

**Belgrove School
Senior Boys**
Clontarf
Dublin 3



**Scoil Eoin Baiste
Buachaillí Sinsearacha**
Cluain Tarbh
Baile Átha Cliath 3

Code of Behaviour

Introductory Statement

This policy was reviewed in November 2025 by the teaching staff, parents and the Board of Management.

Belgrove Senior Boys' NS promotes the holistic development of the child: emotional, social, moral, spiritual and intellectual. The school fosters a sense of community within the school and stresses the uniqueness of the individual within that community. The school, in turn, is a microcosm of society set in the larger environment of the neighbourhood. Great importance is placed on instilling a love of the distinctiveness and diversity of our Irish culture, language and traditions. The partnership of teachers, ancillary and non-teaching staff, parents, pupils and our spiritual directors ensures a collective commitment to all of the many aspects and facets that constitute school life. Priority is given to nurturing every pupil so that each boy may live life fully as a child; every effort is made to develop the urge to explore and investigate and to lay a firm foundation for intelligent action and independent enquiry.

Rationale

It is necessary to review our Code of Behaviour at this time for the following reasons

- To ensure an orderly climate for learning in the school.
- To ensure existing policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, National Education Welfare Board (NEWB), 2008*.

Relationship to Characteristic Spirit of the School

Our school values the uniqueness of each individual within a caring school community and seeks to foster the potential for growth and development in each child, so that he may live a full and happy life.

Our school endeavours to ensure that each child will be treated in a manner that is meaningful and respectful to that child. We appreciate that some children within our school community may require additional supports that enable them to behave in a manner that is acceptable to the entire school community. In that context, we are committed to making all reasonable efforts to meet the needs of such children.

Through the co-operation of staff, parents and pupils we strive to create a school environment where everybody's opinion is valued, where everybody is treated with respect

and tolerance, where everybody feels safe and where everybody can be secure in the knowledge that they will always be treated in a fair and just manner.

Aims

The aims of Belgrove Senior Boys' School Code of Behaviour 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 where all members of the school community feel safe.
- To promote positive behaviour and self-discipline, recognising the differences among children and the need to accommodate these differences.
- To encourage pupils to take responsibility for their actions.
- To ensure the safety and wellbeing of all members of the school community.
- To assist 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 and sanctions is implemented in a fair and consistent manner throughout the school.

Policy Content:

The policy is addressed under the following headings in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, National Education Welfare Board (NEWB), 2008.*

1. Behaviour in the school

School Rules
Dress Code
Communication
Dissemination of Code of Behaviour

2. Whole school approach to promoting positive behaviour

Staff
Children with Special Education Needs
Role of SPHE curriculum
Board of Management
Parents
Pupils

3. Positive strategies for managing behaviour

Classroom
Playground
Other areas in the school
School related activities e.g. tours

- 4. Rewards and Sanctions**
Rewards and acknowledgement of good behaviour
Strategies for responding to inappropriate behaviour
Involving parents/guardians in management of problem behaviour
Managing aggressive or violent behaviour
- 5. Suspension / Expulsion**
Suspension
Expulsion
Appeals
- 6. Keeping records**
Class
Playground
School records
- 7. Procedure for notification of a pupil's absence from school**
- 8. Reference to other policies**
- 9. Roles & Responsibilities**
- 10. Timetable for review**
- 11. Implementation date**

1. Behaviour in the school

School Rules

- Each pupil is expected to be well behaved and to show consideration for other children and adults.
- Each pupil is expected to accept the direction, correction and guidance of all members of staff.
- Each pupil is expected to respect himself, adults and other pupils.
- Each pupil is expected to show respect for the efforts and learning ability of other pupils.
- Each pupil is expected to help create a safe and positive school environment.
- Each pupil is expected to show respect for the property of the school and for that of staff, visitors and other children.
- Each pupil is expected to attend school on a regular basis and to be punctual.
- Each pupil is expected to work to the best of his ability, both in school and at home.

In-Class Behaviour

- I will raise my hand to ask a question or express an opinion.
- I will keep the aisles free of bags and obstacles.
- I will leave my seat or my classroom only with permission.
- I will not endanger others by throwing objects or behaving in an aggressive manner.
- I will walk at all times in class and in the school building.
- I will play my part in keeping the classroom tidy.

