



BEHAVIOUR AND DISCIPLINE POLICY

Glantane N.S., Brittas, Lombardstown, Mallow, Co. Cork. P51 PK65

Phone: 022-47101.

Email: office@glantanens.ie

Principal: Maria Foley

INTRODUCTION

Glantane National School is a school within the Irish Primary Education system under the patronage of the Catholic Bishop of Cloyne. It is a rural co-educational school catering for children from Junior Infants to Sixth Class, where the children are taught in a multi-class situation. It caters for children from different backgrounds and abilities. The ethos of the school is concerned with fostering the love of God, the love of every human being and respect for oneself and for one another.

The Code of Behaviour policy was updated by the Glantane School community in 2018. It was a collaborative exercise between teachers, parents, Board of Management and pupils as appropriate. The policy was then ratified by the Board of Management. This policy was reviewed in May 2019 and will be reviewed again by the school community in May 2020. This document is in line with the National Educational Welfare Board (NEWB) publication – ‘Guidelines for schools, Developing a code of behaviour’

Rationale:

This policy was drawn up for the following reasons:

1. To ensure an orderly, safe and secure climate for the school community
2. It is a requirement under Department of Education and Science (DES) Circular 20/90 on School Discipline
3. It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to the obligation on schools 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:

- (a) The standards of behaviour that shall be observed by each student attending the school;
- (b) The measures that shall be taken when a student fails or refuses to observe those standards;
- (c) The procedures to be followed before a student may be suspended or expelled from the school concerned;
- (d) The grounds for removing a suspension in relation to a student
- (e) The procedures to be followed in relation to a child’s absence from school



Our Vision: Our school motto is “Be nice, Be kind, Be tolerant” “Bígí Lách, Bígí Cineálta, Bígí Cneasta”.

The aim of Glantane N.S. is to ensure that the individuality of each child is accommodated, acknowledging that each child is unique, while also acknowledging the right of each child to an education in a relatively disruption-free environment.

Every effort will be made by all staff members to adopt a positive approach to the question of behaviour in the school. A high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among the staff and between staff, pupils, parents and the Board of Management.

SCHOOL ORGANISATION.

Timetable:

9.20 a.m. School opens.

11.00-11.15a.m. Lunch Break.

12.30-1.00p.m. Lunch Break.

2.00p.m. Infants finish.

3.00p.m. School closes.

SCHOOL UNIFORM: (To be worn by all classes).

Girls: Navy jumper or cardigan, white blouse, navy pinafore or skirt, navy school pants and school tie.

Boys: Navy jumper, white shirt, navy school pants and School tie (optional)

School Tracksuit to be worn **only** on Sports oriented days

Outdoor Footwear: Please ensure that your child wears footwear which is safe and suitable for play on playground surfaces.

Children are requested to wear runners on P.E./Training days.

N.B. Clothing, indoor shoes, books etc. have name tags for identification.

SCHOOL INFORMATION.

1. Please note that children are only supervised during school hours
(9.20a.m. – 3.00p.m.)
2. A parking space is reserved for the school buses and special needs parking directly outside the gate.
Please do not obstruct this space.
3. Children will only be allowed leave school if they have signed authorisation from the parent/guardian or if a parent/guardian calls to the school.



4. If a child is absent, a note of explanation must be sent to the school by the parent/guardian when the child returns to school.
5. As the school operates a Healthy Eating Policy, parents should endeavour to provide a nutritious lunch. Fizzy drinks and chewing gum are forbidden. Lunches must be consumed in the classroom. Glass bottles are not allowed.
6. Please contact the school office if you wish to make an appointment with the principal or teacher.
7. New entrance layout/car park/bus access

SCHOOL RULES

Whole School approach in promoting positive behaviour

‘A positive school ethos is based on the quality of relationships between teachers and the ways in which pupils and teachers treat each other. This positive ethos permeates all the activities of the school and helps in forming a strong cohesion within the school’ (circular 20/90).

