standards for pupil behaviour that incorporate high expectations and ensuring that they are clear, consistent and widely understood.
- Promoting positive relationships with parents to encourage effective learning and good behaviour.
- Adults modelling the behaviour that is expected from pupils.
- Engaging in positive everyday interactions between staff and pupils.
- Maintaining good school and class routines
- Helping pupils themselves to recognise and affirm good learning behaviour.
- Recognising and giving positive feedback about behaviour.
- Giving pupils responsibility in daily activities in the school.
- Involving pupils in the consultative process in the development of the Code of Behaviour.
- Setting clear boundaries and rules for pupils.
- Involving pupils in the preparation of the school rules.
- Involving pupils in the preparation of classroom rules and class charters at the beginning of each school year.
- Using displays throughout the school to visually reinforce good behaviour.



### **Classroom strategies for encouraging good behaviour**

- Golden rules
- Circle time
- Pupils are involved in setting up class charters based on school rules and understand why these rules need to be enforced
- Creating time to listen and discuss issues with pupils
- Teaching of rules and responsibilities
- Reinforcement of rules
- Class routines
- Teaching of good manners
- Individual Behaviour Plan
- Individual Reward systems
- Home/School Behaviour Contract

### **Rewards Systems for good behaviour**

#### **Whole School**

- Praise
- Encouragement
- Gold Cards

#### **Class**

- Praise
- Encouragement
- Golden Time (Activity session which takes place in all classes usually on Friday afternoon)
- Reward stickers, stars and stamps
- Best table
- Marble Jar - on a class basis pupils are awarded marbles for good behaviour and get a special treat when the marble jar is full
- Individual Reward systems
  - Homework vouchers? Lucky Dip
- Note in Homework Journal
- Good news note
- Individual reinforcers
- Token system

### **Behaviour in the Playground**

- The playground is divided into separate sections for Junior Infants & Senior Infants, 1<sup>st</sup> & 2<sup>nd</sup> Class, 3<sup>rd</sup> & 4<sup>th</sup> Class and 5<sup>th</sup> & 6<sup>th</sup> Class.
- The playground is always supervised by adults.
- The **S.A.L.T. Conflict Resolution** programme is implemented in the playground.
- A 'cool off area' is designated in the playground. A pupil who is playing roughly or inappropriately or who is breaking the yard rules will be sent to the cool off area for 3-5 minutes.

§ NO Rough play - dragging other pupils - handstands - cart wheels, etc.

§ NO Charging recklessly - 'blind running'

§ NO Jeering, spoiling, bullying, name calling, taunting, taking hats ,etc.



- § NO form of anti-social behaviour
- § NO form of dangerous activity
- § NO form of bullying or racism
- § All classes are escorted to the playground at break time.
- § All games stop when the bell rings in the yard.
- § Pupils are escorted to class from the playground.
- § Pupils should line up in an orderly 'single-file' line when the bell rings.
- § For safety reasons, ball games are only allowed with approved balls supplied by the school.
  - Children are not to climb on any gates or basketball posts.
  - 'Time out' needs to be instant if there is unsafe behaviour.
  - Chasing is to be "tip" only, no grabbing. When caught, children must go straight to 'jail'.

### **Behaviour Around the School**

- § Pupils are expected to treat all school property with respect.
- § Pupils are expected to talk in a low voice when they enter the school building.
- § Pupils are expected to keep to designated walkways.

