

# **Code of Behaviour**

## **Inchicore National School**

**May 2023**

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Inchicore National School has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents.

### **The code of behaviour details:**

1. The standards of behaviour that shall be observed by each pupil attending the school
2. The whole school approach in promoting positive behaviour
3. The measures that shall be taken when a pupil fails or refuses to observe those standards
4. The procedures to be followed before a pupil may be suspended or expelled from the school concerned
5. The grounds for removing a suspension imposed in relation to a pupil

The code of behaviour of Inchicore National School has been developed in accordance with 'Developing a Code of Behaviour; Guidelines for Schools', National Education Welfare Board, 2008.

### **Policy Formation**

In formulating this policy, the Board of Management completed the following steps:

1. Parents (through the Parents' Council) and Staff were informed that an initial draft of the Code of Behaviour was available and they were invited to make submissions on the content of the code within a specified timeframe.
2. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils suggestions to the principal.
3. The initial draft of the Code of Behaviour was reviewed and where appropriate amended in-line with feedback received.
4. The Education Welfare Officer was consulted in devising the code of behaviour
5. The policy was further revised by the Board of Management and amendments made where necessary
6. The finalised draft of the policy was submitted for the Patron's Approval.

We referred to other policies in place that have a bearing on this policy e.g. Anti- Bullying, Homework, Health and Safety, SPHE, Special Needs, Mobile Phone and Enrolment policies.

The policy reflects the values and principles that we consider to be important for the school to run smoothly and effectively. The Code of Behaviour will be distributed to the parents of Junior Infants or when a student enters the school. Parents will be asked to cooperate with and support the school in implementing the Code. Parents of students presenting with behavioural difficulties will be given a copy of the code when there is a serious breach of the code.

### **Mission Statement**

The student is the focus of our energy. In partnership with the community of Inchicore N.S and the Department of Education, our team strives to deliver a holistic education to each student in as much as our resources permit.

### **Vision Statement**

Our vision is that all students and all staff realise their full potential in a safe, happy, stimulating and Christian environment.

### **Goal**

Our goal is to help the students develop self-control, self-direction and positive strategies for coping with life situations. We want to help all students to learn to regulate their emotions, interact in positive ways with others, avoid inappropriate or aggressive actions and become self-directed learners.

### **Aims**

The aims of the Code of Behaviour are to:

1. To foster a safe, happy and stimulating environment.
2. To put in place clearly defined routines and structures in order to assist the pupils in all aspects of their development.
3. To create an atmosphere of respect, tolerance and consideration for others.
4. To promote positive behaviour and self-discipline, recognizing the differences between students and the need to accommodate these differences.
5. To ensure the safety and wellbeing of all members of the school community.
6. To ensure that each pupil understands the Code of Behaviour at a level consistent with his/ her age and individual needs.
7. To ensure that parents are made aware of the Code of Behaviour and that they agree to cooperate fully with the school in the implementation of the systems and procedures therein.
8. To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school, balancing the need of each student.

## **Guidelines for Behaviour in School**

A whole-school approach to the Code of Behaviour means:

- Using all of the policies and practices in the school to create an ethos that supports good behaviour.
- Identifying the aspects of school life most likely to affect behaviour in the school and ensuring that those aspects are working to promote good behaviour.
- Providing opportunities for staff to work as a team on whole-school approaches to behaviour.
- Reviewing the involvement of students and parents in the life of the school and ensuring they have the opportunities to contribute to policy and practice.

## **Whole school approach to 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 sense of social cohesion within the school'. (Circular 20/90)*

### **Staff**

In our school, we treat all pupils with respect and dignity. There is a strong sense of community and cooperation among staff, pupils and parents and all are agreed that their focus is primarily on the promotion and recognition of positive behaviour.

We want all pupils to learn to regulate their emotions, interact in positive ways with others, avoid inappropriate or aggressive actions and become self-directed learners.

New staff members are given a copy of the code on commencement of work.

Substitute and Temporary staff are given a copy of the code.

Parents of new pupils receive a hard copy of the code on entry to the school.

The code of behaviour caters for pupils who may present with behavioural difficulties arising from their special education needs. Specific strategies are used to cater for these pupils e.g. an individual plan, the SSP, with behavioural targets, behavioural contracts and conflict resolution programmes. Teachers are offered the opportunity to engage with the Incredible Years Programme.

The school's SPHE curriculum is used to support the code of behaviour. It aims to help our pupils develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It aims to foster self-esteem and to help pupils accommodate differences and develop citizenship.

Friendship Week has become an integral part of our school year. It promotes friendships and respect amongst our students and increases awareness of anti-bullying issues.

A Care Team holds regular meetings to address individual pupils' needs.

### **Expectations for teachers in the school**

To devise class rules with the pupils and display rules in the classroom

To provide explicit instruction for expected behaviour in a new circumstance e.g. going on a class trip

To ensure the pupils are adequately supervised

To issue rewards/ sanctions in a fair and consistent manner

To keep written records on misbehaviour

To report repeated incidents of serious misbehaviour to the Principal

### **Role of the Principal**

To lead the development/ review of the code of behaviour

To ensure it is implemented in a fair and consistent manner to all pupils

To encourage a sense of collective responsibility among staff and a sense of commitment to the school among pupils and their parents

To provide guidance and support in the implementation of the school policy on behaviour

### **Board of Management**

The Board of Management has a role to play in the maintenance of desirable standards of behaviour in the school.

- It is supportive of the Principal Teacher in the application of a fair code of behaviour and discipline within the school on a daily basis.
- The Board of Management is consulted in reviewing/ drafting of the code of behaviour.
- 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 follows the procedures that are in place to deal with serious breaches of behaviour in line with legislation

## **Parents**

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

Cooperation between staff and parents is encouraged by facilitating good communication.

Parents are involved in the formulation and implementation of this policy.

The code of behaviour is communicated to parents on the enrolment of their child.

Parents support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour by:

- Being aware of and cooperating with the school’s system of rewards and sanctions
- Encouraging their child to abide by the school rules
- Adhering to the agreed procedures in relation to making a complaint, approaching the teacher, principal and BOM.
- Ensuring their children are at school on time
- Attending meetings at the school if requested
- Helping their children with homework and ensuring that it is completed
- Ensuring their children are well presented and have the necessary books and materials for school.

## **Pupils**

- Pupils are involved in the ongoing implementation of the code of behaviour by:

- Drafting each year the rules for the classroom
- Taking part in assemblies
- Working on the Student Council
- Getting involved in Buddy systems during Friendship Week
- Representing the school at activities and on committees e.g. Green Schools Committee, Active Flag
- Pupils will be given the opportunity to monitor and review the code in the situations outlined above.
- Modelling expected behaviour around the school, in the yard, during after school activities and when on class trips.

## **Positive strategies for managing behaviour**

### **Classroom**

- Ground Rules/ behavioural expectations are set in each class that are consistent with the ethos as expressed in the code and which set a positive atmosphere for learning.
- Pupils have a major input into devising the class rules as part of the SPHE curriculum.
- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.
- A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour are agreed by class teachers and their pupils.
- Classroom management techniques are used to ensure a variety of activities and methodologies to sustain pupil interest and motivation.
- A structured class timetable will promote positive behaviour.
- Teachers modify programmes and use differentiation of work suitable to the needs and the ability of pupils.

## **Playgrounds**

The following is a list of positive strategies which the staff implement to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour.

- A concise set of agreed playground rules which emphasise positive behaviour are made clear and are communicated regularly at class level, at assembly and by written reminders e.g. Signs posted.
- Teachers wearing High-Vis jackets supervise the yard on a rota basis. SNA's support yard supervision and are actively involved in engaging all pupils in constructive play. SNA's generally support the play of some targeted pupils. Incidences of inappropriate behaviour are dealt with by the teacher on yard.
- Some senior pupils help in the junior yard.
- Playground leaders go to assigned yards on Tuesdays to play games with younger classes (Junior Infants - 2nd Class)
- Classes are assigned areas of play in the yard.
- All pupils are visible at all times and pupils may only enter the school during break with permission and through the main door.
- Teaching playground games takes place that helps to minimise misbehaviour.
- Pupils proceed to walk to their lines upon hearing the bell and wait for their teacher to escort them to class.
- On wet days or very cold days the pupils are supervised indoors. The children are not permitted to use computers or iPads during indoor supervision. The class teacher generally sets up activities suitable for break time e.g. Board games, jigsaws, colouring sheets etc.
- If a pupil is to remain indoors due to illness or injury, another pupil is generally allowed to sit with them just inside the yard door and in view of an adult on yard duty.

## **Other areas in the school**

Pupils are encouraged to walk on the corridors and to the toilet.

Wandering around the school is kept to a minimum by encouraging pupils to use the bathroom immediately before or after break times.

Pupils doing messages are given specific direction in relation to errands and timescale.

Pupils are reminded of expected behaviour outside the classroom, regularly in class, at assembly and by the Deputy Principal or the Principal prior to class or school outings.

Staff members continually promote positive behaviour by recognising, acknowledging and rewarding good behaviour.

