



Scoil Chríost Rí

Ennis, Co Clare

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Introductory Statement:

This code was prepared in accordance with the guidelines issued by the National Education Welfare Board (NEWB). The review process takes place every two years, to ensure that the views from everyone in the school community were included. The draft document was reviewed by the Students, Parents, Staff and Board of Management. The new Code was ratified by the Board of Management on the 16/10/2025.

The Code of Positive Behaviour places a greater emphasis on rewards rather than sanctions or punishments through implementing the Incredible Years programme/Stamp system throughout the school. The code of positive behaviour helps the school community to promote the school's unique ethos, relationships, policies, procedures and practices that encourage good behaviour and minimise unacceptable behaviour. This policy also helps teachers, other members of staff, students and parents to work together to create a happy, caring, respectful and safe school environment.

Our code expresses the vision, mission and values of Scoil Chríost Rí. It translates the expectations of staff, parents and students into practical arrangements that will help to ensure continuity of learning for all students. It helps to foster an orderly, harmonious school where high standards of behaviour are expected, supported and recognised.

Mission Statement:

"We see Scoil Chríost Rí as a caring, safe and happy environment. It is a centre of learning where we strive through education to develop the whole person. Our school will consistently promote awareness of the roles, rights and responsibilities of all."

Through our interim Code of Positive Behaviour, we hope to provide clarity regarding expectations, rules, rewards, and consequences.

POSITIVE STRATEGIES FOR MANAGING BEHAVIOUR

- Class rules (*Appendix A*) are clearly displayed in every classroom in the school.
- Rules are stated simply and positively and are designed to promote and encourage good behaviour
- Specific rewards systems have been devised and are in use throughout the school
- Regular meetings have been held to ensure that each staff member has had input into this code and the promotion of positive behaviour throughout the school.
- Whole school approaches have been developed and communicated to ensure that the whole school community are aware of the importance of positive behaviour.

PROMOTING POSITIVE BEHAVIOUR

The following is a menu of strategies and programmes used to promote and encourage positive behaviour

- Show me 5
- IY parent programme
- Junior Dina
- Continuity of class rules at each class level
- Prominent display of class rules in all classes
- Individual reward stamp books in each class
- Individual rewards for completing each page of stamp book.
- Medals for completion of full stamp book.
- Increasing value of stamp books and medals as children complete books in the school year; Bronze, silver and gold.
- Desty Programme
- Bonus stamps for any and all exceptional behaviour seen throughout the school or on yard.
- Reward boxes
- Golden time and group reward systems may be used by individual teachers if they so choose.
- Extra Yard time on Fridays
- Celebration on social media and at assemblies.

*A detailed description of the whole school stamp book reward system is included in **Appendix E***

As a school we believe in the rewarding of good behaviour through acknowledgment and recognition. We aim to praise pupils for effort whenever possible. We have established specific rewards systems throughout the school. Pupils are made aware of how these systems operate at each class level at the beginning of the school year. These systems are both fair and consistent and ensure that each individual takes personal responsibility for his/her behaviour. Where a pupil misbehaves and fails to adhere to the class rules there are specific interventions and that are put in place.

Pupils learning about themselves

At our school, we believe that helping children understand how they think and learn is key to building positive behaviour. We use **growth mindset** to teach children that mistakes are part of learning and that effort helps our brains grow. Through **cognitive behavioural thinking**, we help students recognise their thoughts and feelings and choose positive actions. We also teach children about how their **brains work**, so they can understand triggers and how their brain protects them sending them into Fight, flight, Freeze Fawn. These tools support our Code of Behaviour by encouraging responsibility, resilience, and respectful choices in a positive and supportive way.

The entire school community has a part to play in contributing to this environment.

Roles and Responsibilities:

The responsibility for the implementation of this policy rests with the partners in education i.e. the Board of Management, principal and teaching staff, students and the parents/guardians of the students at Scoil Críost Rí Ennis

The school's standards of behaviour describe the behaviour expected of all members of the school community, staff and students, parents/guardians and visitors. These values are put into practice through simple, clear and consistent school rules and routines which are built on:

- respect for yourself
- respect for others
- respect for your school

Responsibilities of Board of Management:

- Provide a comfortable, safe environment.
- Ratify the code of behaviour
- Support the Principal and staff in implementing the code.