### **Behaviour on School Related Activities**

- § All school related activities, irrespective of time or place, are seen to be extensions of the school day and all rules that apply to behaviour in school, apply equally to behaviour out of school.
- § Pupils are expected to behave in a mannerly, respectful and safe way when taking part in any school related activity and to follow the directions of teachers and other adult personnel or parents who are assisting the teachers.
- § Pupils who misbehave at a school related activity may be banned from participation in future such activities. This includes football and hurling, library visits, visits to the Parish Church to prepare for First Holy Communion and Confirmation, visiting the swimming pool and swimming pool dressing rooms, other sports activities, walks and excursions.
- § Pupils are expected to treat all guides, sports trainers, library and theatre personnel, bus drivers, swimming pool staff, referees, opposing teams and mentors, etc. with respect and courtesy and to follow any instructions, corrections or guidance given.
- § Pupils are expected to wear safety vests provided by the school when on walks away from the school.
- § Pupils are expected to walk row by row and one by one under the guidance of teachers and SNAs.
- § Pupils must always walk in an orderly fashion taking account of traffic, crossing points, other pedestrians.
- § Pupils must never cross a road until directed to do so by a teacher.
- § Pupils must never interfere with property they pass on a walk or visit (doors, bins, cars, signs, etc.)
- § Pupils must maintain a 'partner voice' when walking as a group in public.
- § Pupils must never run ahead of the group or lag behind the group when doing a group walk.

## 7. Responding to Inappropriate Behaviour

In Gusserane N.S. a whole school approach is used in response to inappropriate behaviour. Elements of this approach include the use of a problem-solving approach when dealing with inappropriate behaviour, agreed ways of describing behaviour, a ladder of intervention, agreed arrangements for recording behaviour and the use of sanctions.

### 7.1. Problem Solving Approach

This is an approach used by the teacher and/or the school to respond to the unwanted behaviour using some or all of the following steps, not necessarily in the order outlined below.

- Gather information. Try 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.
- Decide and agree on specific strategies.
- Implement the agreed strategy consistently.
- Review progress: evaluate the impact and effectiveness of the intervention.
- Throughout, keep the relationship with the pupil as positive as possible; involve the pupil and parent.

### 7.2. Responding to bullying behaviour

Bullying is prohibited in the Gusserane N.S. The school has in place an Anti-Bullying Policy. In the event of an allegation of bullying taking place the procedures outlined in the Anti-Bullying Policy will be adhered to. The sanctions as outlined in this Code of Behaviour may be used in dealing with incidents of bullying. Bullying may be considered as a serious or gross misbehaviour

### 7.3. Responding to Alcohol, Tobacco and Drug Related Incidents

The school has in place a Substance Use Policy. In the event of an allegation related to this policy procedures outlined in the policy will be adhered to. The sanctions as outlined in this Code of Behaviour and in the Substance Use Policy may be used in dealing with these types of incidents. These incidents may be considered as a serious or gross misbehaviour.

### 7.4. Examples of minor, serious and gross misbehaviours

#### 7.4.1. Minor misbehaviours

- breaking the agreed class rules including during lunchtime
- interrupting class work which prevents others from learning
- leaving seat without permission at lunch time
- running in school building
- not following recycling code
- leaving litter around the school
- not responding to the school bell in a timely manner
- failing to line up correctly when requested to do so

- time delaying and chatting in toilets
- being discourteous and unmannerly
- not completing homework without good reason
- isolated acts of disrespect/unkindness to any staff member/pupil/parent/visitor
- isolated instances of being unable to abide by accepted conventions due to special educational/behavioural needs

#### **7.4.2. Serious misbehaviours**

- regular acts of disrespect/unkindness to any member of the school community
- regular instances of speaking out of turn, interrupting others and being inattentive
- regularly preventing others from learning
- deliberately refusing to co-operate with instructions
- using a mobile phone during school hours
- vandalism of school property
- answering back to any staff member/pupil/parent/visitor
- consistently not completing homework without good reason (age appropriate)
- constantly disruptive in class
- persistent minor misbehaviours
- telling lies (age appropriate)
- stealing
- deliberately endangering self or fellow pupils during all school activities
- wilful damage to the property of another child/children
- frequenting school premises after school hours without appropriate permission
- leaving school premises during school day without appropriate permission
- using unacceptable language
- verbal abuse or discriminatory remarks
- bringing weapons to school or using objects as weapons in school e.g. knives of any form, catapults, guns of any form
- inappropriate touching and displaying of body parts (age appropriate)

#### **7.4.3. Gross misbehaviours**

- aggressive, threatening or violent behaviour towards any staff member/pupil/parent/visitor
- any act of assault against any staff member/pupil/parent/visitor
- willful damage to property

Support for all. Most pupils behave appropriately, with the help of consistent and clear rules and routines in class and in school. Occasional, minor misbehaviour should be attended to routinely and effectively through the skill of the classroom teacher.

