**St. Colman’s B.N.S.**

**CODE OF BEHAVIOUR**

**Introductory Statement:**

An audit of the existing Code of Behavior took place and detailed review and revision of particular areas were identified through the audit.

The existing policy was revamped by the staff in St. Colman’s B.N.S.

Class teachers were requested to discuss the topic of “rules” with their classes and submit a list of suggestions to the Principal.

The Parents were informed that an initial draft of the Code of Behaviour was available and they were invited to make submissions on the content within a specified timeframe.

The initial draft of the Code of Behaviour was reviewed by Staff and Parents.

A second draft was then completed and submitted to the Board of Management for ratification.

The finalised draft of the policy will be submitted for the Patron’s Approval.

This policy has been reviewed on an annual basis by staff on enrolment of new pupils.

**Rationale:**

* It is an area of concern identified by the school community
* To ensure an orderly climate for learning in the school
* 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:

1. The standards of behavior that shall be observed by each student attending the school.
2. The whole school approach in promoting positive behaviour.
3. The measure that shall be taken when a student fails or refuses to observe those standards:
4. The procedures to be followed before a student may be suspended or expelled from the school concerned:
5. The grounds for removing a suspension imposed in relation to a student and
6. The procedures to be followed in relation to a child’s absence from school.

* To ensure existing policy is in compliance with legal requirements and good practice as set out in Developing a Code of Behaviour. Guidelines for Schools, NEWB, 2008.

**Aims**

Our school hopes to achieve the following aims by introducing this policy

* To create a positive school ethos in an educational environment
* To allow the school to function in an orderly way where children can make progress in all aspects of their development
* To create an atmosphere of respect, tolerance and consideration for others
* To promote positive behavior and self-discipline, recognizing 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 school staff, 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 promote the highest possible degree of consensus with regard to rules, rewards and sanctions and that they are implemented in a fair and consistent manner throughout the school.

**Relationship to characteristic spirit of the school**

This policy will endeavour to nurture each child to develop his potential in a caring environment where the talents of each child are valued. It will help to foster an orderly, harmonious school where high expectations of behavior are expected and supported.

**Whole School Approach**

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by, the principal, teachers, ancillary staff and parents in the review and operation of the Code.

The elements of a whole school approach to behaviour include

* An ethos, policies and practices that are in harmony
* A teamwork approach to behaviour
* A whole-school approach to curriculum and classroom management
* An inclusive and involved school community
* A systematic process for planning and reviewing behaviour policy
* School staff recognize and take into account that factors influencing children’s behaviour may sometimes need to be considered and accommodated, i.e.

Personal factors, external and interpersonal factors.

**STANDARDS OF BEHAVIOUR**

**Guidelines for Behaviour in the School**

The Education Welfare Act. Section 23, states that the Code of Behaviour shall specify “*the standards of behavior that shall be observed by each student attending the school.”*

**Pupils**

**General Behaviour**

Each pupil is expected to:

* be expected to follow the school rules
* be well behaved and to show consideration for other children and adults.
* show respect for the property of the school, other children’s and their own.
* attend school on a regular basis and to be punctual in accordance with the Attendance Policy.
* do his best both in school and for homework.
* be organized for school, with all necessary books in his bag
* keep all school equipment, books, stationery etc. in good order

**Classroom Behaviour**

At the beginning of each academic year, the class teacher drafts a list of class rules with the children. These reflect and support the school rules, but are presented in a way that is accessible to the children. Class rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Where possible they emphasise positive behavior (e.g. ‘Walk’ and not ‘Don’t run’). Rules are applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents are contacted at an early stage.

Each pupil is expected to:

* listen – to the teacher, S.N.A. and other pupils if they are speaking
* work – to the best of his ability
* value – school property and the belongings of fellow pupils.
* follow – the direction of his teacher/ S.N.A.
* obtain – his teachers permission to leave the classroom
* respect – the teacher, other pupils and visitors to the classroom.

**Playground (Playing Pitches) Behaviour**

Each pupil is expected to:

* Play – safely avoiding any games or play that are rough or dangerous
* Follow – the directions of the playground supervisor(s)
* Remain- on school grounds at all times
* Obtain – permission before re-entering the school building during break periods and report back to the teacher on yard when resuming play
* Respect- the yard supervisors and pupils at all times
* Behave – politely towards everybody
* Observe – the rules of general good behavior
* Avoid swearing, fighting or name calling

**Behaviour in Other School Areas**

Each pupil is expected to:

* Walk in silence in the school corridor
* Step aside to allow an adult pass
* Enter and leave the school building in an appropriate, orderly manner.

**Procedures:**

* Children line up in the school yard and the Principal allows all the pupils to enter the school via the front door at 9.00a.m.
* On wet mornings pupils are allowed into the school before 9a.m. and are supervised
* One teacher supervises the school play area at all times
* Under teacher supervision children from 3classes eat their lunches in their classrooms from 12.30p.m. – 12.45p.m. while other classes go to the yard.
* Then at 12.45p.m. there is a change over of children. On wet days children remain in their classrooms at break time 12.30 – 1.00 and are supervised by the teachers/S.N.A. on duty .

**School related activities**

Standards and rules contained in the Code of Behaviour will apply in any situation where pupils are still the responsibility of the school. Same standards of behaviour are expected during school tours, games and extra curricular activities i.e. visits to the library and other school-linked events. Children are expected to behave politely towards those they meet on trips.

**Staff**

*Staff as a team has opportunities to confirm that all school policies and practices support the objectives of the code of behaviour*:

* Staff takes a team approach to all aspects of school life, including discussion on individual pupil behavior, as well as aspects of discipline across the school.
* Behaviour and the supporting of good behaviour is taken into account when reviewing all school policies and procedures.
* Staff support good behaviour through visiting other classes to acknowledge good practice.
* A copy of the Code of Behaviour is communicated to new and temporary staff.
* The Code of Behaviour caters for children who may present behavioural difficulties arising from their special education needs. Specific strategies are used to cater for these children.

SNA accompany special needs pupils to the yard and, where necessary, organise activities for these pupils.

Increased communication with parents/guardian.

Specific teaching of rules to cater for these pupils.

Positive reinforcement strategies

Having whole class strategies for the promotion of positive behavior for pupils with special needs.

Liaison with outside agencies, where necessary.

The N.E.P.S. Behaviour Continuum and the school’s SPHE curriculum is used to support the Code of Behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children to accommodate difference and develop citizenship. Activities may include the following: Circle Time, Walk Tall and RSE as outlined in SPHE Policy.

Teaching staff are specifically responsible for the management of behavior within their own class.

They

* Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year.
* Ensure the rules are displayed in the classroom.
* Encourage self-discipline and positive behaviour.
* Ensure that there is an appropriate level of supervision at all times.
* Implement the reward/sanction scheme in a fair and consistent manner.
* Keep a written record of all incidents of continued, serious or gross misconduct.
* Inform pupils when instances of misbehavior on their part are being recorded.

Section 23(4) of the Act further states that, prior to registering a pupil, the principal teacher shall provide the parents of the child with a copy of the school’s Code of Behaviour that the principal *‘may as a condition of so registering such child, require his or her parents to confirm in writing that the Code of Behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code of the child’*

**Parents/Guardians**

* Parents are involved in the formulation and implementation of this policy.
* Parents are made aware that the Code of Behaviour is available on our school website. We will also email a copy of the Code to new entrants on enrolment. They are given an abbreviated version of the Code and asked to sign it. They must confirm that they have read the Code of Behaviour.
* Parents support the school in the promotion of positive behavior and the maintenance of high standards of behaviour.
* Parents ensure their children attend school regularly and punctually in accordance with Attendance Policy
* Parents encourage their children to do their best and to take responsibility for their work
* Parents are aware of and co-operate with the school’s rules and system of rewards and sanctions.
* Parents attend meetings at the school if requested
* Parents help their children with homework and ensure that it is completed
* Parents ensure their children have the necessary books and materials for school
* Parents ensure that pupils wear the full school uniform at all times
* Parents ensure that their children abide by the Code of Behaviour at all school related activities
* Should a parent/guardian be concerned about any aspect of their child’s behavior they are welcome to make an appointment to discuss their concerns.

**Board of Management**

The overall responsibility for ensuring that a Code of Behaviour is implemented 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. The Board should play an active role in exploring the kinds of relationships and behaviours that will reflect the school’s ethos and responsibilities:

The Board should make sure that all members of the school community have the opportunity to be involved in work on the Code of Behaviour. The Board of Management should formally record the adoption of the Code of Behaviour, the commencement date and decisions about when the code will be reviewed.

* The Board of Management is consulted in reviewing/drafting of the Code of Behaviour.
* The Board of Management supports the Code of Behaviour in the school on an ongoing basis.
* The Board of Management supports the staff in implementing the Code of Behaviour e.g. provision of opportunities for staff development.
* **The Board of Management is aware of and supports the procedures in place to deal with serious breaches of behaviour.**

**Pupils**

Pupils play a part in the ongoing implementation of the Code of Behaviour,

Drafting and reviewing rules for the classroom

Senior pupils play an active role in organization areas of school life, e.g. Roll Book, collection of litter, putting out bins etc. These activities promote positive behavior in ensuring pupils take responsibility for aspects of school life.