Responsibilities of Principal:

- Promote a positive climate in the school.
- Ensure that the code of behaviour is implemented in a fair and consistent manner and arrange for review of the Code, as required.

Responsibilities of Teachers:

- Support and implement the school's code of behaviour.
- Create a safe working environment for each student and affirm good work.
- Be courteous, consistent and fair.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Responsibilities of Parents/Guardians:

Schools need the support of parents with regard to good behaviour and discipline. Parents can help their children in the following ways:

- Parents should provide their children with positive models of behaviour.
- Children need boundaries and rules about behaviour. Talk to your child about school rules. They help make the school a safe place where everyone can learn and nobody feels left out or threatened.
- Ensure that your child attends school regularly and on time.
- Be interested in, support and encourage your child's school work.
- Cooperate with teachers in instances where your child's behaviour is causing difficulties for others.
- Ensure the school has up to date contact information for parents/guardians.
- Answer any phone calls from school promptly.
- Ensure that there is always someone available to collect child from school promptly at school's request.
- Attend meetings at the school as requested.
- Check your child has all their needs for class i.e. books, copies pens, pencils, rubber, ruler, etc.
- Share information with the school in relation to any problems which may affect child's progress/behaviour.
- Behave in a respectful manner to all members of the school community.

Responsibilities of Students:

Be kind, Word hard.

Give respect, get respect

These rules are brought to the attention of the children through the class teachers on a regular basis. Behaviour that does not conform to one or more of these rules can be considered unacceptable. For each rule we have certain expectations, and these are explained and taught to all students.

The success of the school's code of behaviour depends on consistency in the implementation of these rules. This will be achieved as follows:

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| • Teaching of the School Rules | • Prevention Strategies |
| • Modelling the standards | • Sanctions for Breaking the Rules |
| • Rewards and Incentives for keeping the rules | |

Promotion of the School Rules:

All students are taught the School Rules when they start school and they are revised consistently throughout their remaining years in the school. Parents are encouraged and expected to talk to their children about the rules and to encourage their children to keep them.

Individual rules will be highlighted at regular periods at assembly for special attention.

The School Rules are promoted through the entire school community as follows:

- **Noticeboards**

The School Rules are displayed prominently in each classroom and on notice boards throughout the school.

- **Assembly**

Assembly takes place monthly. It forms a valuable role in our whole school approach to developing self-esteem, promoting positive behaviour and effective discipline. Good work and achievements are highlighted, celebrated and rewarded. The school rules are emphasised and explained. Specific school routines for the classroom and yard are emphasised and explained also.

- **Newsletters to Parents**

A newsletter is sent home on a monthly basis to inform parents of events taking place in the school. The school rules will be highlighted in the Newsletter and parents are encouraged to reinforce these with their children.

- **Parent Information Booklet**

All Parents / Guardians are provided with a copy of the school's code of behaviour before enrolment as required by Section 23(4) of the Education (welfare) Act 2000.

Parents/Guardians must sign the code of behaviour, acknowledging it is acceptable to them and that they will make all reasonable efforts to ensure compliance with the code by the child.

Promoting good behaviour:

Promoting good behaviour is the main goal of our code of behaviour. Scoil Chríost Rí is an Incredible Years School. This is a positive behaviour management programme and staff use an Incredible Years booklet that was devised, as well as reward certificates. Through a staff-mentoring programme new staff members are made aware of the Positive Behaviour Policy and the Incredible Years Programme. They are provided with an Incredible Years folder and a copy of the Positive Behaviour Policy. They will also have the opportunity to receive Incredible Years training, when available. Teachers will endeavour to match the curriculum to the abilities, aptitudes and needs of each individual child thus maximising engagement and promoting positive behaviour.

These are used to acknowledge and affirm good behaviour and good work and can consist of:

Individual Rewards:

- Incredible Years Happygrams/Certificates
- Stamp system
- Student of the Week/Student of the Month
- Homework pass
- Pen license
- Positive calls home
- Positive cards home
- Positive home visits

Whole Class Rewards

- Golden time
- Homework off
- Class Parties for Most Improved Attendance

Whole School Rewards

- Golden Time for Best Yard Behaviour
- Recognition Boards

Prevention Strategies:

The most effective methodology in attempting to manage challenging behaviour is to prevent it occurring in the first place. Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions. The school's SPHE curriculum and the Learn Together programme 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.

