



St. Patrick's National School, Drumcondra, D09XH52

Scoil Phadraig, Droim Conrach, Ath Cliath D09 XH52

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Charity number:20116453

Code of Behaviour Policy

Introduction:

In order to achieve a happy, safe and secure environment in which children can develop to their full potential, it is necessary to provide a framework which promotes positive behaviour and discourages misbehaviour. In our school, emphasis is placed on positive behaviour and any rules are applied in a fair and consistent manner, with due regards to the age of the pupils and to individual differences. Good behaviour is encouraged and rewarded. Every member of the school community has a role to play in the implementation of the Code of Behaviour.

Relationship to School Ethos:

A positive atmosphere, where all children are valued, and positive behaviour and achievements are celebrated, is the cornerstone of the Code of Behaviour of St. Patrick's National School.

Good behaviour is promoted in St Patrick's National School by a culture of high expectations, encouraging each student to take responsibility for his or her own learning and actions. Without such an expectation for good behaviour, it is not possible for pupils to *develop to their fullest potential - academically, socially, emotionally, physically, morally, spiritually and aesthetically, enabling each child to grow in confidence to participate in the wider community.* (Mission Statement)

St. Patrick's National School forms part of a school community where everyone has a role to play in promoting positive behaviour and respect amongst the children. Parents and families are a key part of the culture of respect and learning which our Code of Behaviour supports.

Aims:

- ✓ To provide guidance for pupils, teachers, SNAs and parents on behavioural expectations
- ✓ To provide for the effective and safe operation of the school
- ✓ To create a positive learning environment that encourages and reinforces positive 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-regulation 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 encourage the involvement of both home and school in the implementation of this policy

<p>General expectations:</p>	<p>Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable</p> <p>Pupils are expected to show respect for all school property, their own and other pupils' and adults' belongings and to keep the school environment clean and litter free</p> <p>Pupils are expected to take pride in their appearance and wear the correct uniform</p> <p>Pupils are expected to follow a staff member's instructions, and to work to the best of their ability.</p> <p>Pupils are expected to observe the highest standards of fair play in all school activities.</p>
<p>Class Rules:</p>	<p>At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the school rules but are presented in a way that is accessible to the children, using positive language. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should, where possible, emphasise positive behaviour (e.g. Walk' instead of '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 differences. Where difficulties arise, parents will be contacted at an early stage.</p>
<p>Incentives/ affirming positive behaviour</p>	<p>Whole school and individual class reward systems are used to encourage positive behaviour. This includes encouraging, praising and listening to pupils. Praise is earned by the maintenance of</p>

	good standards, as well as by particularly noteworthy personal achievements and relates to behaviour as well as for work.
Examples of how praise may be given	<p>A quiet word or gesture to show approval</p> <p>A word of praise in front of a group or class</p> <p>A comment in a pupil's copy work</p> <p>A visit to another member of staff or to the principal for commendation</p> <p>Delegating some special responsibility or privilege</p> <p>A mention to parent- written or verbal communication.</p> <p>A system of merit certs or stickers</p> <p>An addition to the "gold box" to be read out at assembly</p>
Misbehaviour:	<p>Behaviour can be classified as minor, serious or very serious. Everyday instances of a minor nature are dealt with by the class teacher. In cases of repeated serious misbehaviour, or single instances of very serious misbehaviour, parents will be involved at an early stage and invited to speak to the teacher and/or the Principal to discuss their child's behaviour.</p>
Sanctions	<p>Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. The consequence must relate as closely as possible to the behaviour</p> <p>It must be made clear what changes in behaviour are required to avoid future sanctions. However sanctions should relate as closely as possible to the behaviour. (See samples of Behaviour, Response, Sanctions on page 5)</p>
Suspension and Expulsion	<p>Suspension may be used as a sanction where all attempts at reasoning with the pupil have failed and all other interventions have also failed in consultation with the parents/guardians of the pupil. Communications to parents/guardians regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, will be in writing. Procedures as outlined in the National Educational Welfare Board (NEWB) publication 'Developing a Code of Behaviour Guidelines for Schools (Section 11) would be employed by the Board of Management. The Board of Management has the authority to permanently exclude a</p>