## **Rewards and Sanctions**

### **Rewards and acknowledgement of good behaviour**

Good behaviour is acknowledged at class level by individual teachers. Each teacher has their own expectation of behaviour and reward in different ways e.g. Homework vouchers, Stars and stickers, Pupil of the week award, Star charts, Happy grams, Golden Tickets, Class Dojo etc

Verbal and non-verbal reinforcement is used by all teachers to promote positive behaviour.

Circle Time is used in the implementation of the SPHE curriculum. Circle Time is a group listening activity which enhances self- esteem, promotes moral values, builds a sense of team and develops social skills.

Privilege Time/ Golden Time is used to reward good behaviour.

Stamp Charts for individuals as the need arises are used to promote positive behaviour in the school environment.

Pupil achievement is acknowledged at assembly.

Samples of excellent effort in work is shared among classes at assemblies.



Particular attention is given to positive behaviour during Friendship Week. Activities engaged in encourage tolerance. Lessons address behavioural and anti-bullying issues. Fun activities take place throughout the school and positive behaviour is rewarded at the end of the week.

Positive behaviour is communicated to parents informally in talking to parents, at parent teacher meetings, in school reports and more generally by celebrating success in newsletters.

### **Strategies for dealing with unacceptable behaviour**

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

The degree of misdemeanours i.e. Minor Serious or Gross, level 1, 2, 3 will be judged by the teachers and/or Principal based on a common sense approach with regards to the gravity/frequency of such misdemeanours. In general minor misbehaviour is dealt with by the class teacher or supervising teacher on yard. If the behaviour is more persistent or serious the parent will be involved. A staged approach is adopted and if misbehaviour persists or is of a serious nature the Principal or Deputy Principal is involved. The Board of Management is informed of serious misbehaviour.

The following grids show behaviours considered to be at levels 1, 2, and 3. These lists are representative, but are not exhaustive. The actions and sanctions next to them are to be used at the discretion of the teacher, bearing each individual situation in mind.

## **LEVEL 1: MINOR MISBEHAVIOUR**

| <b>MINOR MISBEHAVIOUR</b>   | <b>ACTIONS AND SANCTIONS</b>  |
|---|---|
| <ul style="list-style-type: none"><li>• Not carrying out or completing assigned work in school or at home without a good reason</li><li>• Ignoring the teacher's instructions</li><li>• Answering back</li><li>• Distracting other pupils or constant talking</li><li>• Displaying a negative attitude to others in the school</li><li>• Taking items from class teacher/ another pupil in the class</li><li>• Writing and passing notes</li><li>• Use of bad or obscene language and/or gestures</li><li>• Use of purposely inappropriate language to provoke reaction</li><li>• Use of mobile phone</li><li>• Engaging in boisterous play</li><li>• Being dishonest or lying</li><li>• Unruliness on the stairs or in the corridors</li></ul> | <ul style="list-style-type: none"><li>• Promote good behaviour by praising another for desirable behaviour</li><li>• Use subtle signal/eye contact with pupil</li><li>• Change tone of voice</li><li>• Gravitate physically towards pupil</li><li>• Remind pupil of rule</li><li>• Confiscate an item</li><li>• Ask pupil to put item away</li><li>• Put pupil's name on board</li><li>• Remove Golden Time</li><li>• Complete homework during Golden Time</li><li>• Complete homework during a portion of yard time if this is an ongoing situation</li><li>• Give time on spot</li><li>• Verbal reprimand, discussing the situation one-to-one with the pupil</li><li>• Remove the pupil from the group for time out</li><li>• Recording in class folder</li><li>• Recording in yard book, where appropriate</li><li>• Filling out rule breaker sheet</li><li>• Where appropriate, redirect the pupil by giving a useful job to do</li><li>• Give the pupil a think sheet to fill out</li></ul> |

