



This code was prepared in accordance with the guidelines issued by the National Education Welfare Board (NEWB). It was drawn up by a representative group of staff, parents and board of management. Initial work was carried out by a School Discipline Committee comprising of senior management (Principal and Deputy Principal) and teachers representing each class grouping in our school (mainstream classes, ASD classes and SEN). The work of auditing and reviewing our existing Code of Behaviour was enriched by involvement of representatives from all of our school community. The Discipline Committee met on a regular basis from September to January. It carried out an audit of the existing code, surveyed staff and pupils and involved discussions and staff CPD. The Code was ratified by the Board of Management on 12/03/2019 and further reviewed and ratified by the Board on 25/08/2020 & 08/02/2022.

### **Introductory Statement**

Assumption Junior School is a co-educational junior national school with pupils ranging from Junior Infants to First Class (boys), and Junior Infants to Second Class (girls). The school also operates two school age ASD classes. These classes will revert to their original form as Early Intervention ASD classes at the beginning of the school years 2020/'21 and 2021/'22 respectively. A culture of care, concern, support, interest and friendliness has evolved over many years and permeates all aspects of the life and work in Assumption Junior School. We strive in cooperation with the parents to provide a, caring and secure environment where each child is encouraged to achieve to the best of his/her ability.

### **Aims**

The aims of the Code of Behaviour are:

- To create an atmosphere that encourages good behaviour
- To set high expectations for good behaviour
- To create a happy and safe place for teaching and learning
- To encourage students to take personal responsibility for their behaviour
- To build positive relationships and respect among students, parents and staff
- To ensure the standards are clear, consistent and widely known and understood
- That pupils see the code works in a fair way

### **Mission Statement**

Assumption Junior School is a Catholic school under the patronage of the Archbishop of Dublin. While it is a school with a Catholic ethos it has due recognition for pupils of all other faiths or of no faith. We are committed to creating a caring, supportive and respectful atmosphere at school where every pupil can achieve their full potential. Our primary aim is to promote the academic, moral, physical, social and emotional development of our pupils appropriate to their age and abilities in a caring, safe and nurturing environment. The ethos of the school is reflected in our Code of Behaviour with the emphasis on respect for self, for others and for the environment. We commit ourselves to creating an ethos of care, concern support and respect throughout the school and we place an emphasis on the



pastoral care of our pupils. We encourage parental involvement and aim to work together in partnership with them to ensure their children have the best educational experiences in our school.

### **Roles and Responsibility**

The responsibility for the implementation of this policy rests with the partners in education i.e. the Board of Management, principal and teaching staff, pupils and the parents/guardians of the pupils in Assumption Junior School.

### **Responsibilities of Board of Management**

- Provide a comfortable, safe environment
- Ratify the Code of Behaviour
- Support the Principal and staff in implementing the code

### **Responsibilities of Principal**

- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner and arrange for review of the Code, as required
- To Chair the Discipline Committee

### **Responsibilities of Teachers**

- Support and implement the school's Code of Behaviour
- Create a safe working environment for each pupil and affirm good work
- Be courteous, consistent and fair
- Keep opportunities for disruptive behaviour to a minimum
- Deal appropriately with misbehaviour
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues
- Communicate with parents when necessary and provide reports on matters of mutual concern

### **Standards of behaviour expected of pupils within the school**

- Follow the Golden Rules
- Do one's best in class
- Attend school regularly and not miss days without good reason
- Arrive on time
- Do not leave during the day without permission
- Respect all school property



- Wear the school uniform
- Show respect for yourself and others
- Avoid swearing, fighting and name calling
- Listen to messages given and do as requested
- Participate in school activities
- Use respectful ways of resolving difficulties and conflict
- Keep the school tidy and litter-free

### **Responsibilities of Parents/Guardians**

Schools need the support of parents regarding good behaviour and discipline. Parents can help their children in the following ways:

- Parents/Guardians must confirm in writing that the Code of Behaviour is acceptable to them and that they will make all reasonable efforts to ensure compliance with such Code by the child and themselves.
- Parents should provide their children with positive models of behaviour.
- Children need boundaries and rules about behaviour. Talk to your child about Golden Rules. They help make the school a safe place where everyone can learn, and nobody feels left out or threatened.
- Ensure that your child attends school regularly and on time.
- Be interested in, support and encourage your child's school-work and homework.
- Co-operate with teachers in instances where your child's behaviour is causing difficulties for others.
- Ensure the school has up to date contact information for parents / guardians.
- Ensure an ordered, structured day for your child with regular meal-times and bed times.
- Check your child has all their needs for class i.e. books, copies etc.
- Share information with the school in relation to any problems which may affect your child's progress / behaviour.
- Behave in a respectful manner.
- Respect school staff and other pupils by making appointments to speak to teachers outside of class time and not interrupting class time.
- Ensure that any criminal or deliberate damage caused by a child is paid for by the parents.
- Ensure that they are contactable by the school at all times during the school day and that they return missed calls from the school.
- Parents will not discuss other parents or children in the school yard. If a parent has an issue with another child, they should bring this to the attention of the class teacher.
- Parents will not use bad language in the school or school grounds.
- Parents will adhere to the school protocols around Covid-19.

If a parent fails to adhere to the Code of Behaviour s/he may be asked to leave the school



yard/premises.

### School Rules

The school's standards of behaviour describe the behaviour expected of all members of the school community, staff and pupils, parents/guardians and visitors. These values are put into practice through simple, clear and consistent school rules and routines which are built on:

- Respect for yourself
- Respect for others
- Respect for your school

The school has six core **Golden Rules** and six **Golden Yard Rules**:

#### Golden Rules:

1. Have kind hands, kind feet and kind words.
2. Stop, look and listen when teacher or another child is speaking.
3. Do your work quietly and let others do the same.
4. If you want to speak put up your hand and wait quietly.
5. Stay in your place and sit quietly and safely.
6. Do as teacher asks.

#### Golden Yard Rules:

1. I stay in my own yard and within the boundary.
2. I have kind hands, kind feet and kind words.
3. I play safely and fairly.
4. I walk to the line when the second bell rings.
5. I will stand quietly and safely in my line.
6. I will do as teacher asks.

These rules are brought to the attention of the children through the class teachers on a regular basis. Behaviour that does not conform to one or more of these rules can be considered unacceptable. The list of rules may vary slightly from time to time, depending on circumstances and as the need arises. For each rule we have certain expectations, and these are explained and taught to all pupils.

The success of the school's Code of Behaviour depends on consistency in the implementation of these rules. This will be achieved as follows:

- Teaching of the school rules
- Rewards and incentives for keeping the rules
- Prevention strategies
- Sanctions for breaking the rules



- Modelling the standards
- Ensuring that students with special needs understand what is expected of them

### Promotion of the School Rules

All pupils are taught the School Rules when they start in Junior Infants and they are revised consistently throughout their remaining years in the school. Parents are given a copy of the rules when they enrol their child, and they are expected to talk to their children about the rules and to encourage their children to keep them.

Individual rules will be highlighted at regular periods through the school newsletter and at assembly.

The School Rules are promoted through the entire school community as follows:

- **Star of the Week Awards**  
School Rules can be reinforced during the weekly *Star of the Week* awards in all classes.
- **Noticeboards**  
The School Rules are displayed prominently in each classroom and on noticeboards throughout the school and yard.
- **Assembly**  
Assembly takes place once a month. It forms a valuable role in our whole school approach to developing self-esteem, promoting positive behaviour and effective discipline. Good work and achievements are highlighted, celebrated and rewarded. The school rules are emphasised and explained. Specific school routines for the classroom and yard are emphasised and explained.
- **Newsletters to Parents**  
A newsletter is sent to home on a monthly basis to inform parents of events taking place in the school. The school rules may be highlighted in the newsletter and parents are encouraged to reinforce these with their children.
- **Principal's Weekly Memo to Staff**  
The Principal sends a weekly information memo to all school staff. Information regarding the Golden Rules will be included in the memo e.g. which rule is of particular focus for that week etc.
- **PA Announcements**
- **Parent Information Booklet**  
All parents / guardians are provided with a copy of the school's Code of Behaviour before registration as required by Section 23(4) of the Education (welfare) Act 2000. On making an



enrolment application parents must sign that they have received, read and agree to abide by the Code of Behaviour. Failure to accept the Code will result in the child not being permitted to enrol in the school.

## Promoting good behaviour

Promoting good behaviour is the main goal of our Code of Behaviour. Our reward system acts as a positive reinforcement of good behaviour. Teachers will focus on and praise good behaviour rather than criticising poor behaviour. Teachers use rewards positively – once given, rewards will not be removed subsequently for unacceptable behaviour.

