

St. Patrick's B.N.S. Code of Behaviour



Development

This Code of Behaviour has been developed by the principal and staff in conjunction with the pupils and parents of St. Patrick's B.N.S. The review of the previous School Code of Behaviour and Discipline and the use of the publication *Developing a Code of Behaviour: Guidelines for Schools* (Túsla, 2008) were integral to this process.

The Code of Behaviour applies in the following circumstances

- In the school buildings and environs.
- All school trips; for example, to swimming pools, libraries and sporting events.
- School tours and all other school-linked activities.
- Outside school time, a pupil may be subject to the Code of Behaviour if there is a clear link between the pupil's behaviour and the school.

Mission Statement

'Ó gachduine a dhícheall' – 'From every person their best'

St. Patrick's B.N.S. aims to assist in the full development of each child at his own rate and to his full potential, providing for the moral, spiritual, intellectual, physical and social education of the child in a secure environment.

The school recognises the key role of parents – as part of the wider school community – to participate fully in this task. We value the good home/school links that exist, as a positive instrument for the reinforcement of pupils' continuous good behaviour.

The school ethos supports the creation of an environment that fosters a Christian atmosphere, which assists the religious formation of each child in co-operation with home and parish. We welcome children of other faiths and none.

The school promotes qualities of social responsibility, tolerance and understanding among all its members, both in and out of school. We promote habits of respect, courtesy and co-operation.

Good behaviour is promoted and rewarded (see section entitled "Promoting Good Behaviour"). All staff members share responsibility to act in countering aggressive/bullying behaviour.

We strongly believe that no pupil has the right to interfere with any other child's education.

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Roles and Responsibilities

The overall responsibility for behaviour management within the school rests with the Principal. The duties of the Deputy Principal also refer to behaviour management. Each teacher has the responsibility for behaviour management in his/her own classroom. All staff members share a common responsibility for good order within the school premises. Parents should encourage their children to be well behaved in school at all times. It is expected that all staff, parents and visitors will interact in a polite, respectful and friendly manner as a positive example to the pupils.

Standards of Behaviour

Students are more likely to benefit from their education and to be happy in a structured, caring environment where high standards of behaviour are expected and adhered to. St. Patrick's standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for teaching and learning. They describe the behaviour expected of all members of the school community.

Standards are the means by which the school will:

- provide clarity for students about the school's high expectations for their behaviour
- set goals for students that will guide them in moving towards mature and appropriate behaviour
- serve as a practical tool for teaching and learning.

In St. Patrick's BNS, we share the following values:

- respect for self and others
- kindness and willingness to help others
- courtesy and good manners
- fairness
- readiness to use respectful ways of resolving difficulties and conflict
- forgiveness.

St. Patrick's BNS expects students to be committed to their own learning and to that of their peers.

Pupils are expected to:

- attend school regularly and punctually
- do one's best in class
- take responsibility for one's work
- keep the rules
- help to create a safe, positive environment
- respect staff
- respect other students and their learning
- participate in school activities.

Unacceptable behaviour:

- behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- behaviour that interferes with teaching and learning
- threats or physical hurt to another person
- damage to property
- theft.

These Standards have been used as a basis for a Matrix Of Expectations for all pupils in different contexts. Please see Appendix 1.

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School Rules

1. Good behaviour is defined as the full and immediate co-operation of pupils with school procedures and instructions given by staff.
2. Each member of the school community will show respect and good manners to others at all times.
3. Best behaviour is expected of boys in the classroom, in the yard and on the way to and from school. Repeatedly disrupting lessons in class or preventing other pupils from learning is unacceptable and will be treated as serious misbehaviour. Bullying will not be tolerated; see Anti-Bullying Policy.
4. Pupils must remain in school during school hours unless collected and signed out by a parent/guardian. A note should be given in advance if a pupil needs to be taken out early for a medical appointment.
5. Full uniform should be worn. School tracksuit with a white polo shirt should be worn on P.E. days. Watches are the only jewellery allowed.
6. Boys will be in their classroom by 8.50 each morning and leave at 2.30p.m. each evening unless involved in after-school activities. If a boy is absent or late, he should bring a note from his parent/guardian.
7. Boys will bring a healthy lunch to school. Refer to Healthy Eating policy. Other boys may have allergies or dietary needs which all pupils are expected to accommodate.
8. All homework will be completed to a high standard. Homework will be checked and signed by a parent/guardian.
9. Mobile phones are not allowed in school.
10. Items of a dangerous nature such as pen knives or pellet guns and any other items which could cause harm are banned from the school.

Procedures for notifying the school about reasons for absence from school

A parent/guardian should notify the school in writing through the homework journal of any pupil absence as soon as the child returns to school. When a pupil has missed 10 days a note will be sent home to parents/guardians. When a pupil has missed 20 days a 2nd note will be sent home signed by the principal. By law, Túsla, the Child Protection Agency, has to be notified by the school when a pupil has missed 20 days.

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Promoting Good Behaviour

St. Patrick's BNS emphasises promoting good behaviour through positive reinforcement. We emphasise intrinsic rather than extrinsic rewards, i.e. we focus on rewards that boost pupils' self-esteem such as praise, tokens, certificates, healthy experiences such as extra yard time, rather than rewards such as junk food or toys. Staff acknowledge that all pupils learn differently and therefore the emphasis is placed on effort and not achievement.

Whole School Rewards

CaptaennaSeachtaine: Each week every class teacher picks a pupil who has made a particularly good effort for the week in question. This pupil is given responsibility for helping the teacher with tasks in the classroom.

Assembly: Each week, Assembly is held in order to communicate to pupils the standards of behaviour that are expected of the whole school community. This is done by celebrating examples of good effort, kindness, punctuality, attendance, etc.

Yard Trophy and Buddy the Bear: The best behaved class in the Junior yard receive Buddy the Teddy for the week and the best behaved class in the Senior yard receive a trophy for the week plus ten minutes extra yard time.

Student of the Year Awards: Every June each class teacher selects pupils from their class to receive an award in the following four areas: Student of the Year, Kindness Award, Most Improved, Spots Star.

Class-based Rewards

Token economies are used across the school in each class. Pupils receive points for good behaviour or effort. The precise nature of these reward systems differs from class to class in order to promote interest but all systems are based on pupils' efforts to live up to the school's standards of behaviour.

How pupils, staff and parents can help each other to meet the standards expected in the school

Parents and teachers should communicate with one another regularly to ensure that a pupil's conduct remains satisfactory. Where a problem arises the homework journal will be used as a joint means of communication between teacher and parent.

Through the teaching of the S.P.H.E. curriculum and in particular, programmes such as Zippy's Friends, Stay Safe and Walk Tall, pupils are assisted in making good choices regarding their behaviour.

Annually, a series of lessons is taught school-wide on identity-based bullying. Friendship Week involves lessons and activities encouraging the children to build good relationships with their peers.

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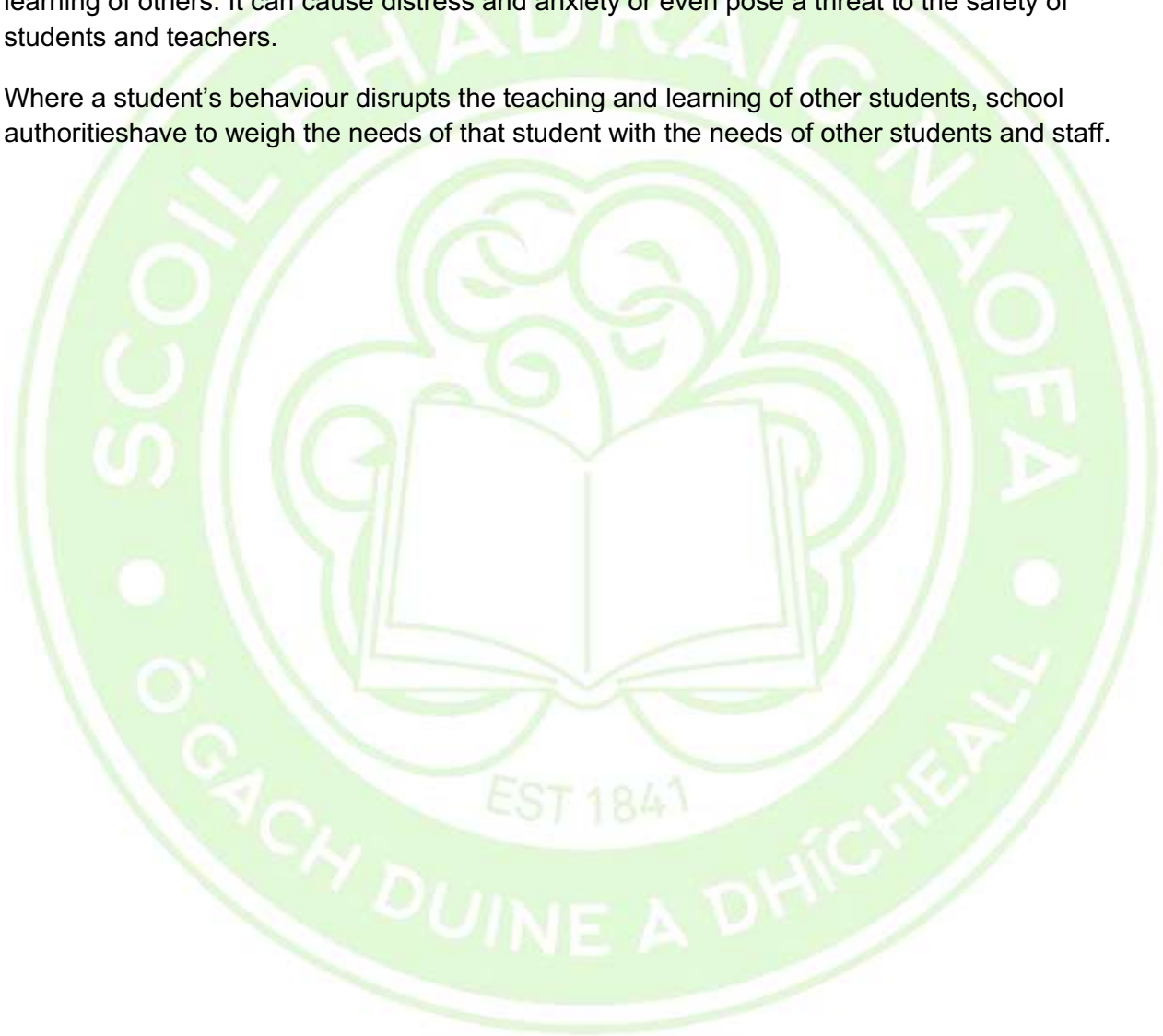
Where parents can seek help if problems arise

Parents may wish to make an appointment to meet the class teacher, Special Education Teacher or Home-School-Liaison Teacher if a problem arises with regard to behaviour issues. The matter may then be referred to the Principal if deemed necessary.

Inappropriate Behaviour

Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the Code of Behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the student's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers.

Where a student's behaviour disrupts the teaching and learning of other students, school authorities have to weigh the needs of that student with the needs of other students and staff.



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Examples of minor misbehaviour

This list is a guide only and not meant to be exhaustive.

- Talking or laughing inappropriately in class
- Being inattentive
- Attempting to disrupt the work of others
- Leaving one's place without permission
- Playing with items at inappropriate times
- Running in the yard. The teacher on the yard decides if a pupil's running is a danger to others. A pupil may then be sent to the wall for a period. This rule has dramatically reduced the number of serious accidents in the yard. Teachers encourage pupils to play safe games in the yard.
- Pushing or pulling others.
- Displaying bad manners or being disrespectful to pupils or staff.

Serious Misbehaviour

This list is a guide only and not meant to be exhaustive.

- Repeated minor misbehaviours as outlined above will be defined as serious misbehaviour
- Use of abusive language
- Running from the class, school etc.
- Violent behaviour
- Blatant refusal to co-operate
- Damage to or theft of property
- Bullying behaviour
- Threatening others

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Consequences of Inappropriate Behaviour

Sanctions

Staff may use sanctions from the following list. The appropriate sanction to be used will be decided by the staff member(s) involved.

Minor misbehaviours:

- Non-verbal warning (eye-contact, gestures)
- Verbal reprimand
- Discuss behaviour with pupil
- Removal from the group (in class)
- Extra written work at the discretion of the teacher, to be done at break time in school or at home
- Note home
- Withdrawal from the particular lesson or peer group
- Loss of privileges e.g. "golden time", a class activity or after-school activity
- Stand at wall during yard
- Carrying out a useful task in the school

Serious misbehaviours/ repeated minor misbehaviours:

- Visit to Principal's office
- Record incident
- Contact parents by phone and/or note
- If repeated, meeting of child, parents, teacher and principal
- Transfer to another class
- Suspension warning
- Suspension
- Expulsion, removal to another school
- After a sanction has been given, children will be asked to reflect on their behaviour and its consequences. They will also be asked to apologise to those affected.

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Behaviour Plans and Behaviours of Concern

In certain cases it may be necessary for the school to provide further supports for the child to self-manage and make better choices regarding their behaviour in which case an individualised, child-centred behaviour plan would be put in place for the child. While the emphasis in any behaviour plan will be the positive reinforcement of good behaviour, the school reserves the right to impose sanctions particularly when the health and safety of pupils and staff are a concern. The school's Behaviours of Concern Policy deals with this in greater detail.

A problem-solving, evidence-based approach to the creation of behaviour plans will be taken and the following steps are used:

1. Gather information. Understand the context and the factors that may be affecting behaviour.
2. Generate ideas about possible solutions that take account of the reasons why it may be happening.
3. Decide and agree on specific strategies.
4. Implement the agreed strategy consistently.
5. Review progress: evaluate the impact and effectiveness of the intervention.
6. Throughout, keep the relationship with the student as positive as possible; involve the student and parents/guardians.

School Policy for dealing with Bullying Behaviour

Please refer to the school's Anti-Bullying Policy.

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Procedures for Suspensions

The Education Welfare Act, 2000, stipulates that a code of behaviour shall specify... 'the procedures to be followed before a student may be suspended or expelled from the school concerned' and "the grounds for removing a suspension imposed in relation to a student."(Sections 23(2) c, d)

For the purpose of this code, suspension is defined as: "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)

The principal shall inform the education welfare officer, by notice in writing, when a student is suspended from a recognised school for a period of not less than 6 days. (Sections 21(4) a).

Circular 20/90 states that 'Parents should be informed of their right to come to the school and be invited to do so in order to discuss the misbehaviour with the Principal Teacher and/or the class teacher. This should always be done when the suspension of a pupil is being contemplated'.

Authority to Suspend

The Board of Management has the authority to suspend a pupil. The authority to suspend a pupil has been delegated by the Board of Management in writing to the principal. The delegation of such authority reflects the provisions of the Guidelines for Schools (Túsla), and any legal requirements, as directed by the Dept. of Education and Science.

An 'Immediate Suspension' or 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 principal is accountable to the BOM for the use of that authority.

Suspension should be a proportionate response to the behaviour that is causing concern. All due procedures as outlined in the Guidelines for Schools will be followed, (p.70-78) and a written record kept of the incident(s) and the investigation conducted.

Factors considered before suspending a student:

The nature and seriousness of the behaviour.

The context of the behaviour.

The impact of the behaviour on pupils, staff and learning of the class.

The interventions tried to date.

Whether suspension is a proportionate response.

The possible impact of suspension.

- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the student to change the inappropriate behaviour?
- How will suspension help teachers or other students affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?

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Grounds for Suspension

- The pupil's behaviour has had a seriously detrimental effect on the education of other pupils.
- The pupil's continued presence in the school at this time constitutes a threat to safety. Furthermore, The Board of Management gives permission for any adult member of staff to restrain a child where it is deemed necessary for the child's own safety and/or the safety of others.
- The pupil is responsible for serious damage to or theft of property.
- A single incident of serious misbehaviour has occurred or there have been repeated examples of minor misbehaviour.
- Leaving the school grounds without permission.

Immediate suspension:

In some circumstances, 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, or any other person. 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.

Procedures in respect of suspension

Where a suspension is deemed appropriate, the school will adhere to fair procedures including the right to be heard and the right to impartiality. If suspension is warranted the school will inform the pupil and parents.

Informing pupil and parents

Parents will be informed by phone or in writing, depending on the seriousness of the matter. Informing parents in writing has the benefit of ensuring that there is a formal and permanent record of having let parents know. It also ensures that parents are clear about what their son is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

Opportunity to respond

Before a suspension decision is made, parents and pupil will be given an opportunity to respond at a meeting with the principal. Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension. It will also advise parents of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school will record the invitations made to parents and their response.

Procedures in relation to immediate suspension

A preliminary investigation will be conducted to establish the case for the imposition of an immediate suspension. Where an immediate suspension is considered by the Principal to be warranted for reasons of safety of the pupil, other pupils, staff or others, the parents will be

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

Period of suspension

A first suspension will normally not exceed three days. In exceptional circumstances a pupil may be suspended for up to five days if the misbehaviour is of a very serious nature as determined by the principal. During a period of suspension a pupil is required to complete extra written school work as set by the class and SET teacher. If a suspension longer than three days is being proposed by the Principal, the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes. The Board of Management may wish to authorise the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions. The Board of Management will normally place a ceiling of ten days on any one period of suspension imposed by it.

Appeals

Parents/ guardians may appeal a suspension by contacting the chairperson of the Board of Management. This appeal must be submitted in writing to the Board of Management stating the reasons for the appeal within 7 days of the date of notification of suspension. The chairperson will discuss the matter with the principal. Parents will be informed of the decision of the Board of Management within 7 days of the receipt of the written appeal.

Section 29 Appeal

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, as amended by the Education (Miscellaneous Provisions) Act 2007 and will be provided with information on the submission of such an appeal.

Implementing the suspension

Written notification

The Principal will notify the parents/guardians in writing of the decision to suspend. The letter will confirm:

- The period 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 student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
- The provision for an appeal to the Board of Management
- The right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, section 29).

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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 Science directs that it be removed following an appeal under section 29 of the Education Act 1998.

Fresh Start

Re-integrating the student:

When any sanction, including suspension, is completed, a pupil will be given the opportunity and support for a fresh start. Once the sanction has been completed the school will expect the same behaviour of the pupil as of all other pupils. However, if a pupil reoffends, the length of a suspension may be increased on any subsequent occasion.

Records and Reports

Within the School

A record of the behaviour and sanction imposed will be kept which will include:

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

Report to the Board of Management

All suspensions will be recorded and reported to the Board of Management with the reasons for and the duration of each suspension. (Rule 130, Section 5, Rules for National Schools))

Outside Agencies GDPR

Such records will be shared with outside agencies such as secondary schools or the H.S.E. etc. when requests are made by such agencies.

Report to Túsla

The principal will report all suspensions to the Túsla in accordance with Túsla reporting guidelines (Education (Welfare) Act 2000, section 21 (4) (a).

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Expulsion

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

Authority to expel

The Board of Management has the authority to expel a pupil. As a matter of best practice, that authority should be reserved to the Board of Management and should not be delegated.

The grounds for expulsion

A proposal to expel a pupil requires serious grounds such as:

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

Expulsion of a pupil will only be undertaken by the Board of Management in extreme cases of unacceptable behaviour. The school will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil including, as appropriate:

- Meeting with parents and the pupil to try to find ways of helping the pupil to change their behaviour.
- Making sure that the pupil understands the possible consequences of their behaviour, if it should persist.
- Ensuring that all other possible options have been tried. Such options will include the use of a behaviour plan emphasising the positive reinforcement of good behaviour.
- Seeking the assistance of support agencies (e.g. 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).

Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a pupil 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 pupil or member of staff
- Actual violence or physical assault
- Supplying illegal substances to other pupils in the school
- Sexual assault
- Arson
- Serious damage to or serious theft of school property
- An offence warranting an appearance in the Juvenile Court
- Or any other offence that the Board of Management deems is of such a serious nature that may warrant expulsion for a first offence.

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Determining the appropriateness of expelling a pupil

Given the seriousness of expulsion as a sanction the Board of Management should undertake a very detailed review of a range of factors in deciding whether to expel a pupil.

Factors to consider before proposing to expel a pupil:

The nature and seriousness of the behaviour:

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been and over what period of time?
- Has the problem behaviour escalated, in spite of the interventions tried?

The context of the behaviour:

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
- What factors may have triggered or provoked incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

The impact of the behaviour:

- How are other pupils and staff affected by the pupil's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?

The interventions tried to date:

- What interventions have been tried? Over what period?
- What has been the result of these interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Is the pupil or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?
- Is the Board satisfied that no other intervention can be tried or is likely to help the pupil to change their behaviour?

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Whether expulsion is a proportionate response:

- Is the pupil's behaviour sufficiently serious to warrant expulsion?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other pupil?

Procedures in respect of expulsion

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

Step 1: A detailed investigation will be carried out under the direction of the Principal

In investigating an allegation, in line with fair procedures, the Principal will:

- inform the pupil and their parents/guardians about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- give parents and the pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

Parents will be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know. This also ensures that parents are very clear about what their son is alleged to have done. Parents and the pupil must have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed.

Where expulsion may result from an investigation, a meeting with the pupil and their parents is essential. It provides the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour. If a pupil and their parents fail to attend a meeting, the Principal will write by registered letter advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation issued to parents and their response.

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Step 2: A recommendation to the Board of Management by the Principal

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. The Principal will:

- inform the parents and the student that the Board of Management is being asked to consider expulsion
- 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
- provide the Board of Management with the same comprehensive records as are given to parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to the Board of Management
- ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing

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. The Board will undertake its own review of all documentation and the circumstances of the case. It will 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).

Where a Board of Management decides to consider expelling a pupil, it must hold a hearing where the Board is impartial between the Principal and the pupil.

At the hearing:

- the Principal and the parents/ guardians will put their case to the Board in each other's presence
- each party will 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
- parents may wish to be accompanied at hearings and the Board will facilitate this
- after both sides have been heard, the Board will ensure that the Principal and parents are not present for the Board's deliberations

Step 4: Board of Management deliberations and actions following the hearing

If the Board of Management is of the opinion that the pupil should be expelled:

- the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1))

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- the Board will refer to National Educational Welfare Board reporting procedures for proposed expulsions
- the pupil will not be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1))
- the Board will inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents will be told that the Board of Management will now inform the Educational Welfare Officer.

An appeal against an expulsion under section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007, s4A).

Step 5: Consultations arranged by the Educational Welfare Officer

Within twenty days of a notification from a Board of Management of its opinion that a pupil should be expelled the Educational Welfare Officer will convene a meeting(s) among the Principal, the parents/guardians and the pupil and anyone else who may be of assistance (Education (Welfare) Act 2000, section 24). The purpose of the meeting(s) is to ensure that arrangements are made for the pupil to continue in education in an alternative setting if the pupil is to be expelled. Pending these consultations about the student's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (Education (Welfare) Act 2000, s24(5)). A Board of Management may consider it appropriate to suspend a pupil during the twenty-day interval in the interests of good order and the safety of other pupils.

Step 6: Confirmation of the decision to expel

Where the twenty-day period has elapsed and the Board of Management remains of the view that the pupil should be expelled the Chairperson will write to the parents/guardians by registered post informing them that the expulsion will proceed. Parents/guardians will also be informed in this letter of their right to appeal to the Secretary General of the Department of Education and Skills and be supplied with the standard form. A formal record will be made of the decision to expel the pupil.

Appeals

Parents / guardians may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a pupil.

Procedures for raising a concern or bringing a complaint about a behaviour matter and who to contact

A concerned parent/guardian should make an appointment via the homework journal or by telephone to meet the class teacher if they have any worries regarding behaviour. If the matter remains unresolved the parent/guardian should make an appointment via the school secretary to meet the Principal.

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This Policy was ratified on _____ by the Board of Management of St. Patrick's B.N.S. and is due for review in _____.