Out-of-Class Behaviour

- Pupils should at all times walk, not run, in the corridors.
- At break times, children are under the supervision of a designated teacher who will seek to ensure that the highest standards of safety are observed. Instructions given by the supervising teacher and staff members are to be followed implicitly.
- Pupils may not leave the playground during lunch break without permission from the supervising teacher/SNA. This includes re-entering the school building and going to the toilet.
- Pupils should respect the rights of all children in the playground.
- Any behaviour on the part of the pupil which endangers himself or others - climbing on walls or yard furniture for example - is not permitted.
- All forms of aggressive/violent behaviour (kicking, punching, throwing stones or other objects, etc.) are banned. Similarly the use of threatening, insulting or disrespectful language is not acceptable in the school.
- Any behaviour which interferes with other children at play is not permitted.
- When pupils are on out-of-school activities, they are, in the interests of safety, expected to follow the instructions of the supervising teacher.

Dress Code & Conduct

Pupils are expected to wear their school tracksuit at all times. School shorts are permitted during September, October, April, May and June. School tracksuit bottoms are to be worn at all other times.

All items of uniform and other possessions should be clearly marked with the owner's name. The school and its staff do not accept responsibility for items of clothing or other possessions mislaid or lost by pupils.

Pupils may wear a watch (excluding smart watches). The wearing of jewellery is not permitted.

Chewing gum is not permitted.

Smoking, the possession, distribution or consumption of alcohol, the possession, distribution or consumption of drugs, the possession or distribution of fireworks, the possession or distribution of weapons, by pupils are all strictly forbidden on the school premises.

Communication

The use of mobile phones and all forms of electronic recording devices by pupils is not permitted in the school building or grounds at any time except where such use has been approved by a member of staff for a specific purpose. (See mobile phone policy)

Pupils' mobile phones must be switched off at all times in the school building and school grounds.

Telephone calls to parents/guardians can be made on behalf of pupils from the Secretary's Office when necessary. Telephone calls or messages from parents/guardians to pupils must be directed through the Secretary's Office.

Parents/Guardians will be informed by phone call, email or letter where: punctuality, absenteeism, homework or behaviour are a cause of concern.

Dissemination of Code of Behaviour

In accordance with Section 23 (4) of the Education Welfare Act (2000) the Principal Teacher shall, prior to registering a child, provide the parents of the child with a copy of the school's Code of Behaviour. The Principal shall ascertain if the parent/guardian needs assistance, for language or other reasons, in order to understand the content of the policy and shall make provision for same where necessary. The Principal shall, as a condition of registering the child, require his parents/guardians to confirm in writing that the Code of Behaviour so provided is acceptable to them and that they shall ensure compliance with the code by the child.

2. Whole School Approach in Promoting Positive Behaviour

This Code of Behaviour, on its own, cannot create the environment that makes it possible for pupils to learn and behave well. Our school climate, values, policies, practices and relationships play a vital role in supporting the Code of Behaviour. For this reason, we as a school community have adopted a whole-school approach to behaviour, which includes the following key elements:

- Harmony between ethos, policies and practices.
- A teamwork approach to promoting good behaviour.
- A whole-school approach to curriculum and classroom management.
- An inclusive and involved school community.
- A process for planning and reviewing behaviour policy.

Staff

Staff members as a team have opportunities to ensure that all school policies and practices support the objectives of the Code of Behaviour. These opportunities are provided at Staff Meetings, Curriculum Planning Meetings, School Planning Days and Policy Review Meetings.

The Code of Behaviour is considered annually at the September/October Staff Meetings. Teachers/SNAs are invited to raise matters of concern at this time.

All newly-appointed and temporary staff members are given a copy of the Code of Behaviour. The Principal and Deputy-Principal shall oversee its implementation and provide support for new and temporary staff in order to ensure consistent implementation of the code.

All staff members are reminded each term to familiarise themselves with the contents of the Code of Behaviour.

Children with Special Education Needs (See SEN Policy)

Children with special education needs are monitored and supported by the class teacher in order to ensure that they understand and are able to comply with the code of behaviour.

Where a child presents with behavioural difficulties arising from his special education needs, a formal assessment will be carried out by both the class and resource teacher, in order to establish the antecedents of the behaviour and the immediate consequences of it. Such functional - based assessment shall then inform the interventions employed in order to deal with the behaviour. Such intervention forms part of our Positive Behaviour Support model - a three - tiered approach to positive behaviour designed to identify at an early stage, students who are at risk and to provide an appropriate level of intervention.

Tier 1 interventions consist of clearly-defined, school - wide behavioural expectations that are taught to all students at least once a year, and a school - wide discipline plan defining procedures for acknowledgement of positive behaviour and consequences of inappropriate behaviour.