	<p>student, having complied with section 24 of the Education (Welfare) Act 2000. This is a very serious step and would only be taken in extreme cases of persistent unacceptable behaviour, or in a case of gross misbehaviour. The procedures for expulsion outlined in the NEWB publication 'Developing a Code of Behaviour Guidelines for Schools (Section 12) would be employed by the Board of Management. At all times the Board of Management will be kept informed of, and consulted on, decisions relating to suspension and expulsion.</p> <p><u>Please see appendix 1 on Suspensions and Expulsions</u></p>
<p>Children with Additional Needs</p>	<p>All children are required to comply with the code of behaviour. However, the school recognises that children with additional needs may require assistance in understanding certain rules. Specialised behaviour plans may be put in place in consultation with parents and the class teacher, Special Education Teacher and or Special Education Coordinator, who will work closely with home to ensure that optimal support is given. Cognitive and emotional development will be taken into account at all times as well as the child's personal circumstances. Professional advice from psychological assessments will be invaluable in supporting pupils to manage their behaviour.</p> <p>Teachers will use their professional judgement in the application of the Code. Class teachers, Special Education Teachers and SNAs will work in helping pupils understand expectations through language, interventions and support programmes. Parents will be kept informed of their child's behaviour and may be involved with the school in implementing effective strategies to support self-regulation of emotions and behaviours. Support services such as the National Educational Psychology Service (NEPS) and the Special Education Needs Officer (SENO) may also be involved.</p>

Categories of behaviour, response and sanctions

Category	Examples of Behaviour	Interventions/Sanctions may include	Formal Response
Minor misbehaviour	<p>Out of seat in class (incl. wet days)</p> <p>Interruptions of class</p> <p>Regular lack of uniform</p> <p>Not completing homework (without good reason/note from parent)</p> <p>Name calling</p> <p>Rough play</p> <p>Disrespect to adult (attitude)</p> <p>Not lining up properly on yard</p> <p>Rough behaviour</p> <p>Taking an item without permission</p>	<p>Whole class positive behaviour reminder</p> <p>Visual cues</p> <p>Quiet reminder to pupil involved</p> <p>Positive Direction and/or Reasoning</p> <p>Verbal Reprimand</p> <p>Noted on Board/Chart etc</p> <p>Temporary separation from peers</p> <p>Short Spell in Another Class</p> <p>Lunchtime Detention (1 Day)</p>	<p>1: Discussion with pupil regarding behaviour and a warning of consequences if behaviour persists.eg. moving seat, removal of certain privileges, time out.</p> <p>2: Follow through on consequence.</p> <p>3: Communication with parent through Homework Journal or speak with them at the end of the day – (ongoing).</p>
Serious Misbehaviour	<p>Repeated 'Minor Misbehaviours'</p> <p>Repeated infringement of yard rules</p> <p>Regularly not completing homework</p> <p>Rough play leading to harm</p> <p>Cheekiness/answering back/repeated disrespect</p> <p>Deliberate damage to school/personal property</p> <p>Fighting (single incident)</p> <p>Bullying Behaviour</p> <p>Explicitly refusing adult direction</p> <p>Accessing/sharing inappropriate material online in school</p>	<p>Positive Direction and/or Reasoning</p> <p>Verbal Reprimand</p> <p>Noted on Board/Chart etc</p> <p>Temporary separation from peers</p> <p>Behaviour Contract (signed by child/parent)</p> <p>Lunchtime Detention (1-3 days)</p> <p>Loss of right to Trip/Event/Outing</p> <p>Meeting with Principal/Parents/Teacher</p> <p>Internal Suspension (1-2 days)</p>	<p>4: Behaviour report to be sent home.</p> <p>5: Principal to meet with the child to discuss behaviour.</p> <p>6: Phone call/meeting with parent and class teacher.</p> <p>7: Phone call/meeting with principal and parent.</p> <p><u>*Behaviour report can be sent home at any stage depending on</u></p>

	Repeatedly taking items without permission Cyber-bullying		<u>the severity of the behaviour and in consultation with principal.</u>
Very Serious Misbehaviour	Repeated 'Serious Misbehaviours' Repeated bullying behaviour Vandalism Stealing from the school, an adult or a child Verbal abuse/threatening of an adult or a child Repeatedly refusing direction from an adult Possession/use of illicit materials/ drugs/alcohol/vaping Truancy Leaving school or classroom without permission Accessing/sharing inappropriate material online in school. Deliberately causing serious harm to a child/serious fighting Striking/kicking/assaulting an adult member of staff. Cyber-bullying	Lunchtime Detention (3+ days) Loss of right to Trip/Event/Outing Internal Suspension (1-4 days) Suspension 1-2 days Suspension 3-5 days Expulsion	Please see previous steps above, some or all of these may be skipped depending on the severity of behaviour involved. Phone call/meeting with principal, teacher and parent. 8. Move to suspension or expulsion see appendix 1. <u>*Certain incidences may warrant immediate suspension.</u>

Roles	
Board of Management's Responsibilities	<p>Provide oversight of a comfortable, safe environment</p> <p>Support the Principal and staff in implementing the Code of Behaviour</p> <p>Ratify the Code of Behaviour</p>
Principal's/Deputy Responsibilities	<p>Promote a positive climate in the school</p> <p>Ensure that the Code of Behaviour is implemented in a fair and consistent manner</p> <p>Engage with school staff and outside professional agencies where necessary, to support the needs of pupils.</p> <p>To provide support and guidance to teachers with regard to the administration of the code of behaviour.</p> <p>Arrange for review of the code, as required</p>
Teachers' Responsibilities	<p>Support and implement the Code of Behaviour</p> <p>Create a safe working environment for each pupil</p> <p>Recognise and affirm good behaviour</p> <p>Promote a class culture that provides for individual talents and differences amongst pupils</p> <p>Be courteous, consistent and fair</p> <p>Keep opportunities for disruptive behaviour to a minimum</p> <p>Deal appropriately with misbehaviour</p> <p>Keep a record of instances of serious misbehaviours or repeated instances of misbehaviour</p> <p>Communicate with parents when necessary and provide reports on matters of mutual concern</p> <p>Prepare school work and correct work done by pupils in cases of suspension</p>
Pupils' Responsibilities	<p>Attend school regularly and punctually</p> <p>Listen to their teachers and act on instructions/advice Show respect for all members of the school community</p> <p>Respect all school property and the property of other pupils and staff</p> <p>Avoid behaving in any way which would endanger themselves or other</p>

	<p>Avoid any nasty remarks, swearing or name-calling</p> <p>Include other pupils in games and activities</p> <p>Bring correct materials and books to school</p> <p>Follow class and yard rules/contracts</p>
<p>Parents/Guardians' Responsibilities</p>	<p>Encourage children to have respect for themselves, others and property.</p> <p>Ensure that children attend school regularly and punctually</p> <p>Engage with, support and encourage their children's education</p> <p>Be familiar with the Code of Behaviour and support its implementation - All parents will sign the Code of behaviour when enrolling their child</p> <p>Cooperate with teachers in instances where their child's behaviour is causing difficulties for others</p> <p>Communicate with the school in relation to any problems which may affect their child's progress/behaviour</p>

Links with other policy areas and legislation	
Legislation	Policies
<ul style="list-style-type: none"> ✓Cinealtas Action Plan on Bullying ✓Children First Act 2015 ✓Children First: National Guidance for the Protection and Welfare of Children 2017 ✓National Educational Welfare Board (NEWB) ✓Guidelines 'Developing a Code of Behaviour - Guidelines for Schools' (2008). ✓Child Protection Procedures for Primary and Post-Primary Schools 2017 ✓Data Protection 1998 -2018 and EU General Data Personal Regulation 2018 (GDPR) ✓Article 42 of the Irish Constitution ✓United Nations Convention on the Rights of the Child ✓Education (Welfare) Act 2000 - Section 23 ✓Equal Status Act 2000 ✓Ombudsman for Children Act 2002 ✓Disability Act 	<ul style="list-style-type: none"> ✓Acceptable Use of Internet Policy ✓Anti-Bullying Policy ✓Child Safeguarding Statement and Risk Assessment ✓Strategy for Attendance ✓Data Protection Policy ✓Health & Safety Policy ✓Special Educational Needs Policy ✓Dignity at Work Policy ✓Substance Abuse Policy ✓Anti-Bullying Procedures for Primary and Post-Primary Schools 2013

<ul style="list-style-type: none"> ✓ Health and Safety Legislation ✓ General Data Protection Regulation (GDPR) 2018 	
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Appendices	
Appendix 1	School Rules
Appendix 2	Acceptance Form Code of Behaviour
Appendix 3:	Behaviour Report
Appendix 4:	Serious Incident Report
Appendix 5	Suspensions and Expulsions

Review

This policy was reviewed in May 2024, and is reviewed annually or sooner as required.

Signed

Anne Looney
(Chairperson)



Natasha Bassett
(Principal)



Date: 20 May 2024

Appendix 1: School Rules

General classroom rules and expectations

- Show respect for self and others
- Be prepared, be on time and be in full uniform.
- Ensure that your homework is completed to the best of your ability.
- Do as you are asked by members of staff.
- Raise your hand to speak
- Listen, pay attention, and always do your best work.
- Be helpful and respectful to all in the classroom.
- Be friendly, mannerly and kind to your classmates.
- Respect school property and the belongings of others
- If you have a problem, let a teacher or an adult know as soon as possible.
- Treat others with kind hands, kind feet and kind words.
- Bully not, share a lot and always give back what you got.

Corridors:

- You may not leave your classroom without teacher permission.
- Walk quietly in the corridor. Running is not permitted.
- Take particular care when using the stairs. Leaning or sliding on the bannisters is strictly forbidden.
- Do not eat or drink while using the corridors.
- If you see litter, please pick it up and dispose of it in an appropriate bin.
- Have manners at all times. Hold doors for adults and always stand back to allow them through.
- Take extra care when approaching corners or doors. No pushing.
- Walk on the left side of corridors and stairs, as directed by the teacher

Rules to be observed in St Patrick's National School

Play Areas

- Walk quietly and promptly to the yard using pathways only.
- You may leave the yard only with permission from the teacher on duty. Report to the same teacher on return.
- Play on tarmac only or soft play areas only. Grass, paved areas and flower beds are out of bounds.
- In order to minimise the danger of accidents, running is only allowed on set sections of the yard. When running, due care must be taken of other children.
- Rough or dangerous play is not allowed.
- Hands must be kept to yourself while playing on yard and lining up.
- No objects, other than Active Yard Equipment , to be thrown or kicked on the yard.
- No litter in the yard. Please dispose of it beforehand in the classroom.
- If you have a problem in the yard or see something which you think is wrong, report it immediately to the teacher on duty.
- Walk to your line when the bell sounds at the end of playtime.
- Line up in an orderly manner and walk back quietly to your classroom when directed by a teacher.

The school rules can be summed up as

Be respectful and be kind
Do your best
Be positive
Be safe
Listen

Appendix 2 : Acceptance of Code of Behaviour



Acceptance of Code of Behaviour:

I have read the school Code of Behaviour and agree to abide by it. I understand what behaviour is expected in school and the sanctions which may occur. I will discuss it with my child at an age appropriate level.

Child's Name: _____

Signed (Parent/Guardian): _____

Date: _____

Appendix 3



Behaviour Report

Please reflect and discuss

Behaving in class	
Behaving in yard	
Hurting others	
Listening and paying attention	
Having respect for all	
Having respect for property and belongings	

Teacher's comment _____

Child's Name: _____

Date: _____

Why were you given this report?