Prevention strategies used in the school may include:

- Support classroom and principles across the school
- Restorative Practice
- Mind up
- Cognitive Behaviour Therapy lessons
- Circle time
- Organised activities at break time
- Carrying out useful tasks
- Helping in the school garden
- Sensory Breaks/Movement Breaks
- Lunchtime Indoor Activity Groups
- Art/Play Therapy
- Care Team
- Use of individual behaviour systems
- School Support Plans and SET support
- School Completion Support

Additional Supports:

Children with special needs may require assistance in understanding and respecting certain rules.

Additional inputs and interventions may also be required to help some students manage their behaviour and to prevent them failing educationally. Such interventions could include

- Referral to another teacher or adult who can work with the student
- Involving the pastoral care team
- Individual Behaviour Support Systems may be devised in consultation with parents, class teacher, SET staff, HSCL Co-ordinator, SNA, SCP and outside agencies. Professional assessments where available may inform and shape the plan.

Specialised Supports:

A small minority of students may exhibit particularly challenging behaviour. The school, in cooperation with the student's parents will seek to avail of any local services that may assist in responding to the needs of the student. These services could include the National Educational Psychological Services (NEPS), CAMHS, School Completion Team, Springboard, Art Therapist, music therapist, play therapists and relevant professional counselling services, etc.

Sanctions for Misbehaviour:

The school strives to solve issues at the lowest level possible. Teachers encourage, support and show students how they may be able to resolve issues themselves. Most issues will be resolved at this point. Where sanctions are imposed they will be graded and reflect the seriousness of the behaviour. (See *Appendix B for examples of behaviours*)

Warning/Sanction Procedure:

The school operates a yellow and red card warning system.

- Yellow cards are given for serious/disruptive misbehaviours.
- Red cards are given for very serious misbehaviour.
- Parents are informed of any yellow/red cards given.
- Yellow or red cards may be given for a single incident of misbehaviour.

1) Verbal Warning:

The teacher will indicate the behaviour and the rule broken. Strategies used to prevent misbehaviours escalating include:

- 5 Minutes Cool Down time in the class/yard Cool Down Area.
- Student sent to another class with work. The student stays in another class until teacher feels student is ready to try and improve behaviour.
- Giving a child a visual warning card indicating that if the behaviour continues, a yellow card will be issued.

2) Yellow Card:

Student required to complete work during Reflection Time during lunch instead of playing outside. A log book will be filled each day during reflection to outline if misbehaviours are regular. Teacher to inform the parents via Aladdin text or face to face discussion at home time. Where a student receives 2 yellow cards in a 5-day period, the teacher will make contact home by phone or by face to face meeting. Yellow cards may be given for persistent minor misbehaviour or a single incident of a serious misbehaviour (see yellow card list below).

3) Red Card:

- a) **Immediate Red Card:** Single incident of severe misbehaviour (see red card list below). This is an immediate suspension as outlined in the suspension list in appendix C.
- b) **Persistent Insubordination:** If a student, after receiving a yellow card, continues to misbehave, they will be given a red card and an immediate 1 day suspension.

- c) **Cumulative Yellow Cards**- Where a student gets two yellow cards in one day or 3 yellow cards in any 5-day period, the student is sent to the deputy principal/principal and gets a red card. Parents are contacted and a meeting held with Principal/Deputy Principal and class teacher if necessary. Loss of privilege (not a curricular area). **While one immediate red card may lead to suspension, a number of yellow cards in a period of time will lead to suspension.**

4) **Suspension**- See Appendix C, Procedures for Suspension

5) **Expulsion**- See Appendix D, Procedures for Expulsion

Immediate yellow cards are given for:

- Leaving the classroom without permission
- Defiance, refusal to do as asked by any member of Staff.
- Bad/Abusive language or gestures directed at another student.
- Throwing an object.
- Writing/Graffiti on school property.
- Threatening someone.
- Hurting someone
- Shadow boxing

This list is not exhaustive and is subject to change.

Immediate red cards are given for:

- Leaving school grounds without permission.
- Physical violence to another person.
- Involvement in a fight.
- Deliberate damage/destruction of school property.
- Use of obscene/abusive language to a member of staff.
- Racist remarks/Homophobic
- Spitting at someone.
- Vaping/smoking

This list is not exhaustive and is subject to change.

Yard:

For repeated serious misbehaviour on the yard arrangements may be made for the student:

- not to go to yard at break time.
- go home for break time.

Behaviours of Concern

In certain incidences, where a reasonable concern exists for the health and safety of staff or pupils a Risk Assessment may be devised. This will be done in conjunction with staff, parents, and where possible, pupils, to ensure an appropriate response to such risks. The advice of external bodies such as the NCSE, NEPS, Network Disability Teams, CAMHS or Tusla may be sought in such cases. The school will never discuss a child's care with any external professionals without having first received the consent of parents / guardians to do so.

From time to time, a child may exhibit **behaviours of concern**.

Behaviours of concern are defined as “Culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities”. Emerson, 1995

School Trips and Outings:

Student's behaviour on tours will comply with the standard set down in the school's code of behaviour. Where it is felt that a child's conduct would pose a safety risk or inhibit the educational benefit for self or others, the school management reserves the right to refuse the child permission to travel on school trips / tours / outings. Parents will be advised of this in advance.

Incident report

All incidents will be followed up with a report completed by the teacher who saw/became aware of the incident. This report will be shared with the In School Management team for review after the incident. It will then be dealt with according to the sanctions laid out above. The pupils will be interviewed using restorative practice questions (Appendix F) to resolve the incident.

When the code of behaviour applies:

The school's code of behaviour applies during school hours, at all extra-curricular classes or events, at swimming classes, at all fundraising and social events organised by the school, on school tours, and at all events organised by, on behalf of, or in the name of Scoil Chríost RÍ whether during school hours or outside of school hours.

The Board of Management reserves the right to investigate matters which occur outside of the school premises at any time if it impacts upon the school community or reputation.

Bullying:

In dealing with incidences of bullying behaviour, teachers have regard to the school's Anti-Bullying Policy and are drawn up in accordance with bi Cinealta policy

Absences/Communication:

The Education (Welfare) Act, 2000, Section 18, requires parents to notify the Principal of a school of the reasons for a child's absence. In compliance with these sections, the following procedures apply. For absences of students from school parents will send a note upon the return of the child to school outlining the reason(s) for absence.

The Education (Welfare) Act 2000, Section 21(4) requires a School Principal to inform an Educational Welfare Officer in writing if the aggregate number of school days on which a student is absent from school during a school year is 20 days or more. Additionally, Section 21(4) authorises the School Principal to notify an Educational Welfare Officer if, in the opinion of the Principal, a child "is not attending school regularly".

Contact:

Where any parent has a concern about any aspect of behaviour the school should be contacted either by phone, in person or in writing and the matter brought to the attention of the child's teacher followed by the principal/deputy principal as appropriate.

Review:

Our Code of Behaviour will be next reviewed in ??.

Parents/Guardians:

Date:

Appendix A

Rules of the School Explained

Be Kind, Work hard

Give Respect, Get Respect

- That you will be helpful and treat other students and all staff with good manners and respect.
- That you will be gentle and kind, keeping unhelpful hands, feet, objects and comments to yourself.
- That you will be honest.
- That you will call others by their preferred names.
- That bad language, biting, bullying, kicking, punching, pushing on the stairs, spitting, rough play and shadow boxing is unacceptable behaviour.
- That you will respect the instructions of all the school staff.
- That you will not pick on or bully others.
- That you respect school property and the property of other people.
- That you have respect for other cultures, religions and differences.
- That you will not bring mobile phones to school as they are not allowed.

Because:

- Everyone is entitled to good manners and respect.
- Bullying causes fear, hurt and misery.
- Offensive or abusive language shows disrespect and can cause hurt.
- Keeping the school environment pleasant and litter free is everyone's responsibility.
- You would expect the same respect for your property.
- Everyone has the right to be treated with respect

This means:

- That you attend school every day unless it is absolutely unavoidable.
- Wear a full school uniform at all times while in/representing the school
- That if you miss school you bring in a note in your journal or on Aladdin.
- That you behave yourself to and from school/while representing the school
- That you have the proper stationary, books and copies required for class.
- That you will be careful with library books, your own books, pencils, markers, crayons, readers, I pads, Pe equipment, musical instruments, sensory equipment.