Tier 2 interventions are more specific and are aimed at pupils who present ongoing behavioural difficulties.

Tier 3 interventions involve assessing the individual's behaviour, following collaboration with parents, teachers, principal and external professionals, which informs the child's Individual Education Plan.

The Role of the Social Personal, Health Education (SPHE) Curriculum

The school's SPHE curriculum supports 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, to help children accommodate differences and to develop citizenship.

- Teachers are required to teach the SPHE curriculum in accordance with our school SPHE Policy.
- The SPHE co-ordinator supports all newly-appointed teachers in the delivery of the SPHE curriculum.
- Drama and Role Play are used to develop communication skills, appropriate ways of interacting and behaving, and conflict - resolution skills.

Board of Management

The Code of Behaviour is considered annually in detail at the November Board of Management meeting and at other meetings as the need arises.

- The Board of Management supports the Code of Behaviour in the school on an

ongoing basis by ensuring that adequate copies are available, reviewing it annually, amending it if and when necessary and dealing promptly and fairly with serious breaches of behaviour.

Parents/Guardians

Teachers are requested to bring matters of concern regarding pupils to the immediate attention of their parents. Parents are encouraged to respond promptly to requests from the school to meet the class teacher if and when a problem arises.

- Parents are encouraged to bring issues of concern to the attention of the class teacher.
- Parents are encouraged to read a copy of the Code of Behaviour prior to their application for their child's enrolment.
- Parents support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour in the following ways:
 - by ensuring that their children attend school regularly and are punctual.
 - by encouraging their children to do their best and to take responsibility for their work and behaviour.
 - by making themselves aware of, and co-operating with, the school's rules and system of rewards and sanctions.
 - by attending meetings at the school if requested
 - by supervising their children's homework and ensuring that it is completed satisfactorily and signed.
 - by ensuring that their children have the necessary books and materials for school.
 - by ensuring that their children, unless making their own way home, are collected from school on time.

Pupils

- As part of the school's SPHE programme, pupils are invited to suggest issues that they would like to see addressed in the school's Code of Behaviour. They may suggest rewards/sanctions that might be employed to address these issues.
- In September each year pupils are invited to discuss the rules for their classrooms. These rules are agreed between the class teacher and pupils and are for that classroom.

3. Positive Strategies for Managing Behaviour

In the Classroom

The following strategies are used to encourage positive behaviour in the classroom:

- Involve pupils in discussion of classroom rules.
- Remind pupils of classroom rules regularly.
- "Catch" pupils being good.
- Praise and reward positive behaviour.
- Never take back a reward.

- Give clear instructions.
- Plan for routines and transitions from task to task. (See appendix 1)
- Employ a variety of activities and methodologies to sustain pupil interest and motivation.

In the Playground

Pupils are expected to:

- Obey and show respect to all supervisors in the playground.
- Play safely, showing consideration for others and their property.
- At all times endeavour to include others in playground games and activities.
- Keep the playground safe and tidy.
- Seek permission from the supervising teacher before leaving the playground.
- On hearing the bell: Stop, listen and follow instructions.
- Stay in their designated area

Role of Staff in the Playground

- Teachers/Special Needs Assistants are required to re-acquaint themselves with playground rules at the September Staff Meeting each year.
- Teachers are required to remind pupils of the playground rules regularly.
- Special Needs Assistants monitor the pupils they have been assigned; they also intervene if and when they observe breaches of acceptable behaviour by other pupils, and they alert the teacher on duty.
- Pupils who need to use the toilet during playtime must first get permission from the supervising teacher.
- Pupils must be accompanied to and from the playground by their teacher.
- Pupils who are unable to go to the playground due to illness, or for other reasons, must spend the time in a designated room, where they are monitored by the class teacher or in the quiet area on yard.
- Individual pupils and or groups who consistently engage in unacceptable behaviour will be removed from the yard and assigned to another classroom for the duration of the break.

On Wet Days

On wet days the following procedures apply:

- Pupils remain in their classrooms; they are required to remain seated and follow all classroom rules.
- Supervising teachers patrol the corridors.
- Special Needs Assistants will remain with their assigned pupils in the classroom.
- Pupils may play board games, read, draw or view a suitable DVD/Programme.

Other Areas in the School

- Pupils are expected to walk in the corridors.
- Pupils are expected to behave responsibly in toilets and have consideration for others.
- Pupils are expected to leave the toilets in a clean, hygienic condition, fit for use by

- others.
- Teachers are required to remind pupils of these rules regularly.

School-Related Activities

Pupils are expected to fully observe the school's Code of Behaviour while participating in school-related activities such as school tours, class walks, sports activities, extracurricular activities and all other school-linked events.

4. Rewards and Sanctions

Rewards and acknowledgements of good behaviour

Good behaviour is acknowledged in the following ways:

- Praise.
- Class rewards such as extra PE or DEAR time, trip to all-weather facility, reduced homework, class treat, stationery, etc.

Good behaviour and achievement are acknowledged publicly by:

- Announcement at end of year presentations/prize giving.
- Announcement on school website.
- School public address system.
- Specially convened assemblies in the school hall and via Zoom e.g., Belgrove News on Zoom.

Strategies for Responding to Inappropriate Behaviour

Sanctions are imposed as a response to inappropriate behaviour. Sanctions are used in a respectful way that helps students to understand the consequences of their inappropriate behaviour and that encourages them to take responsibility for their behaviour.

Sanctions should:

- defuse and not escalate a situation.
- preserve the dignity of all involved.
- be applied in a fair and consistent manner.
- be timely.
- be proportionate.
- be appropriate.
- See Appendix 1 – Time out strategies

Classroom sanctions:

- Inappropriate behaviour will be treated in a number of ways, depending on the frequency or seriousness of the misbehaviour:
 - Verbal warning.
 - Assignment of extra work.
 - Time out in class (separate desk).

- Time out in another class. (Note this may include time out from Yard in another classroom and/or time out in another classroom during tuition time.)
- Written communication or phone call to parents.
- Behaviour Reflection Form
- Meeting between parent and class teacher and/or Principal.

Playground sanctions:

- A warning will be given immediately to any boy who is observed flouting one of the school's rules e.g. for defiance, inappropriate language, fighting, interfering in the play of others etc.
- Repeated misconduct, or a single incident of a serious nature, will result in the pupil being removed from the yard and sent to the yard bench, a pre-assigned classroom, and/or missing out on time in the playground the following day.
- The supervising teacher will use his/her discretion in regard to referring a pupil to the Principal in relation to an incident of misbehaviour.

Involving Parents/Guardians in management of problem behaviour

Parents will be invited by telephone call, email, or a note in school journal to call to the school to discuss their child's behaviour. At the meeting it will be explained to the parents/guardians that the school is grateful for their support and that it depends heavily on their close cooperation to address and resolve the problem behaviour.

The parents/guardians will be given details of the inappropriate behaviour. Where appropriate, the child will be present and asked to furnish his version of the incident and to offer an explanation for the behaviour. Any concerns raised by the parents/guardians will be noted. The child, in the presence of his parents, will be requested to give an assurance that he will make determined efforts to improve his behaviour.

Where a pupil engages in persistent misbehaviour in either classroom or playground and all previously stated strategies have been exhausted, the following sanction may apply:

- Formal report to the Board of Management.

Where a decision has been made by the Principal to make a formal report to the Board of Management the parent/s will be invited to meet with the Principal before the Board of management meeting.

The Principal shall outline to the parents/guardians the reasons for making the formal report.

The Principal shall inform the parents/guardians that one of the following decisions may be made by the Board of Management:

- a. The Board of Management may note the report and take no further action and advise the parents/guardians of the decision.
- b. The Chairperson may request the parents and child to attend a meeting with him and the principal. The parents/guardians and child shall be requested to give an undertaking that the child will behave in an acceptable manner in the future and the child shall be issued with a Suspension Warning.
- c. The child may be suspended for a temporary period, not in excess of three consecutive school days.

In the event of suspension, the details shall be communicated in writing to the parents/guardians. Should the parent/s have a cause for complaint in relation to the suspension of their child an appeal under Section 29 of the Education Act (1998) may be lodged.

The parents/guardians shall be advised (in writing) of the time and date of the Board of Management meeting and that they may attend such meeting and make a case for their child before the Board of Management makes its decision.