The following are the standards of behaviour that shall be observed by each student in this school:

1. Children must show respect for themselves, for each other and for all adults throughout the school day. They are expected to be courteous and mannerly to school staff and visitors.
2. Children must show respect for their own property, the property of others and school property at all times. No littering.
3. Polite language is expected from all pupils. Name calling and bad language will not be tolerated.
4. Bullying, rough play, fighting and spitting are not allowed.
5. Children must walk at all times while in the school building and must exercise due care and attention.
6. Children must remain seated at all times while the teacher is out of the room.
7. Children must walk within designated areas of the playground. Climbing and walking on flowerbeds is strictly forbidden.
8. Children must always use the designated entrances when entering and leaving the school
9. Children are not allowed to have electronic devices in school, without prior permission from their teacher.
10. Children are strictly forbidden to enter property adjacent to the school and from going out onto the road at any time unless authorised by a teacher.
11. Hair should be kept clean, neat and tidy.
12. Wearing of jewellery must be kept to a minimum, stud earrings only. Children are responsible for their own jewellery.



13. No facial piercings permitted.

The following are the standards of behaviour that shall be observed by the staff in this school:

Teachers' & SNAs' Rights

Teachers and SNAs, like all workers, have the right to be treated with respect and dignity. They should be able to work in a safe, well-mannered, physical environment, relatively free from disruption. They have the right to the support and co-operation of teaching colleagues, other school staff and parents in order to achieve the school's aims and objectives. ('Towards Positive Behaviour in Primary Schools' INTO 2002)

1. In our school, we treat all children with respect and dignity. There is a strong sense of community and co-operation among staff, pupils and parents and all are agreed that their focus is primarily on the promotion and recognition of positive behaviour ... 'It is important that the policy is accepted by all staff.' (Circular 20/90)
2. We strive to foster a positive relationship between the parents and the staff of the school. Parents are actively involved in the school in a variety of ways. Parents serve on the Board of Management, the Parents' Association and on various school committees e.g. Green School Committee, Health Promotion Committee etc.
3. Staff members are consulted at the planning stage of each policy document and new staff members are given a copy of the Code of Behaviour.
4. Pupils are involved in the drawing up of various rules in the yard and in their own classrooms. Individual teachers operate reward systems within the classroom to promote positive behaviour. Structured play is organised in classes to encourage co-operative interaction.
5. For pupils with special education needs the following strategies are in place:
 - Reward strategies, which are constantly reviewed and up-dated
 - Constant communication with parents
 - Structured play involving Special Needs Assistant
 - All of this is documented in the children's Support Plans
6. The school's Social Personal and Health Education (SPHE) curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship. (see SPHE policy)

Board of Management:

'The Board of Management has a role to play in the maintenance of desirable standards of behaviour in a school. It should be supportive of the Principal Teacher in the application of a fair code of behaviour and discipline within the school' (Circular 20/90)

- The code of behaviour was presented to the Board of Management for discussion after draft policy was formulated by the staff.
- The Board of Management supports decisions of the staff based on the policies they have ratified.
- The Board of Management supports the staff, parents and pupils. They acknowledge the rights of everyone in the school community and ensure the wellbeing of everybody.
- The Board of Management supports the staff by ensuring that teachers have all the necessary resources for development e.g. guest speakers and planning days devoted to this policy.



Parents/Guardians:

‘Evidence seems to indicate that schools which succeed in achieving and maintaining high standards of behaviour and discipline tend to be those with the best relationships with parents/guardians.’