Because:

- Time missed is hard to make up.
- The school is entitled to an explanation for your absences.
- The school is responsible for you during the day.
- The school expects that all students can come to and go home from school safely.
- It wastes teaching and learning time if you have not got your pens, copies, and books.
- Having items not needed for class causes distraction and wastes time.
- Most of our books are rented and will need to be passed on to another student at the end of the year. If we don't keep our belongings in good condition they won't last for the year.

This means:

- That you work to the best of your ability, and allow others to do the same.
- That you listen to your teachers and SNA's.
- That you do not disturb the class or other classes.
- Show 5-Eyes, Ears, Mouth, sitting, Lámha trasna/Méar ar do bheal
- That you always have your journal in school.
- That you put your chair up on the desk at the end of the day and help tidy the room.
- That you will put a quiet hand up to speak if the teacher is speaking.

Because:

- Everybody has a right to learn in a caring, safe and respectful environment.
- The teacher is trying to help you.
- Disturbing the class is unfair to others who wish to learn.
- It is dangerous to swing back on the two legs of your chair.
- Your journal helps you remember what you have to do and is a means of communication between school and home.
- It is important to take responsibility for tidying up after ourselves.

Note: This list is not exhaustive and is subject to change.

Appendix B

Examples of Behaviours

Examples of minor misbehaviour include:

- Continuous talking.
- Pushing and talking in the line.
- Writing and passing notes.
- Being in wrong yard area.
- Interfering in others games.
- Deliberate delaying while going to class lines on bell.
- Disruptive behaviour

Examples of serious misbehaviours include:

- All minor misbehaviours when on a persistent basis.
- Behaviour that disrupts the learning of others in class.
- Refusal to do work.
- Telling lies.
- Name calling other students.
- Swearing/bad language to other students.
- Throwing food at other students.
- Rough play.

Examples of very serious misbehaviour include:

- Persistent disruptive behaviour.
- Persistent slagging /name calling.
- Persistent defiance and disrespect.
- Hitting or other aggressive behaviour.
- Throwing objects that could cause injury or harm.
- Racist/bad/inappropriate language deliberately directed at someone.
- Harassment, bullying and discrimination.
- Angry/aggressive play.
- Fighting.
- Deliberately spitting at another child .
- Leaving the school without permission.
- Verbal Abuse towards staff.
- Destruction of property.

Note: This list is not exhaustive and is subject to change.

Appendix C

Procedures for Suspension

Suspension is defined as a temporary, complete exclusion from school and activities.

The Board of Management has the authority to suspend a student. The authority to suspend a student for up to 5 consecutive school days has been delegated by the Board of Management in writing to the principal. The Principal is accountable to the BOM for the use of that authority.

A single incident of serious misconduct is grounds for immediate suspension.

Suspension:

The Principal has been authorised in writing to impose an automatic suspension. The following behaviours will result in immediate suspension:

- Verbal abuse or threat of a staff member (1 day suspension).
- Physical abuse of staff member (5 day suspension).
- Initiating a physical fight (2 day suspension).
- Participating in a physical fight (1 day suspension).
- Persistent Insubordination i.e. refusing to follow the instructions of a staff member repeatedly during the school day (1 day suspension).
- Gross Insubordination i.e. refusing to follow the instructions of a staff member during an incident of violence or aggression (2 day suspension).
- Absconding (2 day suspension) for first incidence.
- Spitting at someone (1 day suspension).

Other serious misbehaviours may warrant an immediate suspension if they put the health and safety of students or staff at risk.

When an assessment of the facts confirms serious misbehaviour that warrants suspension, the Principal will:

- Remove the student from the class.
- Inform the student of the suspension.
- Inform the parents of the suspension and the need to collect the student from school.
- Arrange for a meeting with the parents on arrival to outline the behaviour and suspension.

Period of Suspension:

A student will not be suspended for more than 5 days, except in exceptional circumstances where the principal recommends to the board of management that a period of suspension longer than 5 days is needed to achieve a particular objective.