Managing Aggressive/Violent Misbehaviour

Where it is found that the aggressive or violent behaviour of a pupil cannot be managed successfully through the application of a combination of positive behaviour management strategies and sanctions and that the suspected underlying cause is emotional in nature, the following steps will be taken:

- 1. The parents/guardians shall be advised by the Principal that it is the considered opinion of school staff that the child may have emotional and behavioural problems.
- 2. The parents/guardians shall be advised that the child, with parental consent, should be referred to a Child & Family Clinic (HSE) for assessment.
- 3. With parental consent, the referral shall be made to the appropriate clinic, with the support of the family doctor.
- 4. While awaiting a diagnosis and the sanctioning of resources every effort will be made to manage the child's behaviour, drawing on existing resources within the school.
- 5. The Special Educational Needs Organiser (SENO) will be furnished with all appropriate reports when they become available together with an application for recommended resources.
- 6. The school NEPS psychologist shall be kept informed of developments at all times.
- 7. The Special Education Needs team within the school shall provide support for the child and the teacher by helping to devise individual behaviour plans.
- 8. The Special Education Support Service (SESS) shall be requested to provide support when deemed necessary.

Where a pupil engages in violent or threatening behaviour causing a risk to the safety of the pupil himself or the safety of other pupils or staff the pupil shall be suspended immediately in accordance with school's procedures for suspension. Where the child engages repeatedly in this form of behaviour he may be placed on a "Shortened School Day" or expelled. The

school has a responsibility to make every effort possible to ensure the safety of all its pupils and staff.

Where deemed appropriate, following professional involvement, every effort will be made by the school to find a suitable placement for a child who behaves in this way and has been expelled.

5 Suspension/Expulsion

Suspension

A pupil may be suspended for the following reasons:

- Serious/Persistent misbehaviour
- Gross misbehaviour.

Suspension for Serious/Persistent Misbehaviour

Where a preliminary assessment of the facts confirms serious/persistent misbehaviour that could warrant suspension, the school shall observe the following procedures:

- Inform the student and his parents/guardians about the complaint
- Give parents/guardians and student an opportunity to respond.

Informing the Student and Parents/Guardians

- The student and parents/guardians shall be informed of the complaint by the principal (or person delegated by the Principal), how it will be investigated and that it could result in suspension.
- Parents shall be informed of the complaint by phone and in writing. A written record of the notification of the parents/guardians shall be placed in the child's file.

Opportunity for Parental Response

- The parents/guardians and student shall be given an opportunity to respond before a decision is made and before any sanction is imposed.
- A meeting with the student and his parents/guardians provides an opportunity for them to give their side of the story and to ask questions in relation to the evidence of serious/persistent misbehaviour, especially where there is a dispute about the facts.
- It is also an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour. If a student and his parents/guardians fail to attend a meeting, the Principal shall write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The Principal shall record the invitations made to parents, and their response, on the pupil's file.
- Where the Board of Management proposes to suspend a pupil for persistent misbehaviour and where all previous sanctions have been exhausted to no avail, the parents/guardians shall be invited to the Board of Management meeting to speak on behalf of their child. The parent/s shall be advised (in writing) of the time and date of the Board of Management meeting.

- Where the Board of Management decides to suspend the child, the child will be suspended for a temporary period, not in excess of three consecutive school days. The details of the suspension shall be communicated in writing to the parents/guardians.
- The parents/guardians shall be advised by the Principal that should they have a cause for complaint in relation to the suspension of their child an appeal under Section 28/29 of the Education Act (1998) may be lodged.

Immediate Suspension for Gross Misbehaviour

In the case of gross misbehaviour, the Board of Management shall authorise the Chairperson or Principal to sanction an immediate suspension not in excess of three consecutive days, pending a discussion of the matter with the parents/guardians. The following shall be deemed as gross misbehaviour:

- Behaviour that represents a serious threat to the safety of students or staff of the school, or any other person.
- Behaviour that represents a serious threat to the safety of the pupil himself.
- Verbal or physical abuse of any member of the staff.
- Vandalism to school property or property of others from the school community.
- The possession, distribution or consumption of alcohol, illegal drugs or tobacco.
- Possession of a knife or other weapon.

Where an immediate suspension is considered by the Principal to be warranted, a preliminary investigation shall be conducted to establish the case for the imposition of the suspension. The formal investigation shall immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, shall be open-ended.

In the case of an immediate suspension, the parents shall be notified, and arrangements made with them for the child to be collected. The school shall have regard to its duty of care for the student. In no circumstances shall a student be sent home from school without first notifying parents/guardians.

The Period of Suspension

A student shall not be suspended for more than three school days, except in exceptional circumstances as determined by the Principal.

If a suspension longer than three school days is being proposed by the Principal, the matter shall be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, the Board of Management shall authorise the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five school days in circumstances where a meeting of the Board cannot be convened within three days of the incident concerned.

The Board of Management has placed a ceiling of ten school days on any one period of suspension imposed by it.

The Board of Management shall formally review any proposal to suspend a student, where the suspension would bring the number of school days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the *Education Act 1998*, as amended by the *Education (Miscellaneous Provisions) Act 2007*.

Appeals against Suspension

The Board of Management shall offer an opportunity to appeal a Principal's decision to suspend a student. The parents/guardians of the child shall be advised that they may appeal the decision of the Principal or Chairperson at a full meeting of the Board of Management. The parents/guardians shall be invited to the Board of Management meeting to speak on behalf of their child. They shall be advised in writing of the time and date of the Board of Management meeting. In the case of decisions to suspend made by the Board of Management, the parents/guardians shall be advised to make an appeal to the Patron.

Section 29 Appeal

At the time when parents/guardians are being formally notified of a suspension, they and the student shall 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*, as amended by the *Education (Miscellaneous Provisions) Act 2007*, and shall be given information about how to lodge an appeal.

Implementing the Suspension

Written Notification

The Principal shall notify the parents/guardians and the student in writing of the decision to suspend. The letter shall confirm:

- 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 a commitment by the pupil and parents to abide by the school Code of Behaviour.
- The provision for an appeal to the Board of Management where the suspension has been imposed by the Principal.
- The provision for an appeal to the Patron where the suspension has been imposed by the Board of Management.
- The right to appeal to the Secretary General of the Department of Education and Section 29 of the *Education Act 1998*, as amended by the *Education (Miscellaneous Provisions) Act 2007*.

The letter shall be clear and easy to understand. Particular care shall be taken in communicating with parents who may have reading difficulties, or whose first language is not the language of the school.

Engaging with Student & Parents

Where a decision to suspend has been made, the Principal or another staff member, delegated by the Principal, shall meet with the parents/guardians to emphasise their responsibility in helping the student to behave well when the student returns to school and to offer help and guidance in this.

Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

Grounds for Rescinding a Suspension

A suspension shall be rescinded if the Board of Management, at its discretion, so decides or if the Secretary General of the Department of Education and Science directs that it be rescinded, following an appeal under section 29 of the *Education Act 1998*, Section 29 of the *Education Act 1998*, as amended by the *Education (Miscellaneous Provisions) Act 2007*.

Re-integrating the Student

The school shall have a plan to help the student to take responsibility for catching up on work missed. The school shall arrange for a member of the SEN team to provide support to the student during the re-integration process if deemed appropriate.

'Clean Slate'

When the period of suspension is completed, a student shall be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and of the suspension imposed, once the sanction has been completed the school shall expect the same high standards of behaviour from the offending student as it does of every other student.

Records & Reports pertaining to Suspension

Records of Investigation and Decision-making

Formal written records shall be kept of:

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

Report to the Board of Management

The Principal shall report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

Report to NEWB

The Principal shall report suspensions in accordance with the National Educational Welfare Board reporting guidelines (*Education (Welfare) Act, 2000*, section 21 (4) (a)).

Review of Use of Suspension

The Board of Management shall review the use of suspension as a sanction 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.

Expulsion

The Board of Management of Belgrove Senior Boys' School reserves the right to expel a pupil in accordance with terms of *Section 24 (4) and Section 24 (5), Education Welfare Act (2000)*.

A proposal to expel a student requires serious grounds such as that:

- The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The pupil's continued presence in the school constitutes a real and significant threat to safety.
- The pupil is responsible for serious damage to property.
- The pupil persists in the possession, distribution or consumption of alcohol/illegal substances.

The grounds for expulsion are similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, the Board of Management shall have tried a series of other interventions and conclude that all possibilities for improving the pupil's behaviour have been exhausted.

Expulsion for a First Offence

The Board of Management shall expel on the basis of a single breach of the Code of Behaviour in the case of the following:

- A serious threat of violence against another student or member of staff.
- Actual violence or physical assault.
- Possession of or supplying illegal drugs, alcohol or cigarettes to other students in the school.
- Sexual assault.

Procedures in Respect of Expulsion

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

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 the Educational Welfare Officer.
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, in line with fair procedures, shall:

- Inform the pupil and his parents/guardians of the details of the alleged misbehaviour,

- how it will be investigated and that it could result in expulsion.
- Give parents and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation and before a sanction is imposed.
- Parents/guardians shall be informed in writing of the alleged misbehaviour and the proposed investigation
- Where expulsion may result from an investigation, a meeting with the pupil and his parents/guardians shall be called by the Principal. The parents/guardians and pupil shall have an opportunity to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It shall provide an opportunity for parents/guardians to make their case for lessening the sanction, and for the school to explore with parents/guardians how best to address the student's behaviour.
- If a student and his parents/guardians fail to attend a meeting, the Principal shall write 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 inappropriate behaviour. The school shall record the invitation issued to parents/guardians and any response in the pupil's file.