These are used to acknowledge and affirm good behaviour and good work and can consist of:

### Individual Rewards:

- Star of the Week
- Green card
- Dojo points
- Jobs
- Stickers

### Whole Class Rewards

- Golden time
- DVD
- Extra yard time
- Baking in the staff room
- Raffle
- Extra DEAR time
- Playground
- End of term party

### Group Rewards within the Class

- Table of the week
- Dojo points
- Lucky dips
- Jobs
- Points/stars/marbles
- Cushions on chair (for group of the week)
- Golden time

### Whole School Rewards

- Star of the week



- Trophy for the best line

## Prevention Strategies

The most effective methodology in attempting to manage challenging behaviour is to prevent it occurring in the first place. Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions. The school's SPHE curriculum is used to support the Code of Behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also seeks to foster self-esteem and to help children accommodate differences and develop citizenship.

It is important that we keep in mind that the behaviour expected in school may differ significantly from that accepted at home for some children. Recognising this, teachers will teach our pupils strategies that will enable them to meet the school's expectations.

Prevention strategies used in the school may include:

- Circle time
- Organised Games
- Motor Skills Room (Room 7)
- Sensory Room/Playground
- Sensory/Movement Breaks
- Pathways to Prevention
- P.E programme
- Carrying out useful tasks
- Helping in the school garden
- Thinking Chair
- Support team
- Use of Individual Behaviour Plans

## Additional Supports

Children with special needs may require assistance in understanding and respecting certain rules. Additional inputs and interventions may also be required to help some pupils manage their behaviour and to prevent them failing educationally. Such interventions could include:

- Referral to another teacher or adult who can work with the student.
- Involving the pastoral care team.
- Individual Behaviour Support Plans may be devised in consultation with parents, class teacher, SEN teachers and SNA. Professional assessments where available may inform and shape the Plan.



## Specialised Supports

A small minority of students may exhibit particularly challenging behaviour. The school, in cooperation with the student's parents will seek to avail of any local services that may assist in responding to the needs of the student. These services could include the National Educational Psychological Services (NEPS), NCSE, Lucena Clinic, Enable Ireland, CAMHS and relevant professional counselling services, etc.

## Sanctions for Classroom Misbehaviour

The school strives to solve issues at the lowest level possible. Teachers encourage, support and show pupils how they may be able to resolve issues themselves. Most issues will be resolved at this point. Where sanctions are imposed, they will be graded and reflect the seriousness of the behaviour.

### Yellow and Red Cards

The school operates a yellow and red card warning system as follows:

- Yellow cards are given for serious / disruptive misbehaviours.
- Red cards are given for very serious or consistent misbehaviour.
- All warnings are noted in Stamp Books and are sent home to be signed by parents.
- Yellow or red cards may be given for a single incident of misbehaviour.

### IMMEDIATE YELLOW CARDS GIVEN FOR:

- Deliberately throwing objects
- Bad/ abusive language or gestures directed towards another person (to be discussed with parents)
- Damage to school property
- Involvement in a fight
- Spitting at someone
- Fighting/hurting someone
- Threatening someone
- Misbehaving in the toilets
- Leaving the classroom without permission
- Loss of stamp book

### IMMEDIATE RED CARDS GIVEN FOR

- Throwing furniture
- Unprovoked physical violence to another person
- Leaving school grounds without permission



- Use of obscene/abusive language to a member of staff
- Biting
- Gross Insubordination – Gross insubordination is a wilful and deliberate failure of a student to obey a school staff member's order/direction which could result in the health and safety of any staff member, pupil or the pupil themselves being put at risk. Gross insubordination towards a staff member will be treated as a Red Card issue.

## 1. Dealing with Minor Issues

Where issues occur the class teacher may employ any number of strategies to respond to or divert children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage. These strategies may include:

- Gesture / Look / Whisper
- Tactical ignoring
- Carrying out a useful task in the school
- Catch pupils being good
- Rule reminder
- Teaching rule to class or class recitation of the rule
- Expressing disappointment or disapproval or using humour
- Change of place

## 2. Dealing with more Serious Issues

Disruptive behaviours waste time and impinge on the good order and discipline in the school. When behaviour issues arise that require a sanction either because of the level of disruption, upset or hurt caused, or the persistence of the disruption the following sanctions will be used in a graded system to show disapproval and to discourage such unacceptable behaviour. Deputy Principal/Principal may be involved in investigating incidents which happen in the classroom as necessary.