‘Schools need the support of parents in order to meet legitimate expectations with regard to good behaviour and discipline.’ (Circular 20/90)

- The staff will ensure they communicate to parents/guardians any concerns in relation to their child’s behaviour and well-being. Regular communication will be maintained with parents/guardians.
- Parents/guardians are asked to view a draft copy of the Code of Behaviour and to offer any further suggestions. A draft copy will be sent to the Parents’ Association.
- Parents/Guardians play an important role in the ongoing implementation of the code of behaviour by:
 - co-operating with the school’s system of rewards and sanctions
 - ensuring children are in school and are collected on time
 - attending meetings at the school if requested
 - helping children with homework and ensuring that it is completed
 - ensuring children have the necessary books and materials for school
 - ensuring children wear full school uniform

CODE OF WORK BEHAVIOUR

1. The aim of this code is to ensure that the individuality of each child is accommodated while acknowledging the right of the child to an education in a relatively disruption-free environment.
2. The education children is a joint venture between home and school.
3. Homework should be fully completed each evening. Parents/guardians are asked to check and sign homework each night. Neatness in written work should be encouraged. Parental assistance in oral work is extremely important and very beneficial to the child’s development. Any difficulty with homework should be discussed with the teacher.
4. Please check your child’s schoolbag regularly and ensure that your child keeps his/her bag and books/copies in good order. An excessive amount of stationery is unnecessary and can cause problems in school.
5. Children, whose parents/guardians take an active interest in their work, tend to reflect this positively in school. While this does not mean doing their work for them, it does mean making sure that the work is done carefully and well.
6. To lessen the weight of their school bags, we encourage pupils to only take home those books they will need for homework.

Positive strategies for managing behaviour

‘The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place.’ (Managing challenging behaviour, Guidelines for teachers INTO 2004:5)

Classroom:



The following strategies are used to effectively manage behaviour in the classroom.

(1) “Ground rules” / behavioural expectations in each class that are

Consistent with the ethos as expressed in the code of behaviour and which set a positive atmosphere for learning.

(2) Pupil input in revising the class rules

(3) Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.

(4) A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour (see below no. 4)

(5) Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation

(6) Timetabling

Playground:

1. The positive strategies which the staff implements to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour are:
2. A concise set of playground rules which emphasise positive behaviour and make it clear what activities are permitted.
3. Rotas are in place for supervision in the playground during break times.
4. On wet days children will be supervised in their classrooms.
5. Special Needs Assistants (SNA) are present during breaks to provide assistance to on-duty teacher. They keep a close eye on the children to whom they have been assigned.
6. Children are taught playground games.
7. Zones are created within the playground, providing sections for specific age groups and various activities.
8. At the end of break children line up in class groups and return to their classrooms in an orderly fashion under the supervision of the teachers on yard duty.
9. Children need permission from the supervising teacher to go to the bathroom. They will go to the bathroom in the main building.
10. In order to provide adequate supervision, all children must remain outside for the duration of the lunch break. If a child is feeling unwell, they may sit outside the staffroom - door of staffroom will be left open..

Other areas in the school

The following positive strategies are implemented to prevent behavioural problems in the following areas of the school: corridors and toilets,

Children require teacher’s permission to go to the bathroom

Children line up in an orderly fashion when collecting their coats

Class teachers teach the school rules

Principal visits classrooms regularly to reinforce the rules



Positive behaviour is verbally commended and is further communicated to class teacher

Each class teacher has his/her own system of rewards to further promote positive behaviour

Behaviour during School Outings/Activities e.g. swimming

Each pupil is expected to:

- Follow his/her teacher's directions at all times
- Remain with the teacher/supervisors and group of pupils at all times
- Behave politely towards those they meet on such trips
- Observe the rules of general good behaviour

Rewards and Sanctions

Rewards and acknowledgement of good behaviour

The following are examples in which good behaviour is publicly recognised and acknowledged in the school.

Verbal praise

Star charts

Treats

Public display of achievements

Certificates

Golden time

Stickers

Home-work vouchers

Prizes

Trophies

- Good comments on school-work, praise in homework diary, merit stars, occasional small treats, homework off, bonus art, P.E., music, video, library reading, occasional trips etc.
- Rewards will be given to pupils who behave consistently well and where pupils make a special effort to improve their behaviour.

This list is just a sample of the various strategies available to the teachers in our school. It is up to the class teacher's discretion to apply the rewards in their classroom according to the age of the class and its suitability.

Strategies for dealing with 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'.

DISCIPLINE STRATEGIES

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 environs. A pupil will be referred to the Principal for serious breaches of discipline and for repeated incidences of minor misbehaviour.

These strategies will be used to reprimand children who exhibit unacceptable behaviour.

1. Teacher reasoning with pupil. (If this occurs on the yard the supervising teacher will enter the relevant details on the school's e- incident book.)

2. Reprimand and advice on how to behave.

3. Temporary separation from peers, friends and others.

4. Extra work e.g. Homework/ Reflection /Discipline Sheet i.e. written spelling which must be signed by teacher and parent/guardian. The type of extra work is at the discretion of the teacher

The teacher involved at this time may wish to make contact with the child's parents to inform them of their child's behaviour.

5. Our school is also using a card system, which is running in conjunction with our other disciplinary strategies. Depending on the type of misdemeanor involved, the teacher will give

- ❖ A Yellow card
- ❖ A Yellow Card
- ❖ A Red Card

This system is envisaged to act as a deterrent to the pupils regarding unacceptable behaviour. It will help children to self-monitor their own behaviour and realise when they are close to getting a red card, which means referral to the Principal and contact being made with their parents. A straight Red card can also be given for serious misbehaviour. This system will be refreshed regularly

6. Referral to Principal.

7. Withdrawal of privileges E.g. Cooking, Ipad, Golden Time

8. Detention. The Parents/Legal Guardians will be given 24 hour written notice of their child's detention.

Two teachers will supervise detention.

9. Withdrawal from school events/trips E.g.. School Tours.

10. Temporary suspension (as per DES guidelines)

11. Expulsion

Note:

Communication steps with parents/guardians throughout the discipline strategies

- a. Note home from teacher to be signed and returned.
- b. Parents/guardians are invited to meet class teacher.
- c. Principal meets with parents/guardians and teacher.



- d. Chairperson and Principal meets with parents/guardians.

Recording:

Teachers keep a written record of all instances of serious misbehaviour, as well as a record of improvements. At class level: Each teacher monitors the behaviour of the children in their individual class and records as appropriate.

At the discretion of the class teacher, incidents of serious misbehaviour will be reported to the principal (Circular 20/90)

End of year reports include a reference to behaviour. Parents have been kept up to date during the year regarding behaviour issues.

Communication with parents re. serious misbehaviour will be verbal or written, depending on the circumstances. The parents/guardians will be invited to the school to discuss their child's case. Suspension will have to be considered for gross misbehaviour or repeated instances of gross misbehaviour. Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested, in writing, to attend at the school to meet with the Chairperson and the Principal. If the parents/guardians do not give an undertaking that the pupil will behave in an acceptable manner, the pupil may have to be suspended for a temporary period. Suspension and expulsion will be in accordance with Rule 130(5) of the Rules of National Schools. In the belief that the most effective schools tend to be those which maintain a strong, positive relationship with parents/guardians, every effort will be made by the Principal and staff to ensure that parents/guardians are kept will informed and that the school provides a welcoming atmosphere for parents/guardians. Parents/guardians are not only told when their children are misbehaving but also when they have behaved well.

Misdemeanours

The misbehaviour of pupils is divided into three categories:

1. Minor Misdemeanours
2. Serious Misdemeanours
3. Gross Misdemeanours

The degree of misdemeanour i.e. minor, serious or gross will be judged by the Teachers and/ or Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours as follows:

Examples of Minor Misdemeanours (Possible Yellow Card)

- Speaking out of turn



- Littering
- Behaving in a manner which distracts other pupils and prevents them from learning
- Eating during class
- Breaking the class rules
- Misbehaviour in the line and when moving around the school
- Incomplete/no homework without a note from a parent
- Making inappropriate remarks
- Telling lies
- Lack of attention while instructions are being given
- Rough play in the classroom and playground
- Being rude
- Being mean to other children
- Being late for school
- Being in the wrong yard without permission
- Having chewing gum in school
- Not lining up properly at appropriate times

Appropriate strategies as listed in Managing Behaviour will be used to deal with these.