#### **Additional support for some pupils**

Some pupils need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing behaviourally, socially, and educationally.

Additional inputs or interventions might include:

- referral to another teacher or adult who can work with the pupil
- setting targets for behaviour and monitoring them with the pupil in a supportive way
- behaviour contracts.

Specialised support for a small minority of pupils. A small minority of pupils may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions. These pupils will need a sustained and systematic response involving the important adults in their lives, in school and at home. The Principal and staff will in so far as it is possible build good links with any local support services that may be able to assist in responding to the needs of a pupil with behavioural difficulties.

#### **7.6. Sanctions: Strategies for dealing with misbehaviour**

**The purpose of a sanction is to bring about a change in behaviour by:**

- helping pupils to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- providing pupils the opportunity for reflection on their behaviour and its consequences
- helping pupils (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

**A sanction may also:**

- reinforce the boundaries set out in the code of behaviour
- signal to other pupils and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the pupil, or other pupils or adults, safe.

**Sanctions:**

The following is a list of sanctions that are used not necessarily in the order outlined below.

- Verbal reprimand, in private where practicable, to include reasoning and advising how to improve.
- Misbehaviours at break time may result in 'Time Out' in the yard.
- Withdrawal of privileges for example, golden time, football at yard time, extra yard time reward. Parents may be informed depending on the seriousness of the sanction.
- A pupil will not be deprived of access to a curricular area as a sanction. However, if a pupil is misbehaving during a particular lesson they may be given a cooling off period in which they are removed from the lesson.
- The pupil is reprimanded and /or given 'Time Out' by being separated from peers in the classroom, either changing places with another pupil or moving to an isolated desk. During this time they will still partake in class work.
- The pupil may be removed to a separate place for a "cool down" period. The pupil may be given class work during this time and/or be encouraged to reflect on their behaviour and or write about it.
- In the case of serious incidents a pupil may be removed from their class for a longer period.
- Pupil apologises sincerely (in writing where appropriate).
- Parents/guardians will generally be informed by phone call, email, letter or by a note, parents will be informed as soon as it is perceived that difficulties are developing with

regard to their child's behaviour.

- Detention at lunch time may be used for serious misbehaviours in consultation with the Principal. The pupil will be given time to eat their lunch, go to the toilet and will be supervised at all times. Parents will be informed of detention with a phone call.
- Pupils are sent to the Principal for continually occurring or serious misbehaviours and a phone call will be made to parents.
- Personal contact may be made with parents by the teacher or the Principal in the form of a letter or a phone call.
- Parents may be requested to meet with the teacher and/or the Principal.
- Referral made by Principal to the Chairperson of the Board of Management to arrange a meeting between them and the parents.
- Referral to the Board of Management.
- In the event of a serious incident of misbehaviour or where a pupil is continuously disruptive he/she may be suspended by the Principal/ Board of Management for a minor fixed period (one to three school days).
- Expulsion.

### **7.7. Recording Inappropriate Behaviour**

#### General Behaviour Record Keeping

1. Each teacher should keep a file with a page for each pupil in the class in alphabetical order. Record significant behaviour events, homework not done, uniform not worn, etc. This may then form the basis of PT meetings.
2. Teachers **MUST** record all events objectively and without added opinion or subjective observations/comments.
3. Serious lapses in behavior are recorded on the pupil's Aladdin file.

#### Serious Misbehaviour Record Keeping

1. All acts of serious misbehaviour will be recorded on a 'Serious Misbehaviour Form' which is sent to the principal.
2. All items of Serious Misbehaviour will be notified to the home by post and this is noted on the pupil's Aladdin file.
3. A register of all bullying reports is kept by the principal.

