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## **Code of Behaviour June 2021**

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## **1. Introduction**

It is the aim of Ahane National School to provide a happy, caring, and safe atmosphere in which all members of the school community can grow as persons. We strive to create an environment, which assists self-development and self-discipline.

The staff recognise the importance of working in partnership with students and parents in preventing and dealing with unacceptable behaviour in our school. In doing this students are encouraged to recognise their right to be educated in a safe and secure environment. They are also encouraged to recognise the right of others to be treated with respect and tolerance. In our school disciplinary decisions are taken in a spirit of concern for the individual and the welfare of other students. The Schools ethos concentrates on the development of the student spiritually, emotionally, mentally and physically. This Code of Behaviour is knowledge and practice based, designed to support the School's ethos.

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Ahane N.S. has prepared and made available a Code of Behaviour for its pupils, staff and parents.

The Code of Behaviour details:

- The standards of behaviour that shall be observed by each pupil attending the school;
- The whole school approach in promoting positive behaviour;
- The measures that shall be taken when a pupil fails or refuses to observe those standards;
- The procedures to be followed before a pupil may be suspended or expelled from the school
- The grounds for removing a suspension imposed in relation to a pupil
- The school's Anti-Bullying Policy
- The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of Ahane N.S. has been developed in accordance with "*Developing a Code of Behaviour: Guidelines for Schools*" National Educational Welfare Board, 2008.

## **2 Policy Formation**

*In formulating this policy the following steps were taken:*

1. Parents and staff met and discussed a proposed code of behaviour
2. Class teachers discussed the topic of 'rules' with their classes and submitted a list of pupils suggestions.
3. The initial draft of the Code of Behaviour was reviewed and where appropriate amended.
4. The finalised draft of the policy was submitted for the Patron's Approval.

### **3. Aims and Objectives**

- To create a happy, secure environment for all our students, within which there is a sense of good order, effective teaching and an agreed approach to discipline
- To place an emphasis on the positive. At all times we would stress that it is the undesirable behaviour and not the student, which is being rejected.
- To foster relationships built on trust between students, teachers and all members of the school community
- To nurture and appreciate the individuality of each child through a policy promoting mutual respect for all
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To enable teachers to teach, hand in hand with the children's right to an education in a disruption free environment
- To ensure the safety and wellbeing of all members of the school community
- To communicate clearly to school staff, parents and pupils the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

### **4. Whole School Approach**

The school climate, values, policies, practices and relationships must support the code of behaviour. The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by, the principal, teachers, ancillary staff and parents in the review and operation of the Code.

The overall responsibility for maintaining discipline within the school rests with the Principal Teacher. It is the responsibility of school management to ensure that all members of staff use agreed sanctions in a consistent way. This removes subjectivity and helps to ensure fairness. It is the parents' responsibility however, to uphold and support the schools code of behaviour. Each teacher has responsibility for the maintenance of discipline within their own classroom.

### **5. Standard of Behaviour**

If the school is to achieve a happy, secure environment in which students can develop to their full potential, it is necessary to provide a framework, which promotes constructive behaviour and discourages unacceptable behaviour. The aim is to ensure that the individuality of each student is accommodated while acknowledging the right of each student to an education in a relatively undistruptive environment. The Board of Management, Principal and teachers have a duty to ensure that a fair Code of Behaviour is in place and is applied to all students in Ahane N.S. The school code places a greater emphasis on rewards than on sanctions, and the ideal is that students will acquire self-discipline. There are times however when it may be necessary to impose sanctions in order to maintain good order and to discourage unacceptable behaviour.

School rules are devised with regard for the health, safety and welfare of all members of the school. Each teacher will develop their own classroom rules in consultation with the pupils.

**Ahane N.S. has views on behaviour and on what is acceptable behaviour expected on a daily basis.**

- **Respect and Courtesy:**

General courtesy and respect for all in the school environment is important to the life of the school.

All pupils are expected to treat children, teachers, substitute teachers, special needs assistant, ancillary staff, substitute teachers and visitors with good manners, respect and courtesy all of the time. Children are expected to do what the teachers ask them to do.