1. **Verbal Warning** – The teacher will indicate the behaviour and the rule broken.
2. **Warning** – Pupil moves their name/picture onto the warning cloud and indicates the behaviour and rule they have broken.
3. **Thinking Chair** – Pupil spend a defined amount of time in the 'thinking chair' and the teacher discusses with the pupil their behaviour and the rule that they have broken.
4. **Yellow Card** – Pupil moves their name/picture onto the 'yellow card' cloud and indicates the behaviour and rule that they have broken. The child receives a yellow card and no stamp in their Stamp Book, the teacher writes the date and the rule broken in the yellow box and the



parent has to sign the box. Where a pupil receives 2 yellow cards in any 5-day period the teacher will speak with parents directly.

5. **Pupil sent to another Class** – Pupil is sent to another class on their corridor/year group and spends time on the ‘thinking chair’ in that classroom.
6. **Red Card** - Pupil moves their name/picture onto the ‘red card’ cloud and indicates the behaviour and rule that they have broken. The child receives a red card and no stamp in their Stamp Book, the teacher writes the date and the rule broken in the red box and the parent has to sign the box. The child is sent to the principal’s office and parents are contacted. A meeting held with Principal/Deputy Principal and class teacher if necessary. Where a pupil gets 3 yellow cards in any 5-day period the pupil is sent to the deputy principal / principal and gets a red card.
7. **Suspension**
8. **Expulsion**

### Sanctions for Break Times and School Yard

The school yard is always supervised during breaks and the teachers in charge deal with problems that arise during yard time. The teacher records yard incidents in the Yard Book which is checked by their Class Teacher and Principal if deemed necessary. Appropriate sanctions can be decided.

The emphasis is on promoting good behaviour. The yard rules are taught to pupils at the start of each school year and pupils are reminded of them:

### Yard Rules and Routines

1. Pupils must always obey the supervising adults when out on the yard.
2. Pupils must respect teachers, SNAs and fellow pupils by not using violence at any time.
3. Pupils must not use bad, rude, abusive language to teachers, SNAs or other pupils.
4. Pupils are not allowed to go into the school at yard time unless accompanied by a teacher or SNA or have been given permission to by a teacher.
5. In the morning pupils should line up in their class lines at their assigned room numbers under the supervision of a parent or guardian.
6. At the end of yard time pupils must crouch down on the first bell and walk safely to their lines on hearing the second bell.



7. When asked to by a supervising adult, pupils must go to the Thinking Wall for thinking time if necessary.
8. Pupils must stay in their own yard area.
9. Pupils must walk safely to their lines.
10. Pupils must line up in a quiet and orderly fashion.

### **1. Dealing with Minor Issues**

For minor misbehaviour in the yard the following graded sanctions will apply:

1. Verbal Warning – Remind child of Golden Rules
2. Send child to the Thinking Wall for an appropriate time depending on misbehaviour
  - a. Name in Yard Book - to be followed up by Class Teacher and Principal if needed
3. Yellow Card given to the child for repeated offences (See list below)

### **2. Dealing with Serious Issues**

1. Red Card given to child for serious misbehaviour. The child will be brought to the office after yard time to wait for the Principal (See list below)
2. Behaviour recorded in Yard Book and followed up by Class Teacher and Principal
3. Appropriate sanctions will be given, and parents will be informed

#### **Yellow Card for:**

- Deliberately throwing objects
- Bad/ abusive language or gestures directed towards another person
- Damage to school property
- Involvement in a fight
- Spitting at someone
- Fighting/ hurting someone
- Threatening someone
- Misbehaving in the toilets
- Leaving the yard without permission

#### **Red Card for:**

- Unprovoked serious physical violence to another person
- Leaving school grounds without permission
- Use of obscene/ abusive language to a member of staff and fellow pupils
- Biting



Red card = Possible Suspension. The child must sit outside the school office under the supervision of the Principal.

The following actions may also be taken:

- **Taken Off Yard** - If necessary, for health and safety reasons the pupil will be removed from the yard immediately.

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

- For repeated serious misbehaviour on the yard arrangements may be made for the pupil.
- Yellow and red cards may be given for a single incident of misbehaviour.

**School Trips and Outings**

Pupil's behaviour on tours will comply with the standard set down in the school's code of behaviour. Where it is felt that a child's conduct would pose a safety risk or inhibit the educational benefit for self or others, the school management reserves the right to refuse the child permission to travel on school trips / tours / outings. Parents will be advised of this in advance.

