*St. Peter’s National School. Scoil Naomh Peadar*

*St. Peter’s Road Sráid Naomh Peadar*

*Phibsboro Baile Phib*

*Dublin 7 BÁC 7*

*D07F75C D07F75C*

*Telephone: 018680501 Gúthan: 018680501*

Roll: 20091R *Ról uimhir: 20091R*

Principal: Raymond Ryan (D.L.P.) Deputy Principal: Aideen Carroll (D.D.L.P.)

School email: [office@stpetersns.net](mailto:office@stpetersns.net) School website: [www.stpetersns.net](http://www.stpetersns.net)

**St. Peter’s National School Code of Behaviour**

**Introductory Statement**

School by its nature is an ordered community where the educational activities it offers are designed to help develop the talents and gifts of each pupil. This Code of Behaviour has been drawn up to help achieve this. The basis of the code is respect; **r**espect for self and fellow pupils, respect for adults and respect for property. This policy was prepared in accordance with guidelines issued in May 2008 by the National Education Welfare Board. This policy was reviewed and updated in 2018, 2019, 2020 and September 2022 (in light of the lifting of COVID-19 restrictions being lifted)

**Rationale**

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

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

**Relationship of Code of Behaviour to the School’s Mission Statement**

Within the atmosphere and ethos of a Catholic school, we in St. Peter’s aim to ensure:

* That each child develops academically, personally and socially to the best of their ability.
* That each child develops an enthusiasm for life-long learning and a thirst for knowledge.
* That each child acquires an appreciation of their religion and a respect for other religions, other people and the world in which they live.

**Aims**

* To create a positive learning environment that encourages and reinforces good behaviour.
* To promote self-esteem and positive relationships.
* To encourage consistency of response to both positive and negative behaviour.
* To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others.
* To facilitate the education and development of every child.
* To foster caring attitudes to one another and to the environment.
* To enable teachers to teach without disruption.
* To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.
* To ensure that the school's expectations and strategies are widely known and understood through the parent’s handbook, availability of policies and an ethos of open communication.
* To encourage the involvement of both home and school in the implementation of this policy.

**Content of policy**

In our Code of Behaviour, we address the following:

1. Guidelines for behaviour in the school

2. Whole school approach to promoting positive behaviour – roles and responsibilities

3. Positive strategies for managing behaviour

4. Strategies for dealing with unacceptable behaviour

5. Suspension / Expulsion

6. Keeping records

7. Reference to other policies

1. **Guidelines for behaviour in the school**

The Education Welfare Act, Section 23, states that the Code of Behaviour shall specify “the standards of behaviour that shall be observed by each pupil attending the school”. The school recognises that there are times and factors in a child’s life that may influence their behaviour. These will be taken into consideration and the child and his/her behaviour may be accommodated as a result.

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

1. **Whole school approach to promoting positive behaviour – roles and responsibilities**

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

**Staff**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

* Create a positive climate with realistic expectations.
* Promote positive behaviour, through example, honesty and courtesy.
* Provide a caring, safe and effective learning environment.
* Encourage relationships based on kindness, respect and understanding of the needs of others.
* Ensure fair treatment for all.
* Show appreciation of the efforts and contribution of all.
* At the beginning of each school year all teachers will discuss the Code of Behaviour with their class and they will draft a list of class rules (an agreement or charter) with the children, based closely on the school’s code of behaviour. Class rules will be 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 behaviour (e.g. ‘Walk’ and not, ‘Don’t run’). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

**Sample class rules:**

* Treat others with respect and kindness.
* Always try your best.
* Be honest. Tell the truth.
* Respect the belongings of others. Share.
* Do not interrupt the teacher or others when speaking. Work quietly.
* Keep your desk area neat and tidy.
* Remain in your seat if a teacher has to leave the room.
* Wear your uniform. Wear tracksuit on PE days.
* Do not wear make-up or nail varnish in school.
* In the interest of hygiene, long hair is to be tied up.
* 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.
* While on yard duty, if any injury is reported to the yard duty teacher, they must ensure that this injury has been attended to. This may necessitate a visit to the office where the injury will be treated. If necessary, parents will be contacted and informed of the situation. The injury should also be recorded in the Incident Copy.
* If an injury is reported to the yard duty teacher, they will assess the situation and if the injury requires further attention, the child in question will be accompanied to the office (by and SNA or 5th/6th class mentor) so that the secretary/HSCL or principal (if required) can attend to the injury.