The use of foul language and any form of bullying are unacceptable. Truthfulness and honesty are expected from the children at all times. All parents and guardians are expected to treat all staff members with courtesy and are expected to abide by the school policies.

- **Punctuality**

Punctuality is important in the timetable of the school.

School starts at 9.10 a.m. and finishes at 1.50 p.m. for infants and 2.50 p.m. for other children. No responsibility is accepted for the pupils outside of these hours. Children are not covered by school insurance prior to 9.10 a.m. or after 2.50 p.m. Children who are not collected at 2.50 p.m. are not covered by school insurance. Parents are asked to notify school if a difficulty arises as to arrival or collection of children and to nominate a responsible adult to collect the child in the case of an emergency. Continuous lateness is discouraged. Parents should ensure that their children enter the school gate in the morning and are collected at the gate in the evening.

- **Absences**

Regular attendance at school is important for the child's learning.

Every absence of a child must be accounted for by forwarding a note or a note in the child's homework journal. If a child wishes to leave school early, leave to attend the dentist/doctor/a religious service, a written note or note in the child's journal must be given to the class teacher and the child must be signed out at the school reception. Messages by phone should only be made in cases of emergency.

In accordance with the Education (Welfare) Act (1998) school authorities must inform the National Education Welfare Board of any pupil who has been absent for 20 or more days in any school year.

It is our school policy to inform parents/guardians in writing when their child has been absent for 12 days and remind them of the schools obligation under the Education (Welfare) Act once a child is absent for 20 days.

- **Illness**

Parents should notify the school of any infectious illness, including head lice, immediately. Children should only return to school when the risk to others has passed. Parents will, if necessary, be contacted regarding illness or infection. Parents should inform the teacher or principal of any medical conditions and allergies that their children have.

- **Administration of Medicines**

As a general rule, teachers will not be involved in the administration of medications to pupils. In exceptional circumstances parents/ guardians of the pupil concerned may fill out an Administration of Medicine form, which must be approved by the Board of Management, to authorise a teacher to administer the medication. This form is available from the school office.

- **Personal Property**

Children should have their names on all their coats, uniforms, jumpers, T-shirts and other personal property. Schoolbooks, copies, lunch boxes should have names clearly marked on the top / front cover, rather than inside the cover. Children must treat the property of others with respect. The school is not responsible for personal items that the child brings into school. Children who may damage items of property belonging to others will be asked to repair or replace the item. Children are not allowed have mobile phones or other electronic devices in the school or on school tours.

- **Uniform**

There is a choice of school uniform. Children are expected to wear the school uniform at all times throughout the year. The uniform consists of a green tracksuit with yellow T-shirt. And/or a grey pinafore / skirt / trousers, green V-neck jumper, white shirt and green and white striped tie. The wearing of jewellery and dangly earrings are not allowed for safety reasons. The wearing of make-up or high heel shoes is not allowed. Children are encouraged to wear a coat coming to school. Parents have been consulted on the matter of school uniforms and a school coat and the Board of Management will notify parents/guardians if there is to be any change in Ahane N.S. School Uniform.

- **School Property**

Pupils are encouraged to look after their school and classroom environment. Children must respect all school property and involve themselves on a regular basis in keeping the school environment clean and litter free. Parents will be held accountable for the cleaning, repair or

replacement of any school property or equipment wilfully damaged or vandalised by their children.

- **School Environment**

Litter must be placed in bins. All pupils are involved in keeping their school environment and classroom space tidy and litter free. Recycling is promoted. Pupils are asked to take all their lunch time litter home with them.

- **Healthy Eating Policy**

Ahane N.S. has a Healthy Eating Policy in place. All parents and pupils are asked to adhere to this. As per the policy one small treat is allowed on a Friday. Fizzy drinks are not allowed. Parents are encouraged to give lunches and drinks in recyclable containers. Eating / using chewing gum is forbidden. No glass bottles are allowed. Drink bottles or flasks may not be taken to the yard.

- **Behaviour in class:**

Students must have all books and required material. Students are expected to work to the best of their ability and to present written exercises neatly. They are to show respect for their classmates and follow the teacher's instructions. Any behaviour that interferes with the rights of others is unacceptable.

- **Homework Policy**

It is the policy of the school to assign homework on a regular basis. All children keep a homework journal and are responsible for their journal. Parents are strongly encouraged to take an active interest in their child's homework and are requested to sign their homework journal each night. The homework journal will be used as an important two way communication link between home and school (the homework folder replaces the journal in the case of the infant classes).

- **School Policies**

Ahane N.S. Board of Management has been involved in developing a range of policies for the school, in consultation with parents, children and staff.

There is an expectation that all parents, guardians, teachers and Board of Management members adhere to the policies. They are available from the office.

- **Communication with Parents**

- Parents are always welcome at the school. They are asked to make an appointment to see the teacher/ Principal at an appropriate time.

- Formal Parent /Teacher meetings take place once a year on specific days.
- Informal Parent/ Teacher meetings take place by appointment only at other times (to allow for privacy and the supervision of the class)
- The Homework Journal is used to communicate with parents.
- School newsletters are regularly sent to parents via email.
- The Parents Association regularly updates parents via their Facebook page.
- An introductory meeting is held in the last term for parents of children about to start school in September. The meeting is to familiarise parents with school organisation.

- **Attending Events Outside of School Premises**

Attending events outside of school premises is contingent upon good behaviour. Children unwilling or unable to behave in a responsible manner may not be included in activities that involve leaving the school premises. Children must wear their school uniforms when going on these activities. A code of behaviour for events such as school tours, swimming will be discussed with all children prior to events taking place. Breaches of these codes may result in children being withdrawn from the activities.

- **Bicycles**

Some children cycle to school. Bikes should be securely locked while on the school premises. Children must respect the property of others. Cycling inside the school grounds is prohibited. The school cannot be held responsible for any damage caused to bikes left on the school premises.

## **6. In the Interest of Safety**

- Pupils should behave in an orderly manner at all times and must walk when going from one area to another within the school building.
- Pupils must not behave in a way which endangers others or themselves. Teachers will prohibit games considered dangerous.
- Accidents: A child involved in an accident or hurt in any way must report or be reported to the teacher on yard duty or any available teacher. The teacher may decide:
  - To attend to the injuries
  - To contact the parents to come to the school and attend to their child.
  - To ask the parents to arrange to bring their child home from school
  - In the event of a serious accident where contact with the parents cannot be established to bring the child to a doctor or hospital
- Minor injuries on the yard are recorded in the yard book. Serious injuries are recorded in the accident book.

## **7. Promoting Positive Behaviour in the School**

Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. The code offers a framework within which positive techniques of

motivation and encouragement are utilised by teachers. The school places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give the best results. The school recognises the variety of differences that exist between children and the need to accommodate these differences. We will endeavour, in conjunction with support from special education staff, to provide extra support and scaffolding for pupils more vulnerable to behaviour problems. We aim to communicate standards and rules in a way that students with SEN can understand. All efforts will be made to match the curriculum to the abilities, aptitudes and interests of each pupil. This should help reduce boredom, lack of interest or lack of progress.

To encourage good behaviour the following rewards will be given:

- Verbal affirmation and positive feedback
- Whole class rewards
- Extra privileges
- Regular class visits by the principal to affirm good behaviour
- Regular assemblies where good behaviour is discussed and celebrated
- Monthly individual rewards for very special community and academic effort
- Stars, Stickers and Certificates at class level
- Clearly planned and communicated rewards to help vulnerable students to manage their own behaviour
- Rewards will be linked closely in time to the behaviour in order to achieve maximum impact.
- Care will be taken that rewards are seen to be distributed fairly with due regard for the nurturing of every child's self-esteem

## **Inappropriate Behaviour**

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

### **Level 1**

#### **Level 1 behaviours**

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas e.g.