The Board of Management considers the following circumstances are ones where the principal would consider recommending more than 5 days as an appropriate suspension. Any one of the following on its own may be considered appropriate to warrant a recommendation of a longer suspension:

- when the student fails to recognise or acknowledge the seriousness of the events leading to a proposed suspension.
- where injury has been inflicted on another person to such a degree of severity as to warrant medical attention and/or a visit to a doctor.
- where the student continues to display belligerence, hostility or aggression.

If a suspension longer than 5 days is being recommended by the principal the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

The Board of Management has authorised the principal in writing, with the approval of the Chairman of the Board of Management, to impose a suspension of up to 5 days in circumstances where a meeting of the board of management cannot be convened in a timely fashion, subject to the guidance already provided to the principal concerning such suspensions.

The Board of Management will formally review any proposal to suspend a student, where the suspension would bring the number of days for which a student has been suspended in the current school year to 20 days or more.

Appeals:

The Board of Management will offer an opportunity to appeal a principal's decision to suspend a student for 3 or more days. If an appeal is to be considered before a suspension is to take place, then the student will be removed from class until the appeal is complete and the appeal decision is relayed to parents.

If the appeal against the decision to suspend is not upheld or if the period of suspension is altered but not set aside, then the suspension will begin as soon as practicable after the decision on the appeal is relayed to parents, normally starting the next school day.

Section 29 Appeal:

Where the total number of days for which a student has been suspended in the current school year reaches 20 days, the parents may appeal the suspension under section 29 of the *Education Act 1998* as amended by the *Education (Miscellaneous Provisions) Act 2007*.

Parents will be notified of this right at the time when they are being formally notified of such a suspension. Information on how to appeal will also be provided.

Suspension as part of a Behaviour Management Plan:

Suspension if implemented will be part of an agreed plan to address a students' behaviour. The suspension should:

- enable the school to set behavioural goals for the student and their parents
- give school staff an opportunity to plan other interventions
- impress on a student and their parents the seriousness of the behaviour

Removing a Suspension:

A suspension may be removed or altered either immediately or retrospectively if the Board of Management decides, or, if the Secretary General of the Department of Education and Science directs it to be removed under Section 29 of the *Education Act 1998* as amended by the *Education (Miscellaneous Provisions) Act 2007*

Reintegrating the student:

The principal will arrange for a member of staff to provide support for the student during the reintegration process. The student will be given the opportunity and support for a fresh start. The school will then expect the same behaviour of this student as of all other students.

Recording and Reporting:

A record of the behaviour and sanction imposed will be kept which will include:

- The incident report.
- The notes from the meeting with the parents and student.
- The duration of the suspension and any conditions attached to the suspension.

Report to the Board of Management:

The principal, if acting on the written delegated authority to suspend, will report all suspensions to the Board of Management.

Report to NEWB:

The principal will report suspensions of 6 or more cumulative days in a year to the National Educational Welfare Board (NEWB) in accordance with NEWB reporting guidelines (*Education (Welfare) Act 2000, section 21(4)(a)*)

Review of the use of Suspension:

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies and to ensure that use of suspension is appropriate and effective.

Appendix D

Expulsion Procedures

Expulsion is defined as the removal or banning of a student from a school due to persistent violation of that school's rules, or in extreme cases, for a single offense of marked severity.

The Board of Management has the authority to expel a student. This authority is a reserved function of the Board of Management and is not delegated to the Principal.

Before expelling a student, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

1. Meeting with parents and the student to try to find ways of helping the student to change their behaviour.
2. Making sure that the student understands the possible consequences of the behaviour, if it should persist.
3. Ensuring that all other possible options have been tried.
4. Seeking the assistance of support agencies, if appropriate

A proposal by the Board of Management to expel a student requires serious grounds, such that:

1. The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
2. The student's continued presence in the school constitutes a real and significant threat to safety.
3. The student is responsible for serious damage to property
4. While the grounds for expulsion may be similar to those of suspension, where expulsion is considered, the school authorities are satisfied that they have tried a series of other interventions and are satisfied that they have exhausted all possibilities for changing the students behaviour.