**Parents/Guardians**

Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school. Close co-operation with parents is important for the educational development of all children.

The school therefore, requests that parents:

* Read this policy and share the contents with their children.
* Give supportive co-operation to school staff in the interest and benefit of their children.
* Co-operate with the school’s system of rewards and sanctions.
* Collect their child in person for an appointment, children are never allowed to leave the school building on their own.
* Ensure children are punctual and are collected on time.
* Ensure children’s attendance is regular. (The school is legally obliged to notify the Education Welfare Services in TUSLA when a child is absent for more than 20 school days annually).
* Give a written explanation prior to a pre-arranged absence or following a child’s absence.
* Help children with homework, ensuring that it is completed.
* Ensure children wear their school uniform (please refer to school website for information-new entrants’ information).
* Ensure children do not climb on the school gates or railings.
* Ensure that children have a healthy lunch in accordance with the school’s healthy eating policy.
* Ensure children do not wear jewellery (except for stud earrings and a watch).
* Ensure children do not bring toys, cards etc. to school.
* Monitor their child closely for signs and symptoms of illness and keep their child at home if they show any signs of infectious illness.
* Follow the school’s current guidelines in relation to communicating with the school if their child is/will be absent.
* Answer telephone call from school/call school back promptly and have arrangements in place for prompt collection of their child if required.

Parents and teachers may communicate by:

* Writing a note in pupil’s homework journal.
* Writing a letter or a note or by telephoning to make an appointment**.** Please do not disturb the teacher during class time.
* Emailing the teacher/parent.
* Teacher contacting the parent via the school’s website.
* The school will advise parents re. calendar of events and closures each term/year, mainly via email and the school’s website.
* Parents are obliged to notify the school, in writing, regarding all absences, changes of address or change of contact telephone number.
* Reports are sent to the parents at the end of June. Please send in a stamped addressed envelope at the end of May/early in June in order to receive your child’s report.
* Written parental consent is required for all school trips and extra-curricular activities.
* Parents should email all absence reasons to the office (unless teachers have provided consent for the sharing of their emails with parents)
* All parental consent should be sent to the class teacher via email/Aladdin Connect.

## Pupils

## Pupils are expected to:

* Show courtesy and respect for others in order to ensure a safe, happy and secure working environment. No individual pupils will be allowed, through disruptive behaviour, to deprive any class of teaching time.
* Turn off their mobile phones (not on silent or airplane mode) before they enter the school grounds. Mobile phones should remain in their schoolbags (not coat pockets) until they leave the school grounds at the end of the day.
* Co-operate fully with instructions given by the teacher. Respect and politeness in speech and behaviour are to be shown to the teacher at all times.
* Listen attentively to the person speaking. If you wish to say or do something, raise your hand.
* Remain seated during lunch periods in the classroom.
* Complete, to the best of their ability, oral and/or written work assigned to them in school and/or for homework.
* Leave and return to classrooms in an orderly fashion and on time.
* Keep their own area, and the classroom, neat and tidy at all times. School bags should be kept under tables/desks.
* Remain seated and quiet in the event of the teacher having to leave the classroom.
* Treat the property of the school and other pupils with respect.
* Refrain from using bad language, calling other children names and displaying a bad attitude (cheek) towards the teachers or other students as these are not acceptable forms of behaviour.
* Bullying of any nature will not be tolerated. If a problem should arise, please inform the teacher.
* Walk quietly on the corridor/throughout the school, walking in single file to and from their classroom keeping to the left on the stairways and corridors
* Use the handrails going up and down the stairways, taking one step at a time.
* Display courteous behaviour (e.g. standing back to let adults by at the doorway, greeting teachers and other teachers)
* Wear the correct uniform each day.
* Adhere to the rules of the classroom.