- Failure to prepare for class, as defined by individual teachers
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Ignoring staff requests
- 

*To expand on the above:*

- Repeated muttering, with correction
- Continuous/persistent muttering with correction

- Repeated talking with correction
- Continuous/persistent talking with correction
- Coughing or whistling persistently
- Banging chairs, biros, rulers etc.
- Answering back, back chat
- Speaking in a raised voice to the teacher
- Arguing constantly with the teacher
- Body expressions such as shrugging, rolling eyes
- Interrupting the teacher teaching
- Swinging on chairs
- Constantly leaving their seats without permission
- Throwing objects in the classroom

*Please note the list is not exhaustive*

**Disciplinary action:**

Depending on the frequency and severity of the behaviour the following strategies listed below may be used in order to

- help pupils learn that their behaviour is unacceptable
- encourage them to begin to take responsibility for it.
- learn that there are consequences to their actions.
- signal to other students and staff that their wellbeing is being protected.

**Actions (in no particular order)**

- Verbal reprimand/ reminder (including advice on how to improve).
- Reinforcement of alternative positive behaviour
- Time out – in yard, time out table
- Note in homework journal/ Yard notebook.
- Temporary separation from peers, friends or others.
- Loss of privileges: playtime, computer time, board games, treats e.g. DVD's
- Prescribing alternative work.
- Detention with activity linked to misbehaviour where possible

**Level 1 Supportive Interventions**

In order to support the children in their efforts to improve their behaviour the following strategies may be used:

- Reasoning and discussion of behaviour with the child
- Discussion of behaviour at class level by teacher/ principal
- Informal notes to parents regarding incident/intervention
- Consultation with parents

## **Level 2**

### **Level 2 behaviors**

These behaviours seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and wellbeing of the students and staff. Egg.

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Bullying
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment.

### **Level 2 Disciplinary Actions**

The disciplinary actions at this level are administered by the principal and may include: (not in any order of implementation)

- In school supervised detention
- Loss of privileges
- Requests (may be written) for parents to meet with the principal and class teacher
- Suspension.

### **Level 2 Supportive Interventions**

- Teachers shall keep a written record of all instances of serious misbehavior and improvements will be communicated orally to pupils and parents. Parents will be involved at an early stage rather than as a last resort
- Meeting of class teacher and principal teacher to devise an intervention plan
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

## **Level 3**

### **Level 3: Behaviours**

These behaviours are the most serious violations and endanger the immediate health, safety and personal wellbeing of pupils and staff. They include such behaviours as:

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Aggressive, threatening or violent behaviour towards a teacher
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin

### **Level 3 Disciplinary Actions and Supportive Interventions**

- Behaviour at Level 3 may involve suspension from school.

Where there are repeated instances of serious misbehaviour the chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and Principal Teacher. Parents may be accompanied at this meeting, having made this arrangement previously with the Principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may have to be suspended for a temporary period. Suspension will be in accordance with the terms of Rule 130 (5) of the rules of National Schools.

- Expulsion may be considered in an extreme case, in accordance with rule 130 (6) of the rules for National Schools.

Every effort will be made to have a child displaying emotional /behavioural difficulties referred for psychological assessment without delay. Help will be sought, also, from support services within the wider community, e.g. Community Care Services provided by Health Boards.

### **Record Keeping:**

Written records in relation to a pupil's behaviour are private and confidential. All such records are kept in accordance with the Data Protection Act 1988 and the Data Protection(Amendment) Act 2003 and GDPR (EU) 2016/679.

## Procedures for dealing with Suspensions and Expulsions

### Suspension

The Board of Management has a right to suspend or expel a child from school and any deliberations and decisions will be treated under Section 29 of the Education Act, 1998 and the *Education (Welfare) Act 2000*, Education (Miscellaneous Provisions) Act, 2007.

