



Rosenallis NS,
Rosenallis,
Co.Laois

Office@rosenallisns.com
057-8628663

Code of Discipline of Rosenallis National School

Introductory Statement:

This code was developed through a process of whole school consultation involving staff, parents' representatives, pupils and the Board of Management of Rosenallis National School. It followed a review of the existing Code of Behaviour of the school which was developed in 2017. This review has been drafted in compliance with Education Welfare Act, 2000, Section 23 (1) and with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB(National Education Welfare Board), 2008.*

The code details:

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

Relationship to characteristic spirit of the school

Rosenallis National School is invested in the ethos of the Roman Catholic Church and as such it realizes its role in promoting positive behavior in order to increase the educational and life opportunities awarded to our pupils and to ensure a safe working environment for all our school community.

The school seeks to nurture each child to develop his/her potential in a caring environment. This can only be achieved where there is a high level of respect and co-operation between all.

The school belief is that everyone in the school and wider community should work together to improve their own and others learning socially, emotionally, physically, spiritually and academically.

Aims

- To create a positive learning environment that encourages and reinforces good behaviour.
- To promote self-esteem and positive relationships.
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach without disruption.
- To ensure that the school's expectations and strategies are widely known and understood.
- To create an atmosphere of respect, tolerance and consideration for others.
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well-being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of

- the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

Rationale

Our school has a clearly defined Code of Behaviour to ensure that an acceptable level of behaviour is maintained at all times. This includes behaviour in the classroom, in the school building, in the school grounds and during school related activities outside the school grounds. The Code ensures the efficient operation of the school so that learning can take place within a pleasant, caring and structured environment.

In devising this code, consideration has been given to the particular needs and circumstances of this school. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption free environment

The school believes in self-discipline for the whole school community, management, staff, parents and pupils. The school seeks to develop self-discipline amongst the whole school community and in particular amongst its pupils. The aim of self-discipline is to develop responsible attitudes towards one-self and towards others, to appreciate the rights of others and in so doing to realise that in conceding rights to others, limitations are placed on our own freedom.

Every effort will be made by staff to adopt a positive approach to the question of behaviour in school. Greater emphasis is placed on rewards than on sanctions in the belief that this will in the long run give the best results.

It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among and between staff, parents and pupils.

The school places great emphasis on consistency, continuity and fairness in implementing the Code of Behaviour

1. Guidelines for behaviour in the school

In order to achieve and maintain a happy school environment we expect the following from pupils:

- Each pupil is expected to be well behaved and to show respect and consideration for other children and adults.
- Each pupil is expected to obey a teacher's instructions and to work to the best of their ability.
- Each pupil is expected to show respect for the property of the school, other children's, their own belongings and to keep the school environment clean and litter free.
- Each pupil is expected to attend school on a regular basis and to be punctual.
- Each pupil is expected to do his/her best both in school and for homework.

2. Whole School Community Approach to promoting positive behavior

Promoting good behaviour is the main goal of the code. School management and staff should actively foster a school ethos, policies and practices that help to promote positive behaviour and prevent inappropriate behaviour.

2.1. The Role of Parents

The parents/guardians and teachers are working together for the good of each child. With this in mind, parents/guardians are expected to fully support, reinforce and model the values of the school both at home and when visiting the school - which seeks to foster the values of the community - and promote a positive and supportive attitude to learning, good behaviour and all aspects of school discipline.

- Parents ensure their children attend school regularly and punctually.
- Parents inform the school if their child cannot attend due to illness or other circumstances.
- Parents encourage their children to do their best and to take responsibility for their work.
- Parents are aware of and cooperate with the school's rules, classroom rules and system of rewards and sanctions.
- Parents attend meetings at the school if requested to do so.
- Parents help their children with homework and ensure that it is completed and returned to school.
- Parents ensure their children have the necessary books and materials for school.
- Parents monitor the Homework Journal for communications from teachers and sign same.
- Parents have a responsibility to model the school's standards of behaviour in their dealings with children, other parents and staff in the school as their example is a powerful source of learning for their own children.

The way in which parents and teachers interact will provide students with a model of good working relationships.

2.2 Role of Staff

While the overall responsibility for discipline within the school rests with the Principal:

- Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises and play areas.
- Non-teaching staff members have an important role in supporting the standards of positive behaviour set by the school.
- Every effort will be made by all members of the staff to adopt a positive approach to the question of behaviour in the school. The Code of Behaviour offers a framework within which positive techniques of motivation and encouragement are utilised by teachers and SNAs (Special Needs Assistants).
- Teachers are sensitive to the needs and particular circumstances of their pupils, using elements of the curriculum particularly the SPHE (Social & Personal Health Education) curriculum to promote positive behaviour and self-esteem.
- Teachers will promote respectful ways of resolving conflict.
- The adults in the school have a responsibility to model the school's standards of behaviour, in their dealings both with students and with each other, since their example is a powerful source of learning for students.
- All existing staff members will be given a copy of the Code of Behaviour and new staff members will receive a copy when they begin work with us.
- In September each class teacher will devise classroom rules with his/her class. Rules

will be stated positively. Rules will be displayed in the classroom at the beginning of the year.

- Children will be reminded of the rules regularly.
- Teachers will re-enforce the rules in the classroom regularly.
- Teachers will use SPHE curriculum to teach and re-enforce the classroom rules.
- Teachers will use the rewards and sanctions as laid out in this policy.

Classroom Management Techniques

- A variety of classroom management techniques will be employed by teachers and good school and class routines will be implemented to stimulate children of all abilities and learning styles.
- Classroom timetables will be set up in such a way as to maintain a good working atmosphere in the classroom.
- Teachers model the expected behaviours for the children.
- Positive feedback to children engaged in good behaviour will be used.

2.3 Role of pupils

Pupils are involved in the ongoing implementation of the Code of Behaviour by:

- Drafting rules for the classroom.
- Taking part in assemblies.
- Reflecting on behaviours and ways of improving behavior.
- Children are encouraged to take on responsibility to report incidents of concern that they witness.
- Using the Student Council to voice their opinions.
- Taking responsibility for their own behaviour.
- Taking on extra responsibilities to help in the running of the school.

Pupils will be involved in any monitoring and review of the Code of Behaviour.

2.4 Role of the Board of Management

- The overall responsibility for ensuring that a Code of Behaviour is prepared rests with the Board of Management. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies.
- Final authority rests with the Board in accepting or rejecting any amendments proposed by members of the school community.
- The Board will support the principal and staff in implementing the code.
- Procedures are in place for the Board to deal with serious breaches of behaviour (see sections on suspension and expulsion).
- The Board will arrange for staff development as the need arises.
- The Board will arrange for a review of the Code of Behaviour.

3. Strategies for Promoting Positive Behaviour

General School Rules

School rules are devised with regard to the health, safety and welfare of all members of the school community. The School Rules listed below provide clear guidelines for all members of the school community.

General Rules

- Pupils are expected to treat all staff members, themselves and each other with due respect and courtesy.

- Bullying is never allowed. Any behaviour that interferes with the rights of others to learn and to be safe is unacceptable (see School Anti- Bullying Policy).
- Bad language is unacceptable. Inappropriate language if used towards a staff member is considered a serious breach of the code.
- Pupils must respect the school building and property.

Attendance & Punctuality

- Progress at school requires optimum attendance and punctuality. Pupils are expected to attend school regularly unless prevented from doing so by illness.
- A School Calendar is issued to all homes each year. This is to allow parents/guardians to plan child care arrangements, holidays etc.
- School opens at 9.10 am. All pupils should be seated in class and ready for class by 9.20 am. The school takes no responsibility for supervision of students outside before 9.10 am.
- The Infant School Day finishes at 2 pm. All infants are expected to be collected by parents/designated guardian at the gate at this time.
- School closes at 3 pm.
- Pupils arriving late to school are expected to explain their lateness to the class teacher. Where a pattern of lateness develops parents will be asked to attend a meeting with the class teacher to explain.
- If a child is absent from school, parents must explain this absence in writing to the school. A number of Explanation for Absence from School notes are contained in the back of the homework diary for convenience.
- Absences of more than 20 days in any school year must, by law be reported to Tusla. Parents will be informed by letter when this occurs. Notes received explaining the reason for the absences will substantiate the reason for the child's non-attendance to the Education Welfare Officer.
- A pupil seeking to leave school temporarily or before the end of the school day must present a note of explanation to their class teacher and must be collected from the office by their parent. The parent should sign the Leaving School Early book at the office.
- Pupils are not permitted to leave the school grounds during break times.
- In the event of contagious illness the parent/guardian **should** inform the school immediately and pupils with such illnesses should not return to school until all chance of infecting other pupils has passed. In certain circumstances it may be necessary to acquire a doctor's cert stating that all chance of infecting other children has passed. The principal will decide if this is required.
- Do not send a sick child to school. If a child is not well enough to play in the yard they should remain at home.

Uniform and Appearance

- Pupils are expected to wear the official school uniform at all times while at school or when representing the school.
- Jackets, coats and outdoor clothing are not allowed to be worn without permission in the classroom.
- The only jewellery permitted in the school is a wrist watch and a single pair of studded earrings.

- Pupils are expected to wear the school tracksuit and suitable footwear for P.E.
- Uniforms and Tracksuits worn to school should be clean, neat and in good condition.
- A high level of personal hygiene is expected at all times.
- Pupils' hair should be clean at all times. No extreme hair styles eg. Hair colouring, etc.
- No make-up allowed.

School and Personal Property

- Pupils are expected to respect all school property and will be expected to pay for any damages caused.
- Children should only bring items requested by the school to school.
- The school does not accept responsibility for pupils' items which are lost, misplaced or damaged.
- Personal property should not be left in school.
- Mobile Phones: Pupils should not have mobile phones in school unless specifically requested by their teacher or parent/guardian. A request by a parent/guardian should be in writing. If a child has permission to have a mobile phone in school, the phone should be kept out of sight and switched off. Should a child need to keep a phone on for emergency reasons, the principal should be notified by the parent/guardian. No mobile phones are permitted in the yard. No taking of photographs or recording is allowed in the school without the principal's permission.
- Children should have their names clearly marked on all personal items.
- Pupils are expected to keep the school property litter free.

Healthy Lunches/School Breaks

- Sos Beag: 11.00 - 11.15: Children should be provided with a snack and non-fizzy drink at this time (refer to healthy lunch policy).
- Sos Mór: 12.40 - 1.00: Children should be provided with a substantial snack and a non-fizzy drink at this time (refer to healthy lunch policy). A treat may be brought in on a Friday.
- No glass bottles, chewing gum, or fizzy drinks.
- Pupils are not allowed to remain indoors during breaks unless the weather is unsuitable for them to go outside. This will be decided by the principal.
- On days when the children are not allowed out in the yard, they must remain in their classrooms and remain seated. Pupils cannot exit the building without the permission of the supervisor.
- On dismissal from class, children go to the toilet, put on their coat, and exit. Pupils are forbidden to re-enter the school building without the permission of a member of staff.

- When the bell rings pupils stop and walk to their line, line up in an orderly manner and wait for their teacher or another member of staff to instruct them to re-enter the school building.
- No running is permitted in the school building.

Yard Rules

It is important, when all the children are in the playground, that we observe some specific rules in order to keep everyone safe. These are as follows:

- I will play safe and I will always be fair.
- I will walk quietly and in an orderly way to and from the yard and I will line up when the bell rings.
- I will keep our yard litter free.
- I will only play in my class area if designated by a staff member.
- If the ball goes outside of the school grounds, I will tell the teacher.
- I will not leave the yard without permission.
- I will treat others with respect.
- I will obey the teacher/adult who is supervising the yard.
- Pupils must not behave in any way that endangers themselves or others in the school yard.
- In the event of an accident in the yard pupils are expected to go to the supervisor who determines whether the injury requires treatment. If treatment is required or the child is distressed they will be sent for first aid and where appropriate parents contacted.
- Pupils are expected to enter and leave the school building at all times in an orderly fashion.

Classroom Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the pupils, based closely on the main school rules. These rules are on display in classrooms. They synopsis for the children what is expected of them, in a language they understand. For example:

- I will do my work and do it well.
- I will raise my hand if I need to speak.
- I will be prepared and tidy.
- I will follow the teacher's instructions.
- I will use good manners and respect others.
- I will allow other children to be heard and to work.