What is the school/classroom rule which could have helped you?

What should you have done?

What will you do differently in the future?

Pupil to sign:

Parent/Guardian Comment:

I have spoken about this with my child and discussed what behaviour is expected in future:

Signed: _____

Appendix 4



SERIOUS INCIDENT REPORT FORM

Date of Incident: ____ / ____ / _

Time of incident: _____

Details of incident:

Staff members present: _____

Other witnesses: _____

Was incident a health and safety risk: Yes _____ No _____

If yes, to whom? _____

If physical hurt or injury was caused, please describe injury briefly:

Action Taken:

Principal informed Yes _____ No _____

Parents informed Yes _____ No _____

Parents asked to visit school Yes _____ No _____

Teacher/Parents meeting held Yes _____ No _____

Principal/ Parents meeting held Yes _____ No _____

Further action:

Was the child suspended ? Yes _____ No _____

Date(s): _____

If a child was suspended , was the suspension reported to TUSLA ? Yes

_____ No

Date: _____

Signed: _____

Suspension and Expulsion

In cases where serious and repeated misbehaviour and disruption is present, and where attempts by the class teacher, principal and parents/guardians have failed to resolve the problems, it may be necessary for further steps to be taken.

1. Suspension

The decision to suspend a pupil is only taken when:

1. the pupil's behaviour has had a seriously detrimental effect on the education or wellbeing of other pupils
2. the pupil's continued presence in the school at this time constitutes a threat to safety
3. the pupil has shown blatant disregard for school rules as outlined in the school Code of Behaviour
4. the pupil is responsible for serious damage to property

For very serious misbehaviour or repeated instances of serious misbehaviour, suspension may be considered. Any behaviour that is persistently disruptive to learning or potentially dangerous can be grounds for suspension.

A single incident of very serious misbehaviour may in rare circumstances be grounds for suspension. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000. Examples of very serious misbehaviour are included in Appendix 2.

Prior to suspension, where possible, the Principal will review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions, behaviour plans, cognitive development, relevant medical information, and other interventions used and their outcomes. (It is envisaged that immediate suspension without this process will rarely arise in St. Patrick's N.S)

<p>A. Suspension as part of a behaviour management plan:</p>	<p>Suspension will be part of an agreed plan to address the student's behaviour.</p> <p>The suspension period will:</p> <ol style="list-style-type: none">1. enable the school to set behavioural goals with the student and their parents/guardians2. give school staff an opportunity to plan other interventions
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	<p>3. impress on a student and their parents the seriousness of the behaviour.</p>
<p>B. Procedures in respect of suspension</p>	<ol style="list-style-type: none"> 1. In the case of immediate suspension, the parents/guardians of the student will be informed by phone (and will be recorded in writing) and arrangements made with them to meet the principal and for the student to be collected immediately. 2. In other cases the parents/guardians will be requested in writing to attend a meeting with the Principal where the case will be outlined and parents given an opportunity to respond. 3. Where parents fail to attend a meeting, the Principal will write to them advising of the gravity of the matter, the importance of attending a rescheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. 4. The school will record the invitations made to parents and their response. This written notification will serve as notice to impose a suspension 5. In the event that a parent is unable to attend the school, a letter will be issued to the student and a copy will be forwarded by registered post to the student's parents/guardians.
<p>C. The period of suspension</p>	<ol style="list-style-type: none"> 1. The Principal has been granted the authority by the Board of Management to suspend a student for a period of up to three days. 2. The Board of Management has authorised the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion. 3. The Board of Management may authorise further exclusion of the student up to a maximum of ten school days to enable further consideration of the case. 4. The Board will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such

	<p>suspension is subject to appeal under section 29 of the Education Act 1998.</p> <p>5. The Board of Management should offer an opportunity to appeal the Principal's decision to suspend a student. In the case of decisions to suspend made by the Board of Management an appeals process may be provided by the Patron.</p>
<p>Section 29 Appeal</p>	<p>Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the parents may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007. At the time when parents are being formally notified of such a suspension, they and the pupil will be told about 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 given information about how to appeal.</p>
<p>D. Implementing the suspension</p>	<p>1. The Principal will notify the parents and the pupil in writing of the decision to suspended. The letter will confirm:</p> <ul style="list-style-type: none"> -the period 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 parents (i.e. parents and pupil will be asked to reaffirm their commitment to the Code of Behaviour) <p>2. The provision for an appeal to the Board of Management may state the right to appeal to the Secretary General of the Department of Education and Skills (Education Act 1998, section 29) if the suspension in question leads to the cumulative number of days suspended in a school year to surpass 20.</p> <p>3, It is school policy that any pupil serving a suspension must complete assigned school-work for the duration of his/her suspension and will be readmitted to the school on the following conditions:</p> <ul style="list-style-type: none"> -the work is completed to the best of their ability and checked. -the pupil returns to school with either/both parents/guardians.

	<p>-the pupil and parents/guardians reaffirm their commitment to the Code of Behaviour.</p> <p>-pupils (and guardians on occasion) may have to agree to attend a course or counselling in order to support their reintegration and prevent further problem behaviour.</p>
<p>E. Records and reports</p>	<p><u>Records of investigation and decision-making:</u></p> <p>Formal written records will be kept of:</p> <ul style="list-style-type: none"> -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. <p><u>Report to the Board</u></p> <p>The Principal should report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.</p> <p><u>Report to Túsła</u></p> <p>The Principal is required to report suspensions where pupils have been suspended for six or more days, cumulatively, in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a))</p>
<p>F. Review of use of suspension</p>	<p>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, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.</p>

2. Expulsion

A pupil 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.

A. Authority to expel	The authority to expel is reserved to the Board of Management. Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.
B. The grounds for expulsion	<p>Expulsion should be a proportionate response to the pupil's behaviour. Expulsion of a pupil is a very serious step, and one that should only be taken by the Board of Management in extreme cases of unacceptable behaviour.</p> <p>The school will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil including, as appropriate:</p> <ol style="list-style-type: none">1. meeting with parents and the pupil to try to find ways of helping the pupil to change their behaviour2. making sure that the pupil understands the possible consequences of their behaviour, if it should persist in ensuring that all other possible options have been tried on seeking the assistance of support agencies (e.g. 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) <p>A proposal to expel a pupil requires serious grounds such as that:</p> <ol style="list-style-type: none">1. the pupil's behaviour is a persistent cause of significant disruption to the learning or wellbeing of others or to the teaching process or the pupil's continued presence in the school constitutes a real and significant threat to safety

	<p>2. the pupil is responsible for very serious damage to property. The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the pupil's behaviour.</p>
<p>C. Forms of expulsion</p>	<p>'Automatic' expulsion</p> <p>A Board of Management may judge, as part of the school's policy on sanctions, and following the consultation process with the Principal, parents, teachers and pupils, that particular behaviours may be sanctioned by amongst other things expulsion. However, a general decision to impose expulsion for named behaviours does not remove the duty to follow due process and fair procedures.</p> <p>Expulsion for a first offence:</p> <p>There may be exceptional circumstances where the Board of Management forms the opinion that a pupil should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include, but not exclusively:</p> <ol style="list-style-type: none"> 1. a serious threat of violence against another pupil or member of staff 2. actual serious violence or physical assault
<p>D. Procedures in respect of expulsion</p>	<p>Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a pupil.</p> <p>Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:</p> <ol style="list-style-type: none"> 1. A detailed investigation is carried out under the direction of the Principal. 2. A recommendation to the Board of Management by the Principal.

	<p>3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.</p> <p>4. Board of Management deliberations and actions following the hearing. 5. Consultations arranged by the Educational Welfare Officer. 6. Confirmation of the decision to expel.</p> <p>The Board of Management is the decision-making body in relation to expulsions (See "Developing a Code of Behaviour: Guidelines for Schools")</p>
<p>E. Appeals</p>	<p>A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.</p> <p>F. Review of use of expulsion</p> <p>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</p>