### Definition of Suspension

*requiring the student to absent himself/herself from the school for a specified, limited period of school days'*

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

### Authority to suspend

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

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

### Immediate Suspension and Automatic Suspension

An "Immediate Suspension" will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

An "Automatic Suspension" is a suspension imposed for named behaviours. The Board of Management, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff
- or
- Physical violence resulting in serious damage to school property

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour. In exceptional circumstances and with the approval of the

Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days

Parent(s), guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than two school days after the imposition of the suspension. Such a notification will detail:

- The duration of the suspension
- The reasons for the suspension
- The arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s) , guardian(s)

The Board of Management acknowledges that the decision to impose either an immediate or automatic suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than two school days after the incident the Board will invite the pupil and his/her parent(s), guardian(s) to a meeting with the chairperson and the principal to discuss:

- The circumstance surrounding the suspension
- Interventions to prevent a recurrence of such misconduct

The Board of Management acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard no person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.

### **Procedures in respect of a suspension warning**

Where a preliminary assessment confirms serious misbehaviour that could warrant suspension, the Board of Management will initiate a formal investigation,

The following procedures will be observed:

The following information will be issued to the parent(s), guardian(s):

1. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
2. An invitation to a meeting, to be scheduled no later than five school days from the date of the letter, where parent(s), guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board acknowledges the fundamental importance of impartiality in the investigation and decision making process. In this regard, no person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension

- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

### **Grounds for removing a suspension**

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Skills directs that it be removed following an appeal under section 29 of the *Education Act 1998*.

### **After the suspension ends**

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

### **Re-integrating the student**

The school should have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Successful re-integration goes beyond academic work. A suspended student may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour. Where possible, the school should arrange for a member of staff to provide support to the student during the re-integration process.

### **Clean slate**

When any sanction, including suspension, is completed, a student should be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed, the school should expect the same behaviour of this student as of all other students.

### **Records and reports**

#### **Records of investigation and decision-making**

Formal written records should be kept of:

- the investigation (including notes of all interviews held)
- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension.

## **Report to the Board of Management**

The Principal should report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

## **Report to NEWB**

The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (*Education (Welfare) Act, 2000*, section 21(4)(a)).

The Board of Management should review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

## **Expulsion**

### **Definition of Expulsion**

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

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

### **Authority to Expel**

The authority to expel a pupil is reserved by the Board of Management

### **Grounds for expulsion.**

A proposal to expel a student requires serious grounds such as that:

- 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, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

### **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.

## **Procedures in respect of Expulsion**

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

- (a) A Detailed investigation will be carried out under the direction of the Principal  
As part of the investigation the following information will issue to parent(s)/guardian(s);
- i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
  - ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond
- (b) The Principal will make a recommendation to the Board of Management.

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

In this event the Principal will:

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

(c) Consideration by the Board of Management of the Principal's Recommendations & the holding of a hearing

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

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

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

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

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

- i. the meeting will be properly conducted in accordance with Board procedures
- ii. the principal and parent(s)/guardian(s) will present their case to the Board in each other's presence
- iii. each party will be given the opportunity to directly question the evidence of the other party
- iv. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

(d) Board of Management Deliberations & Actions following the hearing

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

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

(e) Confirmation of the Decision to expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

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

The Board of Management acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard no person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of

the investigation procedure, nor will such a person be involved in the decision-making process.

### **Notifying the Educational Welfare Officer:**

The school will inform the Education Welfare officer in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register.

### **Ratification and Communication**

The BOM reviewed the policy at its meeting on 10<sup>th</sup> June 2021. It will be available in the Office and on the school website at [www.ahanens.ie](http://www.ahanens.ie)

Principal: Siobhán Kennedy

Chairperson: Tony Harnett

### **Version Control**

Date Approved/ Reviewed	10 <sup>th</sup> June 2021	Next Review date	May/ June 2022
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The Policy was sent to St. Senan's for review and was re ratified by the Board at a meeting on the 14th March 2019.

This Policy was reviewed as part of the Annual Review of Code of Behaviour and Anti – Bullying Policy at a Board of Management meeting on May 26<sup>th</sup> 2020 and on June 10<sup>th</sup> 2021.