The standards expected in the Code of behaviour apply in any situation where pupils are the responsibility of the school. These include school trips, swimming, going to and from the church, fieldtrips and after school games.

4. Promotion and acknowledgement of good behaviour.

Promoting good behaviour is the main goal of the Code of Behaviour. School management and staff actively foster a school ethos, policies and practices that help to promote positive behaviour and prevent inappropriate behaviour.

Good school management and classroom teaching will enable most pupils to behave in ways that support their own learning and development. A range of consistent strategies are used by school staff to promote good behaviour in school. These include:

- Pupils are given responsibility in the school and are involved in the development and review of the code of behaviour.
- The code is explained to pupils in the belief that if they understand it and their part in it they are more likely to behave well.
- Maintaining standards that set high expectations for pupil behaviour.
- Ensuring standards are clear, consistent and widely understood.
- Encouraging parents to support the school by encouraging good learning behaviour.
- Developing positive relationships between staff, parents and pupils.
- Working to develop and maintain a positive and happy school atmosphere.
- Encouraging and expecting all adults to model the behaviour that is expected from pupils.
- Encouraging positive everyday interactions between staff and pupils.
- Working to review and maintain good school and class routines.
- Providing clear, consistent boundaries and expectations for pupils.
- Help pupils themselves to recognise and affirm good learning behaviour.
- Recognise and give positive feedback to pupils about their behaviour.
- Exploring with pupils how people should treat one another.
- Involving pupils in the preparation and review of school and classroom rules.
- Promoting and recognising positive behaviour regularly through the use of rewards systems such as:
 - Praising good behaviour and achievement.
 - Ensuring that pupils are treated fairly and equally.
 - A quiet word or gesture to show approval.
 - A comment in a pupil's exercise book.
 - Note in homework journal to inform parents of good behaviour.
 - A visit to another member of staff or the Principal for commendation.
 - A word of praise in front of a group or the class.
 - Delegating some responsibility or privilege.
 - A mention to a parent, written or verbal.
 - Certificates for exemplary behavior.
 - Use of positive stampers.
 - Homework off vouchers.
 - Invite principal to come and hear about good behaviour in class.
 - Behaviour awards given out at assembly.
 - Use circle time to discuss positive behavior.
 - Achievement notice board.
 - Allocation of golden time.
 - Draws or other rewards for pupils who behave consistently well.

The above list is not exhaustive and consists of examples that are used in the school. The school is conscious in using rewards that:

- They are used effectively and are attainable for all pupils.
- They are meaningful to the pupils.
- Pupils understand what the reward is given for.

- The rewards acknowledge behaviour that is valued and wanted.
- They are closely linked in time to that specific behavior.
- They are given for effort and not only achievement.
- They are used consistently by staff.
- They are used in an inclusive way.
- They are based on knowledge of each pupil.

5. Responding to inappropriate behaviour

Despite the school's best efforts, inappropriate behaviour occurs. 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 pupil's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of pupils and staff.

Where a pupil's behaviour disrupts the teaching and learning of other pupils, the school has to weigh the needs of that pupil with the needs of the other pupils and staff. It is the responsibility of the school authorities to maintain a classroom and school environment which is safe and supportive of the learning of every pupil in the school and which ensures continuity of instruction for them.

In addressing inappropriate behaviour which does not meet the expected standards of behavior, the school uses the following strategy:

- Early intervention
- Screening of all pupils to identify individual needs.
- On-going monitoring of behaviour and needs both in class and throughout the school by all staff and communication of concerns to the class teacher or principal.
- Early communication and discussion with parents/guardians when concerns arise.
- A problem solving approach to inappropriate behaviour which involves:
 - Gathering information to understand the context and factors that may be affecting a pupil's behaviour.
 - Generating ideas about possible solutions that take account of the reasons why inappropriate behaviour may be happening.
 - Deciding and agreeing on specific strategies
 - Implementing the agreed strategy consistently.
 - Reviewing progress to evaluate the impact and effectiveness of the intervention and moving up the ladder of intervention where required.
 - Throughout the problem solving process it is important that the relationship between the pupil, parents/guardians and school is kept as positive as possible and that all parties remember that the common purpose of the interventions is to assist the pupil to improve his/her behaviour.
- The school operates three levels of intervention:
 - Support for all: Most pupils behave appropriately, with the help of consistent and clear expectations, rules and routines in class and school. Occasional minor misbehaviour will be attended to routinely through the skill of the classroom teacher.
 - Additional Support: Some pupils need more active intervention to help them manage their behaviour. Without additional help, they may be at risk of failing, behaviourally, socially and educationally. Additional inputs and interventions the school uses include:

- Referral to another staff member who can work with the pupil.
- Involving the school's pastoral care team.
- Setting targets for behaviour and monitoring them with the pupil in a supportive way.
- Behaviour contracts.
- Specialised Support: A small minority of pupils may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions. These pupils will need a sustained and systematic response involving all the important adults in their lives, both in school and at home. They are likely to require expert intervention from external professionals and additional supports not normally available to the school. The school has built links with the National Educational Psychological Service, HSE Psychology Service, CAMHs, the National Council for Special Education as well as a number of private professionals. The school will advise parents on the support available from these services and assist parents in applying for support from the relevant services.
- In exceptional circumstances, where a student's behavior poses an immediate risk to their health/safety, or that of others, and all other options have been exhausted, members of staff are authorized to restrain a student. This is only acceptable in the aforementioned context. Staff have been trained by the Crisis Prevention Institute and restraints that are authorized by the school do not cause any pain or physical discomfort – they are aimed solely at preventing a child from harming themselves or others in very exceptional circumstances. More information on this matter is available from the Principal.
- The school tracks and records all pupils' behaviour that is a cause for concern noting the incidences, meetings, interventions tried, assistance offered, progress and improvements in the behaviour.
- The class teacher is the front-line source of help for pupils. As a leader of learning, and someone with an established relationship of trust, the teacher has a strong influence with pupils. The class teacher will deal with routine incidents of misbehaviour and use their professional judgement, knowledge and classroom management strategies in deciding on the most appropriate response in line with this code, to each situation.
- As part of the school's whole-school plan, class teachers can access additional support from other staff members, whom they can ask for advice, or to whom they can refer a pupil for advice and support. Opportunities for using other staff resources include:
 - Teacher referral of a pupil to a member of the special education team, pastoral team or in school management team.
- The class teacher is expected to refer persistent misbehaviour and incidents of serious misbehaviour to the school principal.

Sanctions for inappropriate behaviour

The school uses sanctions in dealing with inappropriate behaviour. The purpose of a sanction is to:

- Firstly, bring about a change in behaviour by:
 - Helping pupils to learn that their behaviour is unacceptable.
 - Helping pupils to recognise the effect of their actions and behaviour on others.
 - Helping pupils (in ways appropriate to their age and development) to

understand that they have choices about their own behaviour and that all choices have consequences.

- o Helping them to take responsibility for their behaviour.
- Secondly, a sanction may also:
 - o Help re-inforce the boundaries set out in this code of behavior.
 - o Signal to other pupils, staff and members of the school community that their well-being is being protected.
- Thirdly in instances of more serious misbehaviour sanctions may be needed to:
 - o Prevent serious disruption of teaching and learning
 - o Keep the pupil or other pupils and staff safe.
- Bullying behaviour amongst children or adults is a serious concern. The Board of Management has adopted an anti-bullying policy as mandated by the Department of Education and Skills in circular 45/13. This anti-bullying policy forms a part of the school's overall policy on behaviour and provides the basis for dealing with allegations of bullying in the school. All sanctions applied in cases of bullying will be in line with this Code of Behaviour.
- The vast majority of pupils, in our school's experience, behave well in school and it is our school's belief that all children wish to behave well and do not want to behave inappropriately. The school understands that misbehaviour is often the sign of a delayed skill-set and will work with parents/guardians to try and identify the needs in question and then try to address these identified needs as appropriate. However, it is important for parents/guardians to understand that the school's resources are limited and determined by the Department of Education and Skills and in the case of special needs by the National Council for Special Education. The school may not therefore be in a position to provide the assistance the school believes a child with behavioural needs requires.
- It is also important that parents/guardians understand that the Board of Management has a duty and a responsibility for the safety, well-being and education of all pupils and staff. Where a pupil's actions endanger their own or another person's safety, well-being or education the Board of Management may impose serious sanctions up to and including suspension and expulsion.
- Three levels of misbehaviour are recognised in applying sanctions: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with in general by the class teacher. In cases of serious misbehaviour or instances of gross misbehaviour, parents will be involved at an early stage and invited to meet with the teacher and/or the Principal to discuss their child's behaviour.

