

LISNAGRY NATIONAL SCHOOL

CODE OF BEHAVIOUR

MAY 2010



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1 INTRODUCTION

It is the aim of Lisnagry National School to provide a happy, