

Scoil Mhuire
Ballymore Eustace
Co. Kildare
18055B



Code of Behaviour

2021

Introduction and Rationale

Scoil Mhuire aims to provide a happy, secure, friendly, respectful learning environment, where children, parents, staff and Board of Management work in partnership and where each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere. Implementation of this Code of Behaviour is central to the provision of effective teaching and learning in Scoil Mhuire. It is a reflection of our school ethos and central to our school vision.

This policy was prepared in accordance with Guidelines issued by the National Educational Welfare Board. The policy was updated to ensure compliance with the recommendations and requirements of NPHET, DES and the HSE in relation to the COVID-19 pandemic.

Under the Education Welfare Act, 2000, Section 23 (1) schools are obliged to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:

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

Where and When the Code of Behaviour will apply

This Code of Behaviour will apply to all school activities, regardless of timing and location. This will encompass the normal school day, activities that may extend beyond normal opening and closing times and all extra-curricular activities such as school tours, outings, performances and sporting pursuits.

Aims of the Code of Behaviour

Scoil Mhuire's Code of Behaviour aims:

- to promote a safe, secure and positive environment where teaching and learning can thrive
- to promote a friendly, happy atmosphere which will help every child to reach their full potential
- to foster an atmosphere of acceptance, respect and consideration for all
- to promote positive behaviour and self-discipline where the children take

- ownership of their own behaviour
- to help our children to realise that they have some choices about, and are responsible for, their behaviour
 - to help our children to mature into responsible and full participants in our learning community
 - to assist Parents / Guardians in understanding the expectations and procedures that underpin the Code of Behaviour
 - to ensure that all procedures of reward or sanction are implemented in a fair manner throughout the school
 - to protect the health and safety of all pupils, staff and their families by strict adherence to the Code
 - to ensure procedures and protocols to promote social distancing, respiratory and hand hygiene are followed

Responsibilities in Relation to Behaviour

1. Board of Management (BoM)

The Board of Management provides a supportive role to the Principal and the teaching staff in the positive implementation of the school Code of Behaviour.

The Board of Management actively promotes proactive staff involvement in behavioural concerns and to this end will fund where appropriate, opportunities for staff development in the area of understanding behaviour and its management.

The Board of Management is ultimately responsible for the review, ratification and implementation of this Code of Behaviour.

2. Staff

The staff encountered by the children in Scoil Mhuire have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. Our example has an important influence on the children.

As staff members and responsible adults we aim to:

- create a positive climate with realistic expectations
- promote, through example, honesty and courtesy
- model the good behaviour we expect from the children
- provide a caring and effective teaching and learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability or disability
- show appreciation for the efforts and contributions of all

Staff members, supported by the Board of Management, adopt a positive approach to discipline within the school. The elements of a whole school approach to behaviour include:

- An ethos, policies and practices that are in harmony with each other and this Code.
- A teamwork approach to behaviour.
- An inclusive and involved school community.
- A systematic process for planning and reviewing behaviour policy.

At the beginning of each school year all teachers will discuss the Code of Behaviour and, in collaboration with their pupils, devise a set of positive class rules based upon this Code.

The school's Social Personal and Health Education (SPHE) plan and the SPHE curriculum is used by teachers to support compliance with this Code of Behaviour. Our SPHE plan & the curriculum aims to help our children:

- develop communication skills
- recognise and express their emotions
- develop appropriate ways of interacting and behaving with their peers
- develop conflict resolution skills
- develop a positive self-image and enhance their self-esteem
- develop a shared sense of citizenship
- contribute to the continued development of a positive classroom and school culture.

Honest communication between teachers and parents/guardians is essential in addressing any behaviours of concern and/or a child's wellbeing. In this regard the staff will ensure they communicate to parents/guardians any concerns in relation to their child's behaviour and well-being. Communication may be conveyed to parents in person, by phone, letter or note home.

3. Parents/Guardians

In compliance with Section 23 (4) of the Education Act, prior to registering a pupil, parents/guardians will be issued with a copy of the school's Code of Behaviour and, on application, parents/guardians will be asked to confirm in writing that they accept the school's policy 'and that they shall make all reasonable efforts to ensure compliance with such code'.

Scoil Mhuire strives to foster a positive relationship between staff and parents/guardians. Parents & guardians are actively involved in the school in a variety of ways e.g. school activities, Board of Management, Parents' Association etc.

Parental support is vital for the promotion of positive behaviour and the

maintenance of high standards of behaviour. The school therefore, requests that parents:

- Read this policy and share the contents with their children in an age-appropriate manner.
- Give supportive co-operation to school staff in the interest and benefit of their children.
- Co-operate with the school's system of rewards and sanctions.
- Ensure children are punctual and are collected on time.
- Ensure children's attendance is regular. (The school is legally obliged to notify the Education Welfare Services in TUSLA when a child is absent for more than 20 school days annually.)
- Give a written explanation prior to a pre-arranged absence or following a child's absence. This can be a note to the teacher, an email to the office or a message on Class Dojo.
- Discuss any issues, other than minor matters, at mutually agreed pre-arranged meetings.
- Attend parent/guardian teacher meetings as necessary.
- Communicate any issue that may present challenges for you or your child at an early stage.
- Help children with homework, ensuring that it is completed.
- Ensure children have the necessary books and materials for school.
- Ensure that their child's belongings are labelled for easy identification
- Ensure children have an adequate lunch in accordance with the school's healthy lunch policy.
- Ensure children wear their school uniform.
- Observe and respect all social distancing protocols when dropping off or collecting their children from the school.
- Encourage their child to adhere to social distancing, hand and respiratory hygiene guidelines
- Monitor their child closely for signs and symptoms of illness and keep child at home if they show any signs of infectious illness.
- Ensure that meetings with school are arranged in advance through school office
- Ensure that school has up to date contact information for parents/guardians and other family members who may be required to collect their child, should symptoms appear during the school day.
- Answer telephone call from school/call school back promptly and have arrangements in place for prompt collection of their child should it be required.

4. Pupils

The children in Scoil Mhuire can help enormously to make our school a positive, happy and effective learning environment by adhering to the school rules.

Our pupils play the most important role in ensuring our school is a positive and happy place to be by engaging with their peers and with adults in an atmosphere of mutual respect, tolerance and kindness. Our pupils play an important role in the ongoing implementation of the Code of Behaviour by:

- Being involved in discussing and choosing class rules.
- Understanding the need for these rules.
- Discussing, monitoring and reviewing aspects of the Code of Behaviour through the Student Council and at assemblies.

Each pupil is expected:

- to be well behaved and to show respect and consideration for other children and adults
- to show respect for the property of the school, other children's and their own belongings
- to generally try his or her best in school and for homework. (We understand that we all have 'off-days')
- to co-operate with the instructions of school staff
- to follow social distancing protocols as directed by their teachers
- to practise good respiratory and cough etiquette
- to practise good hand hygiene as demonstrated by their teacher
- to use hand sanitiser, wipes, soap, hand towels for the purpose(s) for which they are intended.
- to show due care when using sanitising dispensers, hand towel dispensers and soap dispensers.

Promoting Positive Behaviour

The following standards of behaviour are expected of all members of the Scoil Mhuire community:

- Respect for self and others
- Respect for school property and buildings
- Respect for other children's property
- Follow instructions from staff immediately
- Walking quietly in the school buildings
- Trying their best in all activities
- Listening to those who are speaking, including visitors to their classroom
- Showing kindness, courtesy, good manners and helpfulness at all times

1. Classroom Behaviour

Each teacher will have a set of expected classroom behaviours for his/her class level. These will be drafted in collaboration with the pupils. Class rules should be kept to a minimum of 4 or 5. Class rules should emphasise positive behaviour e.g. 'walk'

rather than 'don't run'. The following general behaviours apply to all classes:

- Co-operate fully with your Teacher's / SNA's / Substitute Teacher's instructions
- Be honest / tell the truth
- Respect the school property and the belongings of classmates
- Complete your work to the best of your ability
- Present your work as neatly as possible in books and copies
- Keep your desk area neat and tidy
- Get on with your work and let others get on with theirs
- Enter and leave your classroom with a minimum of disruption
- Ask permission before leaving your classroom
- Remain seated if the teacher is not in the room
- Complete all Homework to the best of your ability
- Help to tidy up your classroom at the end of the day
- Wear your school uniform / tracksuit
- Eat a healthy lunch every day
- Practise good hygiene, respiratory and cough etiquette
- Practise social distancing where possible

2. Behaviour on Yard

Children have the opportunity to play and socialise with each other on yard at lunch/break times and during assembly and dismissal times. The general classroom rules also apply on the yard. However, we recognise that the yard is a very different space to the classroom and therefore the following strategies are implemented to promote good behaviour and to deal with incidences of unacceptable behaviour in the school yard.

- At both break times, teachers are on duty in the playground, assisted by Special Needs Assistants (SNAs).
- While the SNAs assist with yard supervision and with instances of very minor misbehaviour, the teacher on duty is responsible for most disciplinary matters and SNAs will refer children to the teacher.
- In the interest of social distancing during the Covid-19 pandemic, each class is allocated an area in the playground to which pupils must stay within.
- In the event of misbehaviour during yard time, the teacher on duty will address the issue. The teacher may converse with the child, redirect them or instruct them to take a time out.
- Classroom teachers will be informed of misbehaviour by supervising teacher.
- In the event of serious misbehaviour, an Incident Form may be filled in by the supervising teacher and given to the secretary to include on Aladdin.
- The principal will be informed of serious incidents of misbehaviour.
- Parents will be notified if deemed necessary.

All pupils must adhere to the following playground rules:

- Move around allocated area with due care
- Play safely at all times
- Do not engage in rough play or use inappropriate language
- Follow staff instructions
- Treat others as they would like to be treated themselves
- ask for permission from a supervising teacher / SNA to leave the yard e.g. going to the toilet.
- to be fair and inclusive when setting up their games

3. Other areas within the school

- Pupils walk in single file to and from their classroom keeping to the left on stairways and corridors.
- Pupils are encouraged to use handrails going up and down stairways, taking one step at a time.
- Pupils should move about the school in an orderly manner.
- Pupils should not shout or engage in rough play on corridors, in the toilets or moving between rooms
- Pupils should ensure that their belongings are stored properly in classrooms / corridor storage
- Pupils must show respect for school property and the property of others at all times.
- Courteous behaviour (e.g. standing back to let adults by at doorways, greeting teachers and other adults) is encouraged.

4. School related activities

The standards and rules contained in the Code of Behaviour apply in any situation where the pupil, although outside the school, is still the responsibility of the school, e.g. school tours, games/extra-curricular activities and attendance at events organised by the school.

5. Promoting Positive Behaviour

Part of the vision of Scoil Mhuire is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and that similarly children use a variety of approaches to solving problems. All children deserve encouragement to attain their personal best. Our reward systems seek to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by all adults in Scoil Mhuire. Praise for good behaviour should be as high as for good work.

The following are examples of how praise will be given:

- A quiet word or gesture to show approval
- A comment in child's copy / on Class Dojo / in Homework Journal / on Aladdin
- An email/letter/phone call to parents/guardians
- A visit to/from another teacher / Principal for commendation
- Words of praise in front of class / bualadh bos
- Words of praise at assembly
- Words of praise on yard
- Delegating some special responsibility or privilege
- Individual / groups points (if such a system is in place in the class)
- Stamp / Stickers / Dojo points / Certificates / Golden Time / Homework Pass / Prize may be awarded

Special Educational Needs (SEN)

All children are required to comply with the spirit of the Code of Behaviour. However, Scoil Mhuire recognises that some children with SEN may need additional time and support in order to achieve this. However, upholding the safety and wellbeing of the staff and pupils of the school is paramount. Children with SEN who are unable to regulate their behaviour and are a regular danger to themselves and others will be subject to the processes and sanctions outlined in this Code of Behaviour.

Specialised Behaviour Plans for children with SEN may be necessary at times. Any Behaviour Plans will be a collaboration between the child's teacher(s), parents/guardians and, in some situations, outside professionals such as an Occupational Therapist, NEPS Psychologist etc. All will work together to make sure the child receives all the support they need.

Strategies for Addressing 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.

Three levels of unacceptable behaviour are recognised by Scoil Mhuire NS. They are Minor, Serious and Gross misbehaviours.

It is important to note that the lists below are not exhaustive and that other unacceptable behaviours may be added or included at the school's discretion.

Minor Misbehaviour

Examples of minor misbehaviours include:

- Talking when teacher or another pupil is talking, interrupting the teacher, shouting out answers, talking over another pupil, talking out of turn
- Pupil not listening to instructions, fiddling with stationary etc.
- Laughing/ sniggering/sneering at other children, “giddiness” and giggling
- Throwing objects, making noise, swinging on chairs
- Getting out of seat or moving around the room without permission
- Disobeying teacher’s instructions
- Carelessness with books and stationary, scribbling/ drawing on school books
- Drawing on tables, being careless with another pupil’s property
- Commenting negatively on another pupil’s work
- Excluding others
- Leaving litter in and around the school.
- Lack of compliance with school policy on hair, makeup, jewellery and uniform.
- Being discourteous or unmannerly.
- Name calling
- Gestures of defiance and using bad language
- Unruliness in the classroom, on the stairs or in the hall.
- Deliberately not abiding by social distancing rules,
- Deliberately not following respiratory and cough etiquette
- Deliberate misuse of sanitiser, wipes, soap, hand towels etc.
- Rough play on the yard
- Leaving the classroom without checking with the class teacher
- Leaving the yard to go indoors at break times without checking with the supervising teacher / SNA
- Not wearing full school uniform
- Not adhering to Healthy Lunch Policy
- Late in the mornings
- Unfinished Homework
- Keeping a mobile phone in their bag during class time

Teachers will keep a running record of minor misbehaviours. If a pattern of minor misbehaviours appears, the class teacher may inform Parents/Guardians.

Serious Misbehaviour

Single instances of serious misbehaviour will be dealt with by the class teacher in conjunction with the Principal. Any single incident may be brought to the Parent/Guardian’s attention at the discretion of the class teacher or Principal.

In cases of repeated serious misbehaviours Parents/Guardians will be involved at an early stage and invited to meet the class teacher and Principal to discuss their child’s behaviour.

Examples of Serious Misbehaviours include:

- Behaviour that is hurtful including threats, bullying, harassment, discrimination and victimisation
- Using violent and/or aggressive behaviour towards others
- Verbal abuse of a teacher / adult
- Behaviour that interferes with teaching and learning on a daily basis
- Damage to school property
- Theft
- Taking photographs on personal devices
- Unwanted physical contact e.g. pushing, hitting, biting, spitting, kicking etc.
- Deliberately coughing, sneezing on another child or member of staff.
- Stealing from classmates/teacher
- Deliberate exclusion of peers
- Spreading rumours/lies about another pupil/member of staff
- Name calling or use of derogatory language related specifically to Covid-19.
- Threatening/ intimidating peers
- Throwing
- Leaving the school grounds without permission

Gross Misbehaviours

Parents / Guardians will be informed immediately by the Principal if there is an incident of gross misbehaviour.

Examples of Gross Misbehaviours include:

- Physical abuse of a teacher / adult / other child
- Serious aggressive, threatening or violent behaviour towards a teacher / adult / other child
- Deliberately bringing dangerous implements to school
- Serious damage to property e.g. structural damage to school building, broken window
- Bullying over a prolonged period of time after earlier interventions
- Carrying drugs / alcohol / cigarettes / dangerous substances
- Deliberately skipping school (mitching)
- Deliberate spitting on another child or staff member
- Deliberate and aggressive coughing on another child or member of staff despite previous warnings.
- Serious theft or repeated theft of school/staff property

Bullying

Please refer to Scoil Mhuire's Anti-Bullying Policy

Responding to unacceptable behaviour

The Education (Welfare) Act 2000, Section 23, states that a school must outline 'the measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined'.

Teachers will use their professional judgement and their knowledge of the child and the particular circumstances of the behaviour or incident in responding to unacceptable behaviour and in selecting the appropriate sanction. The sanction will be proportionate to the behaviour or incident in question.

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

- learn that their behaviour is unacceptable
- see that their behaviour affects others
- understand that they have choices about their behaviour
- understand that their choices have consequences
- learn to take responsibility for their choices / behaviours
- discuss and devise strategies to prevent the behaviour occurring again

Sanctions should:

- reinforce the Code of Behaviour
- signal to other children that their wellbeing is being protected
- prevent serious disruption of Teaching and Learning
- be clear so that the child understands why the sanction is being applied
- make it clear that changes in behaviour are needed to avoid further sanctions
- make a clear distinction between minor and major offences
- relate to an individual and not a group
- focus on the child's behaviour not on the child himself/herself

Sanctions may include:

- Reasoning with pupil
- Verbal reprimand including advice on how to improve
- Temporary separation from peers within class and/or temporary removal to another class
- Prescribing extra work/ writing out the story of what happened
- Loss of privileges
- Loss of playtime in yard
- Time out time, either in the classroom or in another room.
- Teacher communicating with parents
- Referral to Principal
- Principal communicating with parents
- Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular22/02 and

Education Welfare Act 2000)

The following steps will be taken when a child behaves inappropriately. Individual teachers may put alternative measures in place depending on the circumstances involved and the age of the child. This list is neither sequential nor exhaustive. These steps may include:

- discuss behaviour and reason with child
- advise child on how to improve the behaviour
- temporary separation within the class or temporary separation from the class
- loss of privileges e.g. golden time / free play / activities / representing the school / attendance on a school trip / tour
- loss of playtime in yard
- asking the child to write down their account of behaviour
- teacher communication with Parents/Guardians
- referral to the Principal
- Principal communication with Parents/Guardians

When all of the above has been exhausted then the matter will be referred to the Board of Management where;

- BOM will consider Suspension
- BOM may consider Expulsion

Suspension

Suspension is defined as 'requiring a student to absent himself / herself from the school for a specified, limited period of school days' (NEWB Guidelines)

Exclusion from school for part of a day or asking Parents/Guardians to keep a child from school, as a sanction, counts as suspension. Suspension will be considered as part of a range of sanctions where a child has engaged in a repeated serious or gross misbehaviour. While suspension should be a proportionate response to the behaviour that is causing concern, a single instance of serious or gross misbehaviour may be grounds for suspension. The decision to suspend will be based on the following grounds:

- The seriously detrimental effect on the education of the other children as a result of the child's behaviour to date
- Whether the child's continued presence in the school constitutes a threat to Health and safety of the child, other children and/or staff
- The child causing serious damage to property

The purpose of the suspension is to give the child / Parent / Guardian / Staff time to consider the child's actions and to consider the implications for the other children in the class group. It will also provide the school with time to devise ways to help

the child improve the child's behaviour in the future.

The Principal can suspend a child for periods of up to three days. If a longer suspension is proposed, the Principal should refer to the Board of Management for consideration and approval. Reports to the Board and to the relevant authorities should be made in line with NEWB Guidelines.