**Promoting Positive Behaviour**

Part of the vision of our school is to help children achieve their personal best-academically, intellectually and socially. We recognize that there are many different forms of intelligence and that similarly children use a variety of approaches to solve problems. Reward systems which are based on academic merit or particular extrinsic goals continuously apply to only a limited number of children and undermine the individuality of children. All children deserve encouragement to attain their own best. Children will be encouraged, praised and listened to at all times by adults in the school. Praise is earned by maintenance of good standards as well as by noteworthy personal achievements. Rates of praise of behaviour are as high as for work.

**Rewards**

Rewards and acknowledgement of good behaviour

The following are the ways in which good behaviour is publicly recognized

and acknowledged in the school.

* Affirmation and praise by Principal/Deputy Principal and whole staff
* A word of praise in front of group, class, whole school
* A quiet word or gesture to show approval
* Delegating some special responsibilities or privilege
* Golden time
* Class jo jo points
* Star Charts/ stickers
* Homework free evening
* Other treats
* “Good news” reported to parents by note

**INAPPROPRIATE BEHAVIOUR**

In order to establish a common understanding and consistent response our Code of Behaviour classifies misbehavior into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

**Level One**

Level 1: Behaviours

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some example of the types of behaviour that are included in Level 1. Please note the list is not exhaustive.

* No homework (1st offence)
* Wearing incorrect uniform.
* Interrupting/chatting during class.
* Disrupting the work or play of others
* Disrupting language, tone or manner
* Ignoring staff requests
* Non co-operation with staff
* Eating during class.
* Telling tales.
* Being out of seat.
* Running in classroom, corridor (within the school).
* Taking drinks out to the yard.
* Going outside yard boundaries.
* Chewing gum.
* Too many children in the bathroom.
* Possession/use of mobile phone
* Damage of school rental books

Level 1: Disciplinary Actions

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. Some examples of Level 1 responses are:

* Reasoning with pupil
* Verbal reprimand/reminder(s), including advice on how to improve
* Reinforcement of alternative positive behavior
* Temporary separation from peers, friends or others
* Prescribing additional work/penalty sheet
* Loss of privileges(at teachers discretion)

Level 1: Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

* Classroom-based interventions such as Targeted S.P.H.E. lessons, Circle Time or class meetings, with the options of informal consultation with staff members, parents or guardians
* Discussion on behaviour with the child
* Informal notes regarding incident/intervention/date may be written at the teachers’ discretion. This information would be useful should a problem persist.

**Level Two**

Level 2: Behaviours

Level 2: Behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well being of the students and staff. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

* Repeated instances of Level 1 behaviour which have not been modified by intervention.
* Wearing incorrect uniform (ongoing)
* Repeatedly having no homework
* Repeated class interruptions and chatting
* Isolation
* Name Calling
* Spitting
* Biting/Scratching
* Behaviour which is dangerous to self or others e.g. shoving, pushing, hitting.
* Kicking/Inappropriate body contact
* Lying
* Stealing
* Cheating
* Disrespectful language
* Cheek/Back answering
* Intentionally damaging school or personal property
* Possession of inappropriate objects,
* Derogatory reference to another person’s race, gender, physical condition, disability or ethnic origin

Level 2: Disciplinary Action

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Principal/class teacher and include the formal notification of parents, with written documentation. Some examples of Level 2 responses are;

* In school supervised detention
* Note Home.
* Meeting with Parent(s)/Guardian(s)
* If requested parents/guardians may be asked to remove the child from the school
* Suspension from school of one to five days, depending on the severity of the Behaviour
* Implementation of Behaviour Management Plan.
* Notify Board of Management

Level 2. Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

* Team conference to include classroom teacher, other involved staff, Principal or Deputy Principal
* Request to assistance from external agencies such as the National Education Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Service, National Council for Special Education, TUSLA
* Referral of a child displaying behavioural problems for psychological assessment (with the parent(s)/guardians(s) consent).

**Level Three**

Level 3:Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behavior that are included in Level 3. Please note that the list is not exhaustive.

* Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
* No homework (chronic)
* Spitting in the face
* Repeated biting/repeated scratching
* Repeated kicking
* Repeated lying
* Repeated stealing
* Vandalising school property
* Verbal and Physical aggression towards a pupil or staff member
* Violent fighting or intentionally causing physical harm to others
* Bullying
* Substance Misuse
* Possession of dangerous/Inappropriate objects.
* Repeated discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap or ethnic origin.

Level 3: Disciplinary Action

Level 2 responses may be required.

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

* **Suspension from school for one to five days:**

This response will occur with the first incidence of Level 3 behaviour, or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.

* **Suspension from school for five to ten days:**

This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of the behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

* **Expulsion:**

Repeated incident of Level 3 can result in a pupil being expelled.

