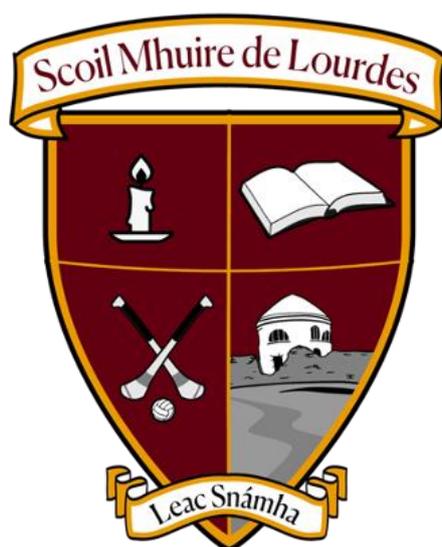


# *Scoil Mhuire de Lourdes* *Boys National School*

*Lixnaw*



*“Ag foghlaim le chéile”*

## *Code of Behaviour*

Reviewed in October 2017

## INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Scoil Mhuire de Lourdes BNS 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
6. The school's Anti-Bullying Policy; and
7. The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of Scoil Mhuire de Lourdes BNS has been developed in accordance with 'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008.

## **POLICY FORMULATION**

In formulating this policy the Board of Management completes the following steps;

- i. Staff are involved in the initial draft of the Code of Behaviour.
- ii. It is made available to Board of Management, staff and parents by email and they are invited to make submissions on the content of the code within a specified timeframe.
- iii. Class teachers have been requested to discuss the topic of 'rules' with their classes and submit a list of pupils' suggestions to the Deputy Principal.
- iv. The initial draft of the Code of Behaviour will be reviewed and where appropriate amended in-line with the feedback received.
- v. The finalised draft of the policy will be submitted for the Patron's Approval.

## **AIMS & OBJECTIVES OF THE CODE**

The aims and objectives of the code are:

- 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 behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences;
- To ensure the safety and well-being of all members of the school community;
- To assist 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 ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

## **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, deputy principal, teachers, ancillary staff and parents in the review and operation of the Code.

## **STANDARDS OF BEHAVIOUR**

### ***Pupils***

#### **General Behaviour**

Each pupil is expected to:

- be well behaved and to show consideration for other children and adults
- show respect for the property of the school, other children and their own belongings
- attend school on a regular basis and to be punctual
- do his best both in school and for homework
- keep the school free of litter, respect all the furniture and fittings; and take pride in the lovely new building provided for all.

#### **Classroom Behaviour**

Each pupil is expected to:

- Listen - to the teacher and other pupils if they are speaking
- Speak - only when spoken to by the teacher
- Follow - the direction of his teacher

- Work to the best of his ability
- Obey all classroom rules designed and agreed upon by each class
- Raise your hand before you ask/answer a question
- Value school property and the belongings of fellow pupils; keep the school environment neat & tidy.
- Avoid fiddling with pencils, rubbers, rulers etc.
- Obtain his teacher's permission to enter/leave the classroom and walk in an orderly fashion at all times
- Respect the teacher, other pupils and visitors to the classroom, being kind & considerate at every opportunity
- Bring in a note explaining absence on returning to school after a period of absence
- Punctuality - Arrive on time for school and respond to all bells promptly.

**N.B.** A simplified version of the above rules has been created for 1st and 2nd, for ease of comprehension & retention.

### **Playground /playing pitches/indoor hall Behaviour**

Each pupil is expected to

- Stay in designated areas in yard
- Play safely; avoiding any games or play that is rough or dangerous
- Follow the directions of the playground supervisor(s) and promptly assemble in class line when bell rings
- Remain on school grounds at all times unless retrieving a ball with prior permission
- Obtain permission before re-entering the school building during break periods
- Respect the yard supervisor and fellow pupils
- Avoid swearing, fighting or name calling.

### **Behaviour in other School Areas**

Each pupil is expected to:

- Walk in the school corridors
- Do not swing, lean over or throw items across the railings
- Walk in an orderly fashion when moving between classrooms
- Report to the principal if something is noticed to be amiss in the building
- Report to the teacher/supervisor or the principal if another child is upset or bothered about something.

### **Behaviour during School Outings/Activities**

Each pupil is expected to:

- Follow his teacher's directions at all times
- Remain with the teacher/supervisors and group of pupils at all times
- Behave politely towards those they meet on such trips
- Observe the rules of general good behaviour
- Protect and look out for the welfare of colleagues
- Avoid all loud/boisterous behaviour on the bus, and in public areas.

### **CHILDREN WITH SPECIAL NEEDS**

All children are required to comply with the Code of Behaviour. However the school recognizes that children with special needs may require assistance in understanding certain rules. Specialized behaviour plans may be put in place in consultation with parents, the class teacher and S.E.T. teacher who will work closely with home to ensure that optimal support is given if this is deemed desirable. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

The children in the class or school may be taught strategies to assist a pupil with special 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.

### **STAFF**

It is Ms. Cliona Fitzmaurice's responsibility as the Principal to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. The Deputy Principal, Mr. Henry Molyneaux, in his post of responsibility, is undertaking to lead the implementation of this policy. However each staff member also has responsibility for the maintenance of discipline within common areas of the school. A yard book will be filled every day by the teacher/supervisor on duty. This will record poor behaviour as well as other incidents on yard. Serious incidents will also be recorded in a Serious Incidence Book. Reflection/Detention pages will also be kept on file.

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

They will:

- 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 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. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition
- Inform pupils when instances of misbehaviour on their part are being recorded

- Report repeated instances of serious misbehaviour to the Deputy Principal. Any staff members reporting an incident to the Deputy Principal must also keep a written record and date of this incident. Any report from a parent to a staff member should also be reported to Deputy Principal and recorded
- Parents should note that confidentiality may not be promised to a parent when informing staff of any incident to do with a child

### **REWARD**

The staff of Scoil Mhuire de Lourdes make every effort to highlight good behaviour mainly by praise and reward. Staff will endeavour to identify as many daily occurrences as possible, both in the classroom and throughout the school and beyond, where praise and reward may be administered. We want positivity to permeate throughout our school. Success and rewards will be recorded by staff in so far as possible.

Success and all improvement will not only be identified and highlighted on a daily basis with the children but will also be shared with parents and visitors alike as often as possible. Parent/Teacher meetings will strive to offer parents a “feel good” sentiment about their child/children and themselves.

### **PARENTS/GUARDIANS**

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive Behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort. Parents will also be expected to support the staff in administering discipline in line with the Code of Behaviour.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns.

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

If children are leaving school early a written note of permission from parent or guardian must be sent to the class teacher. A "Release Early from School" book will be held in the office and will need to be signed when child is leaving.

Parents are expected to uphold the school homework/ uniform/ book rental policies.

If any book or school property or another child's property is damaged by a child then a parent may be asked to pay for replacement.

### **PROMOTING POSITIVE BEHAVIOUR**

As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and rewarded and acknowledged as much as possible. Special attention will be paid to pupils who have previously been associated with poor Behaviour so that not only good Behaviour but also improvement in Behaviour is acknowledged.

### **INTERVENTION TO BE USED**

*(From "Behavioural Emotional and Social Difficulties" Guidelines for Teachers from DES)*

- Individual reward systems (p 125)
- Strategies to increase self-esteem and social interaction (turtle technique, friendship bench, friendship train, buddy systems, peer monitoring, peer tutoring) (p 127)
- Self-esteem (p 133)

- Pass cards (p 135)
- Think sheet (p 137)
- Record of my progress (p 138)

A reward scheme for promoting positive behaviour will be used. Such rewards will include:

- ‘Teacher Award Certificates,’ ‘Pupil of the week,’ ‘Commendations’ or ‘Golden Book Certificates’
- Principal’s Award
- Presentation of Certificates at Assembly or School Masses
- Personalized notes to parent(s)/guardian(s)/”Happy Grams”
- Special privileges: ‘Homework Off’ passes/ Golden Time/ Library privileges
- Stickers & little prizes e.g. Pencils
- Reinforcers for individual pupils/pupils in groups which involve the earning of stars/merits/counters
- Providing an audience for their work e.g. Pupils go from class to class to ‘Show off’ their work/ achievements
- Using the visualiser/ digital camera to take a picture of pupils who are working industriously/pupils who have won a prize etc. which can be displayed in the classroom/on school webpage.

### **INAPPROPRIATE BEHAVIOUR**

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour 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 examples of the types of Behaviour that are included in Level 1. Please note the list is not exhaustive.

- Failure to prepare for class, as defined by individual teachers
- Running in the Corridors
- Disturbing the work or play of others
- Disrespectful language, tone, or manner either written or verbal.
- Ignoring staff requests

### 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, which will be at the discretion of the teacher, are:

- Verbal reprimand/reminder(s)
- Showing disappointment to the child
- Reinforcement of alternative positive behaviour
- Temporary separation from peers within the class, friends or others (i.e. time out on thinking chair/yard bench)
- Prescribing an additional written exercise
- Loss of minor privileges

- Contact with Parent may be made if there is a pattern of misbehaviour; this will be at the professional discretion of the teacher
- Behaviour contract may be put in place if there is a pattern of misbehaviour.

### Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- Classroom-based interventions, such as Open Circle or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff member(s))
- Discussion of behaviour with the child
- Informal notes regarding incident/intervention/date. This information is useful if a problem persists
- Developing Classroom Rules, (p 111 BES)
- General Classroom Management Strategies (p 113 BES)
- Setting up Whole-class and Group Reward Systems (p 115 BES)
- Corrective Language (p 117BES)
- Consequences (p 119 BES)
- Time Out (p 120/121 BES)
- Ongoing discussion and support with child where improvement is encouraged and highlighted to him. Supportive intervention from Learning Support teacher may also be requested.
- Success at intervention and general improvement may also be acknowledged or rewarded by the Deputy Principal or Principal.

## **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
- Behaviour which is dangerous to self or others (e.g. violently shoving, pushing or hitting)
- Intentionally damaging school or personal property
- Leaving the school premises or grounds without permission from class teacher or yard duty supervisor under any circumstances
- Stealing
- Cheating
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult/visitor/staff member
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)

### Level 2: Disciplinary Actions

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 Deputy Principal in consultation with the Principal, and may include the formal notification of parents by telephone or in person, with written documentation.

Some examples of Level 2 responses are, in no particular order:

- Prescribing written work from the school Code of Behaviour Policy with a written apology signed by parent/guardian.
- In school supervised reflection/detention at break time with written behaviour form to be signed by parent as a follow up. All records of these will be kept on file
- Report will be entered in the serious incidence book and
- Report may be submitted to the Board of Management
- Meeting with parent(s)/guardian(s)
- Suspension from school for one to five days, depending on the severity of the behaviour
- Implementation of extensive Behaviour Management Plan where parent will be expected to be fully supportive and be part of its implementation. This Behaviour Plan may last from 1 week to 6 weeks with a team review at the end of this period of time.

## Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, or other involved staff and Resource Teacher/Deputy Principal. Principal may also be involved depending on severity.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) and or Family Medical Doctor'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 or assault, may result in contact with the Garda Síochána. Parents will be informed of this. Listed below are some examples of the types of behaviour 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
- Setting fires
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin

### Level 3: Disciplinary Actions

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. During this suspension pupil is not allowed near or on the school grounds for the full duration. 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 this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

- Expulsion:

Repeated incidents of Level 3 behaviour 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 Educational Welfare Board)*

#### **Authority to Suspend:**

The Board of Management of Scoil Mhuire de Lourdes 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, Ms. Cliona Fitzmaurice, the authority to impose an ‘Automatic Suspension’ for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the

Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

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

### **Immediate Suspension and Automatic Suspension**

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and 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 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 Scoil Mhuire de Lourdes, 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 circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

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

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 Scoil Mhuire de Lourdes 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 fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Scoil Mhuire de Lourdes will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter prepared by the Deputy Principal and Principal 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 Scoil Mhuire de Lourdes 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 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.
- 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.

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

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

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 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 Educational Welfare Board)*

Authority to Expel:

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

Procedures in Respect of Expulsion:

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

a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

- i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- 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

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 that parent(s)/guardians 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
  - 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

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 & 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 Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted

- iv. Will be represented at the consultation to be organized by the Educational 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 Officer has elapsed,

And where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed.

They will also be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 of the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of Scoil Mhuire de Lourdes 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 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.
- 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.

**Conclusion:**

The essence of our Code of Behaviour is valuing people and encouraging them to accept responsibility for their own behaviour, and to develop self-discipline.

*This policy has been made available to school personnel and the Parents' Association and is readily accessible to parents on request. A copy of this policy will be made available to the Department and the patron if requested.*

This policy will be reviewed by the Board of Management once in every school year.

This Revised Policy was adopted by the Board of Management on 05/10/2017

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

*Chairperson of Board of Management*

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

*Date of next review: June 2018*

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

*Principal*

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