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

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

The Principal shall:

- Inform the parents/guardians and the student that the Board of Management is being asked to consider expulsion.
- Ensure that parents/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.
- Provide the Board of Management with the same comprehensive records as are given to parent/s.
- Notify the parents/guardians of the date of the hearing by the Board of Management and invite them to that hearing.
- Advise the parents/guardians that they can make a written and oral submission to the Board of Management.
- Ensure that parents/guardians have seven days' notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.

The Board of Management shall review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board shall undertake its own review of all documentation and the circumstances of the case. It shall ensure that no

party who has had any involvement with the circumstances of the case is part of the Board's deliberations.

Where the Board of Management decides to consider expelling a student, it shall hold a hearing. The Board of Management meeting for the purpose of the hearing shall be properly conducted in accordance with Board of Management procedures.

At the hearing, the Principal and the parents/guardians shall put their case to the Board of Management in each other's presence. Each party shall be allowed to challenge the evidence of the other party directly. The meeting may also be an opportunity for parents/guardians to make their case for lessening the sanction. In the conduct of the hearing, the Board of Management shall take care to ensure that they are, and are seen to be, impartial as between the Principal and the pupil. Parents/guardians may wish to be accompanied at the hearing and the Board of Management shall facilitate this, in line with good practice and Board of Management procedures. After both sides have been heard, the Board of Management shall ensure that the Principal and parents/guardians are not present for the Board's deliberations.

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

Having heard from all the parties, the Board of Management shall decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

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 of Management must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (*Education Welfare Act 2000, S24(1)*). The Board of Management shall refer to National Educational Welfare Board reporting procedures for proposed expulsions. The student cannot be expelled before the passage of twenty school days from the date on which the Educational Welfare officer receives this written notification (*Education Welfare Act 2000, s24(1)*).

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

Step 5: Consultations arranged by the Educational Welfare Officer.

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

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

The purpose of the consultations and the meeting is to ensure that arrangements are made for the pupil to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation shall focus on alternative educational possibilities.

In the interests of the educational welfare of the student, those concerned shall come together with the Educational Welfare Officer to plan for the student's future education. Pending these consultations about the student's continued education, the Board of Management shall take steps to ensure that good order is maintained and that the safety of students in the school is secured (*Education Welfare) Act 2000, s24(5)*).

The Board may consider it appropriate to suspend the pupil during this time. Suspension shall be considered only when there is 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.

When 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 Chairperson of the Board of Management shall formally confirm the decision to expel. Parents/guardians shall be notified immediately that the expulsion will now proceed. Parents/guardians and the pupil shall be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record of the decision to expel the student shall be entered in the Board of Management minutes.

Appeals

A parent/guardian may appeal a decision to suspend or expel a pupil 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 pupil.

Accordingly, the school shall advise parents of this right of appeal and of the associated time-frame if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date that the school's decision was notified to the parent/guardian of the pupil.

The parents/guardians shall be informed in writing of their entitlement to appeal a decision of the Board of Management in relation to a suspension or expulsion of their child. This information will be conveyed in the:

- Letter of notification of suspension by the Principal or Chairperson of the Board of Management. (or)
- Letter of notification of expulsion by the Chairperson of the Board of Management. Parents/guardians will be given a copy of Circular 22/02 and related forms.

Review of Use of Expulsion

The Board of Management shall 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.

6 Keeping Records

All records are written in a factual and impartial manner. (See GDPR – Data Protection Policy)

Classroom

- Teachers maintain detailed individual academic, social and behaviour records.
- Teachers are required to write up factual accounts of incidents of behaviour that give rise for concern.
- Serious misbehaviour is reported to the Principal as soon as possible.
- The end of year report includes a reference to both positive and negative behaviour and specifically notes improvements in behaviour. Parents/guardians are kept up to date during the year regarding behaviour issues in the pupil's Homework Journal, by phone call or in person.

Playground

- The class teacher is informed by the supervising teacher of the misbehaviour immediately following the break. The Principal is informed by the class teacher, and where appropriate by the teacher on Yard Duty, of persistent or serious misbehaviour.
- Teachers are reminded at staff meetings to apply rules consistently.