**Procedures for Suspensions & Expulsions**

**Suspension**

**Definition of Suspension:**

‘requiring the student to absent himself from the school for a specified, limited period of school days. *Developing a Code of Behaviour: Guidelines for Schools National Education Welfare Board*

**Authority to suspend:**

The Board of Management of St. Colman’s Boys National School, Kanturk has formally and in writing delegated the authority to impose an ‘Immediate Suspension’ to the Principal Teacher. An ‘Immediate Suspension’ may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore the board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an ‘Automatic Suspension’ for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behavior, 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 wellbeing of pupils or staff of the school. 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 of the suspension may be for a longer period but in any event will not exceed 5 school days.

An ‘Automatic Suspension’ is a suspension imposed for named behaviours. The Board of Management of St. Colman’s Boys National School, Kanturk, 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

or

* Physical violence resulting in serious damage to school property

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.

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 circumstances will a student be sent home from school prior to his 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 reason for the suspension
* Any study programme to be followed
* The arrangements for returning to school, including any commitments to be entered by the pupil and the parent(s)/guardian(s)

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 parent(s) guardian(s) to a meeting to discuss;

* The circumstances surrounding the suspension
* Interventions to prevent a reoccurrence of such misconduct.

The Board of Management of St. Colman’s Boys National School, Kanturk acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

1. No persons with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure nor such a person be involved in the decision making process.

**Procedures in Relation to Children with Special Needs:**

* As a school we are very sympathetic and accommodating to the special needs children, however in the interests of health and safety we expect them to abide by this Code of Behaviour
* When a child with special needs fails to co-operate with staff, commits physical assault/violence to other pupils or members of staff, their parents will be notified immediately and requested to come and take the child home.
* Serious cases of misdeamour will result in consultation with outside agencies i.e. school Psychologist, H.S.E. Personnel
* As a last resort and pending the recommendations of outside agencies, the special needs child will be requested to leave the school and go to another educational facility more suitable for the child.

**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 of St. Colman’s Boys National School, Kanturk 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)

1. Details of the alleged misbehavior, details of the impending investigation process, and notification that the allegation could result in suspension.
2. An invitation to a meeting, to be scheduled no later than 5 days from the date of the letter, where parent(s)/guardians(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of St. Colman’s Boys National School, Kanturk acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

1. 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.
2. 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)/guardians(s)
* The provision for the 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 Skills under Section 29 of the Education Act 1998 and will be provided with information on the submission of such an appeal.

**Expulsion**

**Definition of Expulsion:**

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

**Authority to Suspend:**

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 misbehavior that could warrant expulsion the following procedures will apply:

1. **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);

(i) Details of the alleged misbehavior, details of the impending investigation process,

and notification that the allegation could result in expulsion.

(ii) An invitation to 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.

1. **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 misbehavior, 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:

1. Inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
2. Ensure that parent(s)/guardians(s) 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
3. Provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)
4. **Consideration by the Board of Management of the Principal’s (or BOM’s Nominee) Recommendations & the Holding of a Hearing**

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

1. as to the date, location and time of the hearing
2. of their right to make a written and oral submission to the Board of Management
3. 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;

1. the meeting will be properly conducted in accordance with Board procedures
2. the principal (or BOM nominee) and parent(s)/guardian(s) will present their case to the Board in each other’s presence
3. each party will be given an opportunity to directly question the evidence of the other party
4. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose
5. **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

1. Will notify the Education Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion
2. **Will not expel the student before the passage of 20 school days** from the date on which the Educational Welfare Officer receives the written notification
3. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Education Welfare Officer is being contacted.
4. Will be represented at the consultation to be organised by the Education Welfare Officer
5. 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
6. **Confirmation of the Decision to Expel**

Where the **twenty-day period** following notification to the Educational 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 that the expulsion will now proceed. They will also be informed of their right to appeals to the Secretary General of the Department of Education and Skills 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 St. Colman’s Boys National School, Kanturk acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

1. 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.
2. 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.

**Roles and Responsibility**

The B.O.M., Principal and Staff have responsibility for formulating and overseeing this policy.

Staff and Principal have responsibility for the implementation of this policy.

Pupils are expected to co-operate with staff.

Parents are asked to co-operate with staff.

**Implementation:**

Implementation of this policy is ongoing.

**Timetable for Review:**

This Policy will be reviewed annually to reflect changes in legislation and procedures

**Ratification:**

This Policy was reviewed and ratified by the Board of Management of St. Colman’s

B.N.S at its

meeting held on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson B.O.M.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Board of Management of St. Colman’s Boys National School, Kanturk, Co. Cork.**

To Whom It May Concern

**Authority to suspend:**

We the Board of Management of St. Colman’s Boys National School, Kanturk has formally delegated the authority to impose an ‘Immediate or Automatic Suspension’ to the Principal Teacher Eilish Finnegan as the situation arises at our meeting on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson B.O.M.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_