**Adhere to the rules of the playground:**

* Remain within the designated area of the yard for their class groupings during break times.
* Stay in the playground at yard-time.
* Walk in the yard, chasing games are not permitted.
* Keep playgrounds litter free.
* Serious fighting, ‘pretend fighting’, pushing, shoving, wrestling, all forms of violence and general rough and rowdy behaviour are strictly forbidden. Behaviour, which is likely to cause injury or offence, is not acceptable.
* Follow the ‘lining-up’ rules (first bell freeze, second bell walk in an orderly fashion to their line and third bell quiet and calm in lines).
* **Adhere to the ‘kind hands, kind feet’ motto.**
* Remain in their line order when leaving or returning to their class.
* Use sanitiser at regular intervals throughout the day as instructed by the teacher.
* Wash their hands at regular intervals throughout the day as instructed by the teacher.

Teachers are on duty (all breaks) in the playgrounds, assisted by Special Needs Assistants (SNAs).

* While the SNAs assist with yard supervision, the teacher on duty is responsible for disciplinary matters and SNAs will refer children to the teacher.
* In the event of misbehaviour on the yards, the teacher on duty will address the issue. Time out stations are located in the yards and may be used at the discretion of the supervising teacher.
* Classroom teachers will be informed of misbehaviour by the supervising teacher.
* The principal will be informed of serious incidents of misbehaviour. Parents will be notified if deemed necessary.

**School related activities:**

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

1. **Positive strategies for managing behaviour/Positive behaviour promotion**

Part of the vision of St. Peter’s is to help children achieve their personal best and thus prepare them for future education, life and work. Our reward systems seek to provide encouragement to all children of all abilities and talents. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements.

Praise may be given by means of any one of the following:

* A quiet word or gesture to show approval.
* A comment in a pupil’s exercise book.
* A visit to another member of staff or to the Principal or Deputy Principal for commendation.
* A word of praise in front of a group or class or at Assembly.
* A mention to parents, written or verbal communication.
* Delegating some special responsibility or privilege.

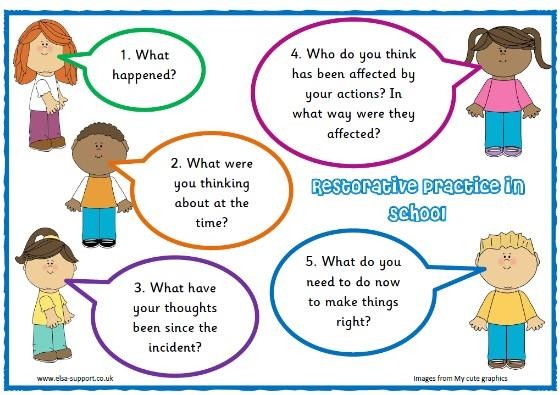
**Restorative Practice and positive behaviour management**

In an aim towards educating pupils about how their behaviour has positive and negative effects and consequences for themselves and others, the school takes a restorative practice approach to problem-solving when things go wrong.

Restorative practices askes pupils to reflect on the following questions:

* + What has happened?
  + What were you thinking at the time?
  + How were you feeling at the time?
  + How have your actions affected others and yourself?
  + What should you do now?
  + How can you make sure that this behaviour does not happen again?

Restorative Practice in our school provides a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative Practice is a process whereby children are given the opportunity to **reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence. “Reflection Sheets” can be used in this situation- see sample questions below.**



Basic questions for helping someone that has been hurt by another's actions:

>What did you think when you realised what had happened?

>What impact has this had on you and others?

>What has been the hardest thing for you?

>What do you think needs to happen to make things right?