Examples of minor misbehaviour (This list is not exhaustive)

- Interrupting class work.
- Running in the school building.
- Leaving assigned seat without permission at break times.
- Leaving litter around the school.
- Being discourteous/unmannerly.
- Not completing homework without good reason.
- Rough play.
- Writing and passing notes.

Sanctions may include:

- Verbal reprimand.
- Reminder of school or class rules.
- Reasoning or warning.
- Repetition of a task if not done satisfactorily.
- Time out during class – temporary separation from peers.
- Change of position in class.
- Loss of privilege.
- Completion of a reflection sheet.
- Completion of work at a break-time supervised by a staff member.
- In relation to playground incidents a time out area may be used e.g. ‘standing at the kerb’ or the child may be removed from the yard to the office or the corridor. Where repeated incidents occur on yard a child may receive a break-time detention which will be supervised by a staff member.
- Note in homework notebook.
- Class teacher meeting with parents.

Examples of serious misbehaviour (This list is not exhaustive).

- Repeated instances of minor misbehavior.
- Behaviour that consistently interferes with teaching and learning.
- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation).
- Stealing/damaging property.
- Using abusive language towards another child or a member of staff.
- Refusal to follow staff instruction.
- Assault/hitting another pupil.
- Leaving school premises during school day without appropriate permission.
- Use of a mobile phone during the school day.

Sanctions may include:

- Contact parents /guardians.
- Referral to Deputy Principal/ Principal.
- Loss of privileges.
- Supervised detention at a break-time.
- Confiscation of mobile phone brought in and used in school, for collection by parent.
- Teacher and or Principal meets with one/both parents.
- Referral for assessment if appropriate.
- Chairperson of Board of Management is informed and parents requested to meet with the Chairperson and Principal.
- Suspension as per Tusla guidelines. (See following).

Examples of gross misbehaviour (This list is not exhaustive)

- Repeated incidents of serious misbehavior.
- Self-harm or endangerment.
- Assault on staff member.
- Serious assault on another pupil.
- Serious theft.
- Serious damage to property.
- Serious repeated bullying incidents.
- Sexual assault.

- Carrying drugs, alcohol into the school.

Sanctions may include:

- As for serious misbehavior.
- Immediate suspension.
- Board of Management consulted.
- Suspension/Expulsion as per Tusla guidelines. (See following).

6. Pupils with special/behavioural/emotional needs

The school's Code of Behaviour applies equally to all pupils enrolled in the school. Pupils with special educational/behavioural needs will be required to follow the school's Code of Behaviour but teachers will use their professional judgement in the application of the code, understanding that pupils with special educational needs may require additional help to understand and observe the code.

It is important parents/guardians understand that a diagnosis of a special need does not exclude a pupil from this Code or from serious sanction for serious misbehaviour.

7. Suspension

The Board of Management will follow the procedures for suspension as outlined in Chapters 10 & 11 of *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.*

Definition of Suspension: *'requiring the pupil to absent himself/herself from the school for a specified, limited period of school days.'*

Fair procedures (i.e. right to be heard and the right to impartiality) will be applied. Accordingly, pupils and their parents will be fully informed about the alleged misbehaviour and the processes that will be used to investigate and decide the matter; and they will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed.

7.1 Authority to suspend:

The Board of Management of Rosenallis National School has the authority to suspend a pupil. The Board of Management has formally and in writing delegated the authority to impose an 'immediate suspension' to the Principal where there is a serious threat to a child's or children's safety or the safety of a staff member.

Suspension will be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. The decision to suspend a pupil requires serious grounds such as that:

- 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.
- The pupil is responsible for serious damage to property.
- A single incident of serious misconduct may be grounds for suspension.

Suspensions can provide a respite for staff and the pupil, give the pupil time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the pupil to change unacceptable behaviour.