## 8. Suspension

Suspension is defined as "requiring the pupil to absent himself/herself from the school for a specified, limited period of school days ". During the period of a suspension, the pupil retains their place in the school. In keeping with our view of school attendance in that every school day matters, suspensions will only be used for very serious issues and as a last resort.

### 8.1. Authority to Suspend

The Board of Management of Gusserane N.S. has delegated the authority to suspend a pupil to the Principal.

### 8.2. Grounds for Suspension

• A suspension of one to three days may be issued to pupils who engage in :

- a. Bullying
- b. Very aggressive behaviour towards other pupils or staff members
- c. Any behaviour that endangers the pupil or others
- d. Malicious damage to property.
- e. Blank Refusal to co-operate with the class teacher or principal
- f. Behaviour which is having a serious detrimental effect on the education of others

A single incident of serious misbehaviour may be grounds for suspension.

### 8.3. Procedures for Suspension

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

- A suspension may only be issued after proper and fair investigation of an incident.
- 5. Parents will be informed of how incidents were investigated and will be given the opportunity to appeal prior to a proposed suspension being implemented.
- 6. In exceptional circumstances, the principal may issue an immediate suspension or exclusion from school where the continued presence of the pupil is deemed to be a health and safety issue. In such case, the parent will be contacted by telephone and suitable arrangements made for the return of the pupil to his/her home.
- 7. The suspension must be issued in writing.
- 8. When a suspension period has been served, a pupil must be formally re-admitted to his/her class by the principal whereupon he/she will be expected to apologise to the teacher and to any pupil he/she treated badly or inappropriately

### 8.4. Immediate 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 pupils or staff of the school, or any other person. Where an immediate suspension is considered by the principal to be warranted for reasons of the safety of the pupil, other pupils, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. The formal investigation will immediately follow the imposition of the suspension. All the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, will be open-ended. In the case of an immediate suspension, parents will be notified, and

arrangements will be made with them for the pupil to be collected. The school will have regard to its duty of care for the pupil. In no circumstances will a pupil be sent home from school without first notifying parents.

### **8.5 Appealing a Suspension**

The Board of Management has placed a ceiling of three days on any one period of suspension imposed by it. The Board will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998

## **9. Expulsion**

A student is expelled from a school when a Board of Management decides to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

### **9.1 Authority to Expel**

The authority to expel a student is reserved to the Board of Management.

### **9.2. Grounds for Expulsion**

Expulsion of a student is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. A proposal to expel a student requires serious grounds such as

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The student's continued presence in the school constitutes a real and significant threat to safety.
- The student is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. 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 Board of Management will have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

### **9.3. Expulsion for a first offence**

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

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



#### **9.4. Procedures for expulsion**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion: the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal will:

1. Inform the parents and the student that the Board of Management is being asked to consider expulsion.
2. Ensure that parents have records of the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
3. Provide the Board of Management with the same comprehensive records as are given to parents.
4. Notify the parents of the date of the hearing by the Board of Management and invite them to that hearing.
5. Advise the parents that they can make a written and oral submission to the Board of Management.
6. Ensure that parents have enough notice to allow them to prepare for the hearing.

#### **Consideration by the Board of Management of the Principal's recommendation.**

1. It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.
2. The Board should undertake its own review of all documentation and the circumstances of the case. It should ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the student).
3. Where a Board of Management decides to consider expelling a student, it must hold a hearing. The Board meeting for the purpose of the hearing should be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be, impartial as between the Principal and the student. Parents may wish to be accompanied at hearings and the Board should facilitate this/her, in line with good practice and Board procedures.
4. After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations.
5. When a Board approves an expulsion, 20 days written notice must be given to the National Education Welfare Board and the decision is also communicated in writing to the parent(s)

## 10. Implementing and communicating the code

The code will be communicated to the school community in a variety of ways including

- through the School Booklet and Information Pack for new parents
- on the school website
- in the School Newsletter
- at Staff Meetings