**Rewards/Incentives**

* Class Dojo
* Stickers/stars/stampers
* Class star chart
* Group rewards
* Winning group having casting vote in reward system
* Random Act of Kindness trophy
* Mindfulness Special Mention
* Gaeilgeoir na Seachtaine
* Artist of the Week
* Sports Star of the Week
* ‘Good News’ notes/emails to parents
* ‘Golden Time’
* ‘Fluffy Ball’ system
* Awards e.g. Student of the week, Best listener, Most Improved student
* Attendance awards/certs.
* **Whole school rewards system for positive behaviour on the yard**: classes receive yellow cards for good behaviour during breaks and at the end of breaks and when a certain number of cards are accumulated (the quantity is dependent on the class level), they receive reward time in their classrooms. When implementing this system, consistency is key. **Very high standards of good behaviour during breaks and at the end of breaks will have to be achieved by the class before a duty teacher awards a yellow card. If a class receives a yellow card for line up or good general behaviour on the yard, this high standard must be maintained going back to the classroom (cards achieved can be rescinded by the class teacher). Any pupils misbehaving on the yard (5 or more is the cut off point) will result in the whole class being affected. All teachers on staff will implement these guidelines as part of a whole school rewards system (and as per the code of conduct).**

**This yellow card system has been extended to general yard behaviour and positive behaviour when leaving the yard also**. Junior and senior infants will have to accumulate 10 yellow cards, 1st and 2nd class will have to achieve 15 yellow cards while 3rd-6th classes will have to accumulate 20 yellow cards to receive reward time.

**Classes can receive a yellow card for good line up behaviour and good general yard behaviour. Once a class have achieved their target, this will announced over the intercom by the principal (when notified)**

1. **Strategies for dealing with unacceptable behaviour**

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. In cases of repeated serious misbehaviour or single instances of gross misbehaviour, parents will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child’s behaviour.\*

\*An email or phonecall initially to a parent (invitation to a meeting as a follow up).

**Examples of minor misbehaviour include:**

* Disrupting class work (isolated incident) by:
* Talking when teacher or another pupil is talking, interrupting the teacher, shouting out answers, talking over another pupil, talking out of turn.
* Pupil not listening to instructions, playing with stationery etc.
* General ‘giddiness’, laughing and sneering at other children
* Making noise in class.
* Swinging on chair.
* Getting out of seat or moving around the room without permission.
* Disobeying teacher’s instructions.
* Throwing objects
* Carelessness with books and stationery, scribbling/drawing on school books.
* Leaving litter in and around the school.
* Lack of compliance with school policy on hair, makeup, jewellery and uniform.

**Examples of serious misbehaviour include:**

* Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation).
* Regular disruption of class work.
* Threats or physical hurt to another person.
* Damage to property.
* Theft.
* Bringing dangerous equipment to school.
* Leaving school/school activities without permission.
* Being discourteous or unmannerly.
* Name calling.
* Gestures of defiance and using bad language.
* Unruliness in the classroom, on the stairs or in the hall.
* Commenting negatively on another pupil’s work.
* Purposely excluding others.
* Using a mobile phone while in school.
* Stealing from classmates/teacher
* Deliberate misuse of sanitiser, wipes, soap, hand towels etc.
* Deliberately coughing or sneezing on another child or member of staff.

**Examples of gross misbehaviour include:**

* Assault on a teacher or pupil.
* Serious theft.
* Serious damage to property.
* Bullying of another pupil (see anti-bullying policy).
* Bringing drugs, alcohol or cigarettes to school.
* Deliberate and aggressive coughing on another child or member of staff.
* Deliberately spitting on another child or staff member.

**Responding to Unacceptable Behaviour**

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

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

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

* helping students to learn that their behaviour is unacceptable
* helping them to recognise the effect of their actions and behaviour on others
* helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences.
* helping them to learn to take responsibility for their behaviour.

Sanctions may include:

* Detention in the yard.
* Losing privileges.
* Receiving a warning and then an ‘x’.
* Deducting points.
* Time taken off playtime/Golden Time.
* Letter of apology to a student if their feelings have been hurt.
* Draw a picture to say sorry.
* Writing a paragraph on ‘The Importance of…….’
* Time-out in the yard or in P.E. (use of **time-out zones** in place of saying -putting students against the wall)
* Thinking Table.
* Thinking Cloud/Red Behavioural Cloud.
* Inform Principal if unacceptable behaviour is persistent.
* Confiscate stationery etc from desk if it’s a source of distraction.
* Removal of a star on group/class star chart.
* Removal from class
* Being placed on the sad cloud on the ‘Fantastic Day Chart’ (rainbow, sun and two sad clouds).
* Red card system.
* Traffic light system.
* 5 Stages: verbal warning, move seats , detention, additional written work, inform Principal/parents.
* Email or phonecall to parents (from class teacher or Principal).