**Mobile Phones and other Smart Devices (tablets, smart watches, cameras etc. This list is not exhaustive)**

Pupils are not permitted to bring mobile phones or any other smart devices, watches, cameras or recording equipment to school under any circumstances. Should a member of staff become aware that a pupil is in possession of any such device it will be taken from them and left in the school office. The device will only be returned to the child's parent who must not allow the child to bring it to school again. This is in order to protect our pupils in line with our Child Safeguarding responsibilities and to protect our pupils and staff in line with our GDPR responsibilities. Neither the board of management nor any other person or entity will have any liability in respect of any damage to devices taken from pupils and left in the school office.

**Suspension**

The decision to suspend a pupil requires serious grounds such as:

- The pupil has engaged in repeated instances of misbehaviour and there has been no improvement.
- The pupil's behaviour has had a serious detrimental effect on the education of other students.
- The pupil's continued presence in the school currently constitutes a threat to safety.
- The pupil is responsible for serious damage to property.

A single incident of serious misbehaviour may be grounds for suspension. Serious misbehaviour is defined as any behaviour or acts that would endanger the health and safety of others in the school and/or are in violation of the law.



Suspension allows staff and the pupil time to reflect and gives the staff an opportunity to plan ways to help the pupil change unacceptable behaviour. Students will not be suspended for longer than three days, unless more time is needed to fulfil a particular objective to assist the student.

Suspension is defined as follows: '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 of Assumption Junior School has formally and in writing delegated the authority to impose an Immediate Suspension to the Principal Teacher. An Immediate Suspension may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

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

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

### **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 well-being of pupils or staff of the school. An Automatic Suspension is a suspension imposed for named behaviours. The Board of Management of Assumption Junior School, 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/coaches/visitors to school
- Acts of violence resulting in serious damage to school property
- Gross Insubordination

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 be given to the parent on collection of the child. Such a notification will detail:

- The duration of the suspension and the dates on which the suspension will begin and end
- The reasons for the suspension
- Any study programme to be followed



- The arrangements for returning to school, including any commitments to be entered by the pupil and the parent(s)/guardian(s)
- Any further consequences/sanctions

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. Interviews will be conducted with the pupil in question, other pupils if relevant, staff and the parents of the pupil if possible. This investigation will be carried out prior to the sanction being handed down except in exceptional circumstances.

In exceptional circumstances a formal investigation will be completed no later than 2 school days after the incident. The Principal will carry out the investigation unless she is the victim of the misbehaviour in question. In these circumstances the Deputy Principal will carry out the investigation. The Principal/Deputy Principal will report their findings to the Board of Management which will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss:

- The circumstances surrounding the suspension
- Interventions to prevent a reoccurrence of such misconduct
- Consequences of the action which lead to the suspension

The Board of Management of Assumption Junior School acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given: No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

In the event that a pupil is suspended for a period of 6 consecutive days or more the school will inform the Túsla Educational Welfare Officer who is assigned to the school.

### **Procedures in Respect of Other Suspensions**

In cases other than those of Immediate or Automatic Suspension the following procedures will apply: Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Principal will initiate a formal investigation of the matter. The following procedures will be observed:

A written letter containing the following information will issue to parent(s)/guardian(s) containing:

- Details of the alleged misbehaviour
- Details of the impending investigation process
- Notification that the allegation could result in suspension
- 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 before a decision is made or a sanction imposed
- Consequences and sanctions

We acknowledge the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given:

- 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.



- The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

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
- Any study programme to be followed
- 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 Science under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

### **Expulsion**

In extreme cases and when all possible avenues of discussion, negotiation and mediation open to us have been exhausted, as a last resort it may be deemed necessary for the Board of Management to expel a pupil from the school in accordance with Section 23 of the Educational Welfare Act, 2000.

Prior to this, the school will have taken significant steps to address the misbehaviour, such as:

- Meeting with parents and the student to try to find ways to help the student change his/ her behaviour.
- Ensure the student understands the consequences of their behaviour, if it persists.
- Ensuring all other possible options have been tried
- Seek the assistance of support agencies, such as the N.E.P.S, H.S.E. Community Services, Student and Adolescent Mental Health Services, National Behavioural Support Services and National Council for Special Education, if appropriate

The decision to expel a student requires serious grounds such as:

- The student's behaviour has had a serious detrimental effect on the education of other students
- The student's continued presence in the school currently constitutes a threat to safety
- The student is responsible for serious damage to property

While these are similar to the grounds for suspension, factors such as persistence and seriousness of the behaviour as well as a belief the school has exhausted all possibilities for changing the student's behaviour will influence the decision of the Board to expel a student.