- The principles of ensuring the right to be heard, and the right to impartiality apply in all cases.
- Parents/guardians of a pupil will be given an opportunity to respond to an allegation/concern before a decision suspension is imposed.
- Parents/guardians concerned will be invited to come to the school to discuss their child's case.
- If the parents/guardians do not/cannot give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period.
- Prior to suspension, where possible, the Principal may review the case in consultation with teachers, and other members of the school community involved, with due regard to records of previous misbehaviours, pattern, context, sanctions, previous interventions and their outcomes and any relevant medical information.
- Suspension will be in accordance with the Rules for National Schools and the Education (Welfare) Act 2000.
- In the case of gross misbehaviour, where it is necessary to ensure that discipline is maintained and to ensure the safety of the pupils, the Board of Management has delegated authority to the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents/guardians.
- Where a decision is taken to suspend a pupil, the Principal will notify the parents/guardians and the pupil in writing of the decision to suspend.
- Parents/Guardians have the right to appeal the Principal's decision to suspend a pupil to the school's Board of Management.
- Following or during a period of suspension, parents/guardians may apply to have the pupil reinstated to the school.
- Parents/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff.
- The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.
- Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents/guardians may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007

In the case of the suspension of a pupil formal written records will 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

The Principal will report all suspensions to the Board of Management, including the reasons for and the duration of each suspension. The Principal is required to report suspensions in accordance with the Education Welfare Service reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

Expulsion

A student is expelled from a school when a Board of Management makes a decision to permanently exclude the student from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000. Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools, the Education (Welfare) Act 2000 and Developing a Code of Behaviour: Guidelines for Schools (Túsla).

Before expelling a pupil, the Board of Management shall notify the local Education Welfare Officer in writing in accordance with Section 24 of the Education (Welfare) Act 2000.

Where an assessment of the facts confirms serious/gross misbehaviour or a series of serious misbehaviours that could warrant expulsion, the procedural steps will include:

Step 1: The Principal should outline, in a written report to the parents/guardians & pupil, the nature of the misbehaviour and allow parents/guardians and, where possible, the pupil an opportunity to respond before a decision is made and before a sanction is imposed.

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 should:

- inform the parents/guardians and the pupil that the Board of Management is being asked to consider expulsion
- ensure that parents/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

- provide the Board of Management with the same comprehensive records as given to the parents and/or guardians
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents/guardians that they can make a written and oral submission to the Board of Management
- ensure that parents/guardians 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.

The Board will:

- review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.
- undertake its own review of all documentation and the circumstances of the case
- hold a hearing where the Board of Management decides to consider expelling a student.
- allow the Principal and the parents/guardians to put their case in each other's presence
- allow each party to question the evidence of other party directly
- ensure that the Principal and parents/guardians are not present for the Board's deliberations

Step 4: Board of Management deliberations and 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 (TUSLA) in writing of its opinion and the reasons for this opinion.
- inform the parents/guardians in writing about its conclusions and the next steps in the process.
- inform parents/guardians that the Board of Management is writing to inform the Educational Welfare Officer.
- not expel the pupil before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).

Step 5: Consultations arranged by the Educational Welfare Officer

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance

- convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

Step 6: 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 should formally confirm the decision to expel.

Appeals

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act, 1998 Section 29). An appeal may also be brought by Tusla on behalf of a student.

Procedure for notification of a pupil's absence from school

In co-operation with parents/guardians, we strive to help each pupil achieve his/her full potential and so we will promote a positive attitude towards good attendance and punctuality.

The Education Welfare Act, 2000, Section 23 (2)(e) states that the code of behaviour must specify, "the procedures to be followed in relation to a child's absence from school." Section 18 stipulates that parents must notify the school of a student's absence and the reason for this absence in writing.

Please refer to our 'Attendance Strategy for further information on:

- strategies to promote good attendance
- responding to poor attendance
- recording and reporting attendance

Reference to Other Policies

- Child Safeguarding Policy
- Anti-bullying Policy
- SPHE Plan
- Attendance Strategy
- GDPR Policy
- Health & Safety

Ratification & Review

This policy was reviewed and ratified by the Board of Management in October 2021. It will be reviewed in 2022, or sooner if deemed necessary.

Signed



John McCarville,
Chairperson, Board of Management

Date: 20/10/2021



Peter Roche,
Principal

Date: 20/10/2021