Staged Approach:

* Reasoning with pupil
* Verbal reprimand including advice on how to improve
* Temporary separation from peers (only if there is a spare desk available)
* Prescribing extra work/write a story of what happened
* Loss of privileges
* Loss of playtime in yard (additional time-outs)
* Time out of classroom (moved to another class)
* Teacher communicates with parents
* Refer to principal
* Principal communicates with parents
* Exclusion (Suspension or expulsion)

**Children with Special Educational Needs**

All pupils are required to comply with the Code of Behaviour. However, the school recognises that pupils with special educational needs may require assistance in understanding certain rules. Planning to encourage positive behaviour will be included in the pupil’s support plan, which is drawn up in consultation with parents/guardians and the class teacher, special education teacher and/or the Principal. Staff will work closely with the home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be taken into consideration. The children in the class or school may be taught strategies to assist a pupil with special educational needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

1. **Suspension and Expulsion**

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents/guardians will be utilised. Communication with parents/guardians may be verbal or by letter depending on the circumstances.

**Suspension**

Suspension is defined as “*requiring the student to absent himself/herself from the school for a specified, limited period of school days”*

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

***Record Keeping in Relation to Suspensions***

In the case of the suspension of a pupil formal written records will be kept of:

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

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

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil’s reinstatement will not constitute a risk to the pupil’s own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

**Expulsion**

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

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

**Procedures in respect of expulsion**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

**Step 1: A detailed investigation carried out under the direction of the Principal.**

In investigating an allegation, in line with fair procedures, the Principal should:

* inform the pupil and his/her parents/guardians in writing about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
* give parents and pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

**Step 2: A recommendation to the Board of Management by the Principal**.

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal should:

* inform the parents/guardians and the pupil that the Board of Management is being asked to consider expulsion
* ensure that parents/guardians have records of:
  + the allegations against the student in the investigation
  + and written notice of the grounds on which the Board of Management is being asked to consider expulsion
* provide the Board of Management with the same comprehensive records as given to the parents and/or guardians
* notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
* advise the parents/guardians that they can make a written and oral submission to the Board of Management
* ensure that parents/guardians have enough notice to allow them to prepare for the hearing.

**Step 3: Consideration by the Board of Management of the Principal’s recommendation; and the holding of a hearing. The Board will:**

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

**Step 4: Board of Management deliberations and actions following the hearing**

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

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

**Step 5: Consultations arranged by the Educational Welfare Officer**

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

* make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance
* convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

**Step 6: Confirmation of the decision to expel**

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management should formally confirm the decision to expel.

**Appeals**

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

**Review of use of expulsion**

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

**Procedure for notification of a pupil’s absence from school**

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

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

Please refer to the **Statement of Strategy for School Attendance** for further information on:

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

1. **Keeping Records**

The school BoM is a data controller of personal data relating to its past, present and future staff, students, parents/guardians and other members of the school community. All such data is treated in accordance with the Data Protection legislation and the terms of our Data Protection Policy. Data relating to individuals will only be processed in a manner consistent with the purposes for which it was gathered. Information will only be disclosed on a ‘need to know’ basis, and access to it will be strictly controlled. In line with the school’s policy on record keeping and data protection legislation, records are kept in relation to pupils’ behaviour both at class and school level. These records are written in a factual and impartial manner.

1. **Reference to Other Policies**

* Anti-bullying Policy
* Anti Cyber Bullying Policy
* Anti-racist Policy
* Data Protection Policy
* Child Safeguarding Statement
* Health and Safety Policy
* Attendance Policy
* Healthy Eating Policy
* Inclusion Policy
* Special Educational Needs Policy-including updated policy in 2020
* Acceptable Use Policy
* Dignity at Work Policy
* SPHE plan

**Communication and Ratification**

This policy was ratified by the Board of Management of St. Peter’s National School on the 28th of January 2021.

A copy has been emailed to each teacher and is available on Microsoft Teams. Parents are welcome to view this plan on our school website ([www.stpetersns.net](http://www.stpetersns.net)).

Review date: January 2022