7.2 Forms of suspension
Immediate suspension

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person. Fair procedures will still be applied.

Informal or unacknowledged suspension

Exclusion of a pupil for part of the school day, as a sanction, or asking parents to keep a child from school, as a sanction, is a suspension. Any exclusion imposed by the school is a suspension, and will follow the Guidelines relating to suspension.

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

- *inform the pupil and their parents about the complaint.*
- *give parents and the pupil an opportunity to respond.*

Procedures in relation to immediate suspension

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the pupil, other pupils, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. In the case of an immediate suspension, parents will be notified, and arrangements made with them for the pupil to be collected. The school must have regard to its duty of care for the pupil. In no circumstances will a pupil be sent home from school without first notifying parents.

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

- The circumstances surrounding the suspension.
- Interventions to prevent a reoccurrence of such misconduct.
- The Board of Management may delegate responsibility for conducting this meeting to the Principal.

7.3 . The period of suspension

A pupil will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective.

If a suspension longer than three days is being proposed by the Principal, the matter will be referred (except in exceptional circumstances) to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes. Even in the case of exceptional circumstances the Principal cannot suspend for more than five days.

The Board will formally review any proposal to suspend a pupil, where the suspension would bring the number of days for which the pupil has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the *Education Act 1998*.

7.4. Appeals

The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a pupil. An appeal of the Principal's decision must be made in writing within seven days of the date of suspension to the Chairperson of the Board of Management outlining the basis for the appeal. The Board of Management will invite the parent/guardian to a meeting to hear the appeal.

In the case of decisions to suspend made by the Board of Management, an appeals process may be provided by the Patron in the future. However, such a process does not currently

exist.

Section 29 Appeal

Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the parents may appeal the suspension under section 29 of the *Education Act 1998*, as amended by the *Education (Miscellaneous Provisions) Act 2007*.

7.5. Implementing the suspension

- Communication with parents regarding suspension of a pupil will be in writing and copies of all correspondence will be retained. In some circumstances it may be necessary to contact parents by phone
- The Principal will notify the parents and the pupil 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 pupil 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 Skills (*Education Act 1998*, section 29).
- The parents/guardians and the pupil will be invited to meet with the Principal and or the Board of Management to discuss the proposed suspension.
- Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.
- Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within the suspension period at the discretion of the Principal and /or the Board of Management.

7.6. Grounds for removing a suspension

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

7.7. After the suspension ends

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

Re-integrating the pupil

The school will have a plan to help the pupil to take responsibility for catching up on work missed. The school will arrange for a member of staff to provide support to the pupil during the re-integration process.

Clean slate

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

7.8 Records and reports

Records of investigation and decision-making Formal written records should be kept of:

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

Report to the Board of Management

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

Report to Tusla

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

7.9 Review of the Use of Suspension

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

8. Expulsion

(Procedures outlined in the NEWB Guidelines pgs. 83- 86 will be followed.)

Definition: ‘A student is expelled from a school when the Board of Management makes a decision to permanently exclude him or her from the school’.

Expulsion of a student is a very serious step, and one that will only be taken by the Board of Management of Rosenallis National School in extreme cases of unacceptable behaviour. The school will have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

- meeting with parents and the student to try to find ways of helping the student to change their behavior.
- making sure that the student understands the possible consequences of their behaviour, if it should persist.
- ensuring that all other possible options have been tried.
- 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).

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

- The student’s behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The student’s continued presence in the school constitutes a real and significant threat to safety.
- The student is responsible for serious damage to property.
- In exceptional circumstances a pupil may be expelled for a first offence for example:
 - a serious threat of violence against another student or member of staff.
 - actual violence or physical assault.
 - supplying illegal drugs to other students in the school.
 - sexual assault.

The following factors will be considered before proposing to expel a student

- **The nature and seriousness of the behaviour.**

- **The context of the behaviour.**
- **The impact of the behaviour.**
- **The interventions tried to date.**

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.

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.

Review & Implementation:

This policy will be reviewed on a regular basis, most recently January 2022, and implemented once ratified by the Board of Management.

Ratification by the Board of Management.

Ratified on 31/01/2022.

Chairperson BOM

Principal/Secretary BOM