## **LEVEL 2: SERIOUS MISBEHAVIOUR**

| <b>SERIOUS MISBEHAVIOUR</b>   | <b>ACTIONS AND SANCTIONS</b>  |
|---|---|
| <ul style="list-style-type: none"><li>• <b>Any minor misbehaviour which is persistent</b></li><li>• Constant disruptive behaviour in class which interferes with the teaching and learning.</li><li>• Answering back or challenging a teacher</li><li>• Tampering with safety devices in the school</li><li>• Deliberate damage to property</li><li>• Deliberate damage to school equipment</li><li>• Writing graffiti</li><li>• Engaging in rough or dangerous play</li><li>• Leaving the classroom or yard without permission</li><li>• Engaging in activities which have been identified by members of staff as dangerous or inappropriate</li><li>• Defiant behaviour</li><li>• Being disrespectful to staff and/or other pupils</li><li>• Assault or verbal abuse towards another pupil or member of staff</li></ul> | <ul style="list-style-type: none"><li>• Verbal reminder of rule</li><li>• Formal warning and recording in class folder</li><li>• Recording in yard book where appropriate</li><li>• Filling out rule-breaker sheet</li><li>• Discussing the behaviour in question under the direction of a teacher</li><li>• Note home to parents asking them to discuss improving the pupil's behaviour</li><li>• Make a behavioural contract with the pupil</li><li>• Removal of privileges</li><li>• Temporary separation from peers</li><li>• Detention during a break time</li><li>• Class teacher meeting with parents</li><li>• Report pupil to Principal/Deputy Principal</li></ul> |

### **LEVEL 3: GROSS MISBEHAVIOUR**

| <b>GROSS MISBEHAVIOUR</b>   | <b>ACTIONS AND SANCTIONS</b>  |
|---|---|
| <ul style="list-style-type: none"><li>• <b>Any serious misbehaviour which is persistent</b></li><li>• <b>Any minor misbehaviour which is repeated and persistent despite all efforts to address such behaviour</b></li><li>• All forms of bullying (<b>repeated</b> incidences of violence, threats, verbal abuse, stealing, damaging belongings, exclusion towards the same child/group, cyberbullying)</li><li>• Use of threatening language towards a teacher, staff member or pupil</li><li>• Aggressive, threatening or violent behaviour towards a teacher, staff member or pupil</li><li>• Stealing</li><li>• Vandalism</li><li>• Possession or use of alcohol, cigarettes, illegal drugs or harmful substances</li><li>• Possession of weapons or other dangerous items</li><li>• Wilful damage or attempted damage of school property, property of teachers, staff members or other pupils</li><li>• Gross insubordination towards a staff member, defined as a wilful and deliberate failure of a student to follow a school staff member's order/direction during an aggressive incident</li><li>• Leaving the school grounds without permission</li><li>• Discriminatory or prejudicial activities or actions towards</li></ul> | <ul style="list-style-type: none"><li>• Meeting with parents, Principal or Deputy Principal and teacher</li><li>• A Behavioural Management Plan is devised</li><li>• For pupils with Additional Needs, the SSP is updated to reflect his/her behavioural needs</li><li>• A pupil may be placed on a shortened day, with the Education Welfare Officer being made aware that this is the case</li><li>• In-school suspension, where the pupil is placed in another classroom with work assigned for an agreed period of time</li><li>• Refer pupil to local support services such as the NEPS service, CAMHS, the NCSE. It is important to note however that allocation of resources does not necessarily follow a referral</li><li>• Inform the Board of Management in writing</li><li>• Suspension</li><li>• Expulsion</li></ul> |

|   |  |
|---|--|
| <p>another person or group based on gender, religion, ethnicity, sexuality or disability</p> <ul style="list-style-type: none"> <li>• Sexually inappropriate behaviour</li> </ul> |  |
|---|--|

### **School Rules and Students with Additional Needs**

- Class teachers and specialist personnel, such as the Special Education Teacher and the Special Needs Assistant should check that standards and rules are communicated in a way that students with Special Educational Needs (SEN) can understand
- Class Teacher, Special Education Teacher and if applicable, SNA, check for this understanding from time to time, especially where a student with SEN is acting in a way that would usually be seen as being in breach of the school rules
- For some students, visual prompts or pictures may be needed. Some students may need opportunities to practise observing the rules, with feedback on their progress.
- For some students, social stories which address specific behaviours and consequences may be helpful
- Sanctions may be needed to help a student with SEN to learn about appropriate behaviour and skills, as in the case of any student
- However, teachers should take particular care to help the student with SEN to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable
- The school and the classroom practices that support good learning behaviour are valid for all students, **including those with identified special educational needs.**

## **Suspension**

### **Definition of Suspension:**

'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.pg. 70*

*The decision to suspend a student requires serious grounds such as that:*

*The student's behaviour has had a seriously 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*

*A single incident of serious misconduct may be grounds for suspension*

*Developing a code of behaviour. Guidelines for Schools. National Educational Welfare Board.pg. 71*

### **Authority to Suspend:**

The Board of Management of Inchicore National School 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 the remainder of the school day or 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 an 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 behaviour 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 wellbeing of the 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 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 Inchicore National School having given due consideration to its duty of care as prescribed by Health and 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 visitor
- Or
- Physical violence resulting in serious damage to school property
- Leaving the school without permission during the school day.