### **Definition of Expulsion:**

'A student is expelled from a school when a Board of Management makes a decision to permanently exclude him/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.

### **Procedures in Respect of Expulsion**

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

- a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required) As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s):
  - details of the alleged misbehaviour
  - details of the impending investigation process
  - notification that the allegation could result in expulsion
  - An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond
  
- b) The Principal (or BoM nominee) will make a recommendation to the Board of Management Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion. In this event the Principal (or nominee) will:
  - inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
  - ensure that parent(s)/guardians have records of:
    - the allegations against the student
    - the investigation
    - written notice of the grounds on which the Board of Management is being asked to consider expulsion
  - provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)
  
- c) 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
  - as to the date, location and time of the hearing
  - of their right to make a written and oral submission to the Board of Management
  - 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:

- the meeting will be properly conducted in accordance with Board procedures



- the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
  - each party will be given the opportunity to directly question the evidence of the other party
  - 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
- Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion
  - 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
  - Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
  - Will be represented at the consultation to be organized by the Educational Welfare Officer
  - 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 of Assumption Junior School acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given:

- 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.
- The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

### **Appealing Suspension/Expulsion**

Parents have the right to appeal under Section 29 of the Education Act, 1998, a decision to expel or a decision to suspend where cumulative suspensions reach or exceed 20 days in any school year. The full details of the procedures to be followed can be found in the Guidelines for Developing a Code of Behaviour, section 11 p 70 - 78 [http://www.newb.ie/codes\\_of\\_behaviour\\_guidelines/download\\_guidelines.asp](http://www.newb.ie/codes_of_behaviour_guidelines/download_guidelines.asp)



### **Record-keeping**

A standardised record sheet will be used to track an individual pupil's behaviour, when teachers feel that a child is moving from regular minor misdemeanours to regular serious misdemeanours. Such records will contain:

- Incidents of misbehaviour
- interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
- Evidence of improved behaviour
- Any sanctions imposed, and the reasons they were imposed
- Pupils and parents will be told when a record is being made about behaviour, and the reasons for keeping a record will be explained.

Teachers may also keep records on children to monitor behaviour. When a child is sent to the Principal for a serious misdemeanour, she will record any accounts of the misdemeanour, from the pupil and from others who may be involved.

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

### **Communication with Parents**

When it comes to behaviour, parents/guardians will be involved at an early stage, rather than as a last resort. Communication will be verbal or written, depending on the circumstances. The staff is willing to meet parents at any mutually agreeable time to discuss any concerns. One aim of the code of behaviour is to provide a clear, consistent method of communication between home and school to inform the parents about their children's behaviour in school.

In situations where there is evidence of serious ongoing emotional and behavioural difficulties, teachers will work with parents/guardians to have their student referred for assessment by the relevant services.

### **CCTV**

In some circumstances CCTV may be used for discipline and health and safety purposes and to prevent bullying.

### **When the code of behaviour applies**

The school's code of behaviour applies during school hours, at all extra-curricular classes or events, at all fund raising and social events organised by the school, on school tours, and at all events organised by, on behalf of, or in the name of Assumption Junior School, whether during school hours or outside of school hours.

### **Bullying**

In dealing with incidences of bullying behaviour, teachers have regard to the school's Anti-Bullying Policy and are drawn up in accordance with Anti Bullying Procedures for Primary Schools (2013).



## Absences / Communication

The Education (Welfare) Act, 2000, Section 18, requires parents to notify the Principal of a school of the reasons for a child's absence. In compliance with these sections, the following procedures apply. For absences of pupils from school parents will send a note upon the return of the child to school outlining the reason(s) for absence or contact the school in person or by phone.

The Education (Welfare) Act 2000, Section 21(4) requires a School Principal to inform an Educational Welfare Officer in writing if the aggregate number of school days on which a student is absent from school during a school year is 20 days or more. Additionally, Section 21(4) authorises the School Principal to notify an Educational Welfare Officer if, in the opinion of the Principal, a child "is not attending school regularly".

## Contact

Where any parent has a concern about any aspect of behaviour the school should be contacted either by phone, in person or in writing and the matter brought to the attention of the child's teacher or the principal/deputy principal as appropriate.

## Review

Our Code of Behaviour will be reviewed by the Discipline Committee on an annual basis.

Reviewed and revised by Board of Management on 08/02/2022

**Date**

Signed:

A handwritten signature in cursive script that reads "Mairead Sweeney".

**Chairperson, Board of Management**