Examples of Serious Misdemeanours (Possible Red Card)

- Repeated incidences of minor misbehaviour
- Refusal to listen to staff and to follow instructions given by staff members/coaches etc.
- Inappropriate questioning and answering back to members of the school community
- Bullying
- Leaving the classroom and/ or school premises without permission
- Stealing, defacing or destroying other pupils' belongings or school property
- Acting aggressively or with violence towards any member of the school community
- Directing insolent or abusive language at any members of the school community
- Constant no homework
- Failure to perform tasks set as punishment
- Continuous disruptive behaviour in class
- Fighting, kicking, punching, spitting in school-yard
- Use of physical and/or verbal intimidation towards peers/staff members



- Mocking other pupils
- Making remarks of a racist nature
- Using a mobile phone during the course of the school day
- Stealing

Sanctions for Serious Misdemeanours

1. Loss of a minor privilege – Golden time, football training etc.
2. A note home to parents in homework notebook
3. Loss of a major privilege – outing, tour, class play etc.
4. The teacher requests a meeting with parents if there has been no improvement in behaviour
5. Individual behaviour plan, in consultation with parents
6. The principal requests a meeting with parents if there has been no improvement in behaviour
7. Meeting with BOM and parents
8. Suspension if there is no improvement following the meeting with the principal (Rule 130(5) for Primary Schools)

Gross Misdemeanours

- Serious, deliberate vandalism of school buildings or property
- Serious physical assault of a Staff member or any member of the school community
- Carrying, or having used, drugs, alcohol, cigarettes or any dangerous/banned substances
- Carrying anything deemed to be a weapon – blade, penknife etc.
- Continuous serious misdemeanours

Sanctions for Gross Misdemeanours

- Chairperson/Principal to sanction immediate suspension pending discussion with parents / guardian.
- Expulsion will be considered if deemed necessary by Chairperson / Principal

Note

In all cases above – misdemeanors and sanctions – the lists should not be seen as exclusive. The Board retains the right to include other behaviours which may not be listed but which may, nonetheless, be



contrary to the behaviour expected in the school. Equally other sanctions, not listed here, may be used, particularly at the suggestion of parents.

Suspension/Expulsion

Suspension

The decision to suspend a pupil requires serious grounds such as

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

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

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

Suspension is defined as follows: 'requiring the student to absent himself/herself from the school for a specified, limited period of school days'. (*Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare*)

Board Authority to Suspend

The Board of Management of Glantane N.S., has formally and in writing delegated the authority to impose an Immediate Suspension to the Principal Teacher, in consultation with the Chairperson. An Immediate Suspension may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an Automatic Suspension for named behaviours detailed in this policy. An Automatic



Suspension may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

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

Immediate Suspension and Automatic Suspension

An Immediate Suspension will be deemed to be necessary where, after a preliminary investigation, the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and well-being of pupils or staff of the school.

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

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

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension.

Such a notification will detail:

- The duration of the suspension and the dates on which the suspension will begin and end
- The reasons for the suspension
- Any study programme to be followed
- The arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).
- Any further consequences/sanctions

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and



following a formal investigation, to be completed no later than 2 school days after the incident, the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss:

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

The Board of Management of Glantane NS acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given:

No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

Procedures in Respect of Other Suspensions

In cases other than those of Immediate or Automatic Suspension the following procedures will apply:

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management will initiate a formal investigation of the matter. The following procedures will be observed:

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

- Details of the alleged misbehaviour
- Details of the impending investigation process
- Notification that the allegation could result in suspension.
- An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.
- Consequences and sanctions

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

- No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.



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

- The duration of the suspension and the dates on which the suspension will begin and end
- The reasons for the suspension
- Any study programme to be followed
- The arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- The provision for an appeal to the Board of Management.