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 an 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/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 reason for the suspension
- Any study programme to be followed
- The arrangements for return to school, including any commitments to be entered into 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/her 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 Inchicore National School acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

(i) 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 facts confirm serious misbehaviour that could warrant suspension, the Board of Management of Inchicore National School 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);

(i) details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.

(ii) 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.

The Board of Management of Inchicore National School acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

(ii) 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.

(iii) 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 reason for the suspension
- Any study programme to be followed
- The arrangements for the return 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 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 or 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 Education Welfare Board pg. 80*

### **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);

(iii) details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.

(iv) 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:

(i) Inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion

(ii) Ensure the parent(s) / guardian(s) have records of : the allegation against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion

(iii) Provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s).

### **C 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

(i) As to the date, location and time of the hearing

(ii) Of their right to make a written and oral submission to the Board of Management

(iii) That they may if they so choose be accompanied at the hearing (by one other person)

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:

(i) The meeting will be properly conducted in accordance with Board procedures

(ii) The principal (or BoM Nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence

(iii) Each party will be given the opportunity to directly question the evidence of the other party

(iv) The parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

### **(d) Board of Management Deliberations and Actions following the Hearing**

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled, the Board:

- (i) Will notify the Education Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- (ii) Will not expel the student before the passing of 20 school days from the date on which the Education Welfare Officer receives the written notification
- (iii) Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Education Welfare Officer is being contacted.
- (iv) Will be represented at the consultation to be organised by the Education Welfare Officer
- (v) 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 Office 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 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 Inchicore National School acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given:

- (i) No person with a vested interest or personal involvement in the latter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- (ii) 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.

## **Pupils' Responsibilities at Inchicore N.S.**

### **In general pupils are expected to:**

- Cooperate with the instruction of the teaching staff at all times.
- Follow the instructions of staff at all times.
- Keep the safety rules for the school.
- Work to the best of your ability.
- Show kindness and consideration for the feelings of others.
- Be respectful and responsible for personal and school property.
- Obey the school policy for mobile phones and electronic equipment.
- Respect property belonging to others.
- Do not use make up (including false nails and false eyelashes)
- Do not use deodorants or sprays in school for Health and Safety reasons.
- Hair to be tied up if long.
- Minimum jewellery to be worn, one flat ring and one pair of stud earrings only. No body piercings or tattoos.

### **Daily:**

- Be on time at 10 to 9 (8.50) for school
- Attend school each day as expected under the Education Welfare Act 2000
- Wear school uniform every day. Wear school PE track suit and runners for sports days.
- Remain visible by your parents in the yard until 8.50am. The yard is supervised from 8.40am to 8.50am. If absent from school parents are requested to inform the class teacher with the reason for absence on Aladdin.
- Bring a note to explain if homework is not complete
- Bring a note to explain if not wearing uniform / send a message on Aladdin.
- If going home early, Early Leavers book to be signed by parent.
- Bring a healthy snack/ lunch to school - One small treat is permitted on Fridays.
- Complete assigned work.

### **In the school environment:**

### **In the school yard:**

## **Kind Words, Kind Hands, Kind Feet**

- Obey the instructions of the supervising staff
- Show respect to all adults in the yard.
- Stay in your class play area
- Follow the yard rules.
- Tell the supervising teacher/SNA if there has been an incident in the yard.
- Respect the right of other pupils to play safely and happily and report to an adult if you feel unsafe.
- Children will endeavour to include others in their games.
- Show regard for your own safety and the safety of others
- At the end of play time, freeze when the bell rings.
- Walk to your line when the bell rings for the second time.

### **Rules for Junior Yard**

**(Pictures to accompany rules on poster)**

Kind Words

Kind Hands and Feet

Kind Actions

### **Rules for Senior Yard**

#### **Kind Words**

- Use respectful language

#### **Kind Hands & Feet**

- Keep hands and feet to yourself
- Be respectful to school property

#### **Kind Actions**

- Be inclusive of others on yard
- Play safely and fairly

- Use good manners at all times
- Positive and respectful attitude at all times
- Cooperate with staff and peers

Ratified by the BOM May 2023

---

Chairperson of BOM: Tom Brunkard

Review March 2025

### Action plan for April 2023 - June 2024

|   |  |
|---|--|
| Teachers and SNAs to wear high vis jackets in the yard                                      |  |
| Announce reasons why each child has won a golden ticket at each assembly                    |  |
| Seek training on restorative practice ?   |  |
| Reminders to all pupils regarding hair needing to be tied up and wearing stud earrings only |  |