Expulsion for a First offence:

The Board of Management reserves the right to expel students for a first offence for the following behaviours:

1. A serious threat of violence against another student or member of staff.
2. Actual violence or physical assault.
3. The supply of illegal drugs to other students in the school.
4. Sexual assault.

Expulsion:

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

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing
5. Consultations arranged by an Education Welfare Officer of the National Educational Welfare Board
6. Confirmation of the decision to expel.

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

In investigating an allegation the principal will:

- Inform the student and parents about the details of the alleged misbehaviour, how it will be investigated and that it could lead to expulsion.
- Give the parents and student every opportunity to respond to the complaint before a decision is made and a sanction imposed.

Parents will be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know.

Step 2: A recommendation to the board by the Principal:

Where the principal forms the view, based on the investigation that expulsion may be warranted, the principal makes a recommendation to the Board of management to consider expulsion. The principal will

- inform the parents and the student that the Board of Management is being asked to consider expulsion
- ensure that parents 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
- provide the Board of Management with the same comprehensive records as are given to parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to the Board of Management
- ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board 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. It will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations.

Where a Board of Management decides to consider expelling a student, it will hold a hearing.

At the hearing:

- The Principal and the parents will put their case to the Board in each other's presence.
- Each party will be allowed to question the evidence of the other party directly.
- The meeting may also be an opportunity for parents to make their case for lessening the sanction.
- Parents may wish to be accompanied at hearings and the Board will facilitate this.
- After both sides have been heard, the Board will ensure that the Principal and parents 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 student should be expelled, the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)).

The student will not be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).

The Board will inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents will be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5: Consultations arranged by the Educational Welfare Officer:

To ensure that arrangements are made for the student to continue in education the Educational Welfare Officer will:

- 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).

Pending these consultations, the Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (Education (Welfare) Act 2000, s24(5)).

The Board may consider it appropriate to suspend a student during this time.

Suspension will be considered where there is a likelihood 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 students or staff.

Step 6: Confirmation of the decision to expel:

Where the twenty-school 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 (this task might be delegated to the Chairperson and the Principal).

Parents will be notified immediately that the expulsion will now proceed. Parents and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the 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 and to ensure that expulsion is used appropriately.

Stamp Book System Overview

The overall aim of this system is to promote and encourage positive behaviour.

This system is in use in Infants - 6th class.

Procedure:

- Individual stamps books in each class.
 - A stamp is earned by an individual each day unless on step 2.
 - A clean slate is given each morning, in that each individual begins each day fresh.
 - With each 10 stamp achieved the pupils are rewarded with a selected award
 - Once an individual receives 60 stamps (completes their stamp book) they are rewarded with a homework pass and a medal, the colour of which corresponds to the colour of their completed stamp book.
 - The stamp books colours and corresponding medals are aligned with Olympic medals;
 1. Bronze - upon completion the individual receives a bronze medal.
 2. Silver - upon completion the individual receives a silver medal.
 3. Gold - upon completion the individual receives a gold medal.
- NOTE:** Attendance is crucial. Each stamp book covers 60 days of school time, meaning the three books (bronze, silver and gold) cover 180 days of school. Individuals do not receive a stamp if they are absent on a given day.
- Completion of stamp books will be celebrated at each class level and at assembly.
 - Completion of stamp books will be celebrated at each class level and at assembly.
 - Parents are expected to check their child's Stamp Book at the end of each day and praise both daily stamps and any bonus stamps received.

This system promotes;

- Positive behaviour as per Incredible Years principles.
- Compliance with an agreed set of classroom rules which are prominently displayed in each classroom.
- Rewarding behaviour that adheres to the class rules
- **Consistency** around how rewards are earned.
- The opportunity for **all staff members**, including those teaching outside of the mainstream classroom, to be involved in the promotion of positive behaviour. **All staff are encouraged to give bonus stamps to children displaying exceptional behaviour practices.**
- A positive whole school atmosphere, where achievements of pupils are recognised by the principal, among their peers.

Appendix F

These are prompt questions to promote working in a more restorative way.

The Restorative Questions

- What happened?
- What were you thinking and feeling at the time?
- What have your thoughts been since?
- How do you feel about it now?
- Who has been affected by this?
- How have they been affected?
- What has been the hardest thing?
- What needs to happen to put things right?
- What do you need now?