School Records

- Each teacher records individual incidents that take place in the classroom or yard.
- Factual reports of serious incidents, communication between school and home, and with outside agencies and the Board of Management, are retained
- Documentation pertaining to appeals under Section 29 is retained in the individual pupil's file in the Principal's Office.

7 Procedures For Notification Of Pupil Absences From School

Parents must notify the school of a student's absence and the reason for this absence (Education Welfare Act, 2000, Section 18).

All absences must be explained on the Aladdin system or by note/email upon the child's return to school by the parent - a phone call is not sufficient as it is not a written record. All notes/emails regarding absences must be signed and dated and are retained for one year by the school. Records relating to absences are retained on the school database indefinitely.

In accordance with Section 21 of the Education Welfare Act (2000), the Principal must inform Tusla when a pupil has reached a total of 20 days absence or more, irrespective of the reasons for such absences. These absences are reported on-line to Tusla. Parents will also be informed that their son has reached 20 days absence or more.

No pupil may absent himself from class at any time. Any pupil feeling unwell should report the matter to his teacher immediately who will assess the situation.

If the teacher is concerned about the child, he or she will send him to the Secretary's Office accompanied by another child. If it is deemed necessary a parent/guardian will be contacted and advised of the situation.

Punctuality

All children attend school from 8:40am until 2:20pm daily from Monday to Friday.

Please note that the Board of Management does not accept responsibility for children arriving in the school before the official opening time, or for pupils who remain in the school grounds after the official closing time or any time outside school hours.

Our school is open to receive pupils at 8:30am each morning. Parents/guardians are encouraged to ensure that their children are punctual at all times as Reception Time provides an invaluable opportunity for children's social development. Parents are also required to collect their children on time.

Promoting Regular Attendance

Belgrove Senior Boys' School promotes regular attendance in the following manner:

- Creating a stimulating and attractive school environment.
- Adapting curriculum content and methodologies to maximise relevance to pupils.
- Adapting the class and school timetables to make it more attractive to attend and to be on time.
- Making parents aware of the terms of the Education Welfare Act and its implications.

8 Reference to Other Policies

The following policies are linked with the code of behaviour.

- Child Safeguarding Statement.
- SPHE Plan.
- Anti-bullying Policy.
- Enrolment & Admissions Policy.
- Health & Safety.
- Special Educational Needs.
- Mobile Phones Policy.
- Homework Policy.
- Acceptable Internet Use Policy.
- Data Protection Policy (GDPR).

Success Criteria

Some practical indicators of the success of the policy are:

- Observation of positive behaviour in classrooms, playground and school environment.
- Practices and procedures listed in this policy being consistently implemented by teachers.
- Positive feedback from teachers, parents and pupils.

9 Roles & Responsibilities

Board of Management

The Board of Management shall ensure that the resources and training necessary for the successful implementation of the school's Code of Behaviour are provided in a timely fashion. The Board of Management shall also ensure that the Code of Behaviour is reviewed on a regular basis and revised as required from time to time with the relevant stakeholders.

Co-ordinating the Implementation of Code of Behaviour

The Principal and a nominated member of staff will co-ordinate the implementation of Code of Behaviour.

Principal, Teachers & SNAs

Principal, teachers & SNAs shall ensure the consistent implementation of the school Code of Behaviour, review it, and propose amendments if and when necessary.

Pupils

The pupils will abide by the Code of Behaviour and may suggest changes, when appropriate, in the context of the SPHE curriculum.

Parents

Parents are requested to support the school in the implementation of the Code of Behaviour and to contribute to its review and amendment when such are required.

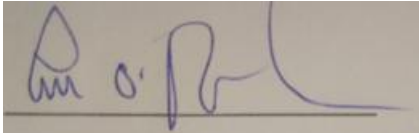
9. Implementation Date

November 2025

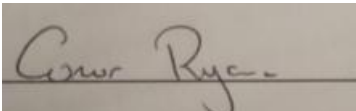
Ratification & Communication

This policy was ratified by the Board of Management on: 11 – 11 - 2025

Any future amendments to this policy will be circulated by way of email or our school website to parents/guardians.

Signed: 

(Chairperson of Board of Management)

Signed: 

(Principal)

Date: 11th November 2025

Date: 11th November 2025

Appendix 1:

Time-Out Strategies

- Movement Breaks
- Hydration breaks
- Fun Breaks/Joke Time
- Creative Breaks
- Reading Breaks
- Mindful minute
- The reset breath
- Sensory room
- Outdoor Classroom