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

Expulsion

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

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

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

The decision to expel a student requires serious grounds such as

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



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

Definition of Expulsion:

‘A student is expelled from a school when a Board of Management makes a decision to permanently exclude him/her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.’ (*Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board*)

Authority to Expel

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

Procedures in Respect of Expulsion

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

- a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required) As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s):
 - details of the alleged misbehaviour
 - details of the impending investigation process
 - notification that the allegation could result in expulsion
 - An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond

- b) The Principal (or BoM nominee) will make a recommendation to the Board of Management Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion. In this event the Principal (or nominee) will:
 - inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
 - ensure that parent(s)/guardians have records of:
 - the allegations against the student
 - the investigation



- written notice of the grounds on which the Board of Management is being asked to consider expulsion
 - provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)
- c) If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

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

- as to the date, location and time of the hearing
- of their right to make a written and oral submission to the Board of Management
- that they may if they so choose be accompanied at the hearing
- The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

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

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

- d) Board of Management Deliberations & Actions: Following the hearing where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board
- Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion
 - Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
 - Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
 - Will be represented at the consultation to be organized by the Educational Welfare Officer



- Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff
- e) Confirmation of the Decision to Expel: Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel. Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of Glantane NS, acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given:

- No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Appealing Suspension/Expulsion

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

Record-keeping

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

- Incidents of misbehaviour



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

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

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003 and GDPR 2017.

Communication with Parents

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

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

Evaluation

The success of this Code of Behaviour Policy will be measured through:

- Maintaining or improving the current good behaviour levels in the school
- Fostering happy, confident, well-adjusted children
- Positive feedback from teachers and parents and others involved with the pupils in the school

Implementation/Ratification and Review

The Code of Behaviour has been drawn up by the ISM team in the school in consultation with the teaching staff. It has been presented to representatives of the Parents Association for consultation and input. Following this consultation process it is being presented to the Board of Management. If ratified, it will



become school policy thereafter and from June 2017 will be published on the school website. It will be also be flagged to parents of new entrants at an induction day to take place before the end of the current school year.

The school principal and staff will be responsible for the implementation and evaluation of the policy. Any feedback received will be recorded and any problems that arise will be taken into account for the purposes of evaluation and review.

The policy was reviewed in May 2019. It will be reviewed again in May 2020.

ANTI-BULLYING POLICY. (Summary: Full Policy Available).

1. The school staff will endeavour to create an ethos which encourages children to disclose and discuss incidents of bullying behaviour.
2. School motto: `Be nice, be kind, be tolerant`
3. Teachers will be constantly vigilant and aware of potential bullies and victims during all school activities.
4. Procedures for noting and reporting incidents of bullying behaviour:
 - All reports investigated.
 - Serious cases to be referred to the Principal.
 - Parents/guardians of victims and bullies informed.
 - Teachers keep a record of incidents.

2 Investigating Process:

- Seek the answer to: Who, What, Where, When, Why, How?
- If a group is involved, interview members individually.
- Keep a written record.
- Meet with the parties involved.
- Follow up meeting and discussion.



The following school policies also have a bearing on the Code of Behaviour

SPHE	Special Education Needs
Anti-Bullying	Homework
Enrolment	
Health and Safety	

Ratified by the B.O.M. (Chairperson) Noel Ryan

On 9th October 2018

Declaration of Acceptance of Glantane N.S Code of Behaviour.

Please complete in Block Capitals

Pupil's Name: _____

Name of Parent/ Legal Guardian (1) _____

Name of Parent/ Legal Guardian (2) _____

I (We) confirm that I (We) have been given and have read a copy of the Code of Behaviour for Glantane N.S., Lombardstown, Mallow, Co. Cork and that I (We) as a parent/ Legal Guardian accept and agree to support this Code of Behaviour while my (our) child/children is attending Glantane N.S.

Signed _____

Signed _____

Date: _____



Covid 19 Amendment to the Code of Behaviour of Glantane N.S. 28-08-2020

If a pupil is observed coughing on purpose on a child or threatening/ joking that they will give any child or staff member in the school Covid 19 their parents will be rang immediately and told of this behaviour. It will be discussed with their parents/legal guardians and if necessary the steps of the Code of Behaviour will be instigated. The Board of Management would take any behaviour of this kind very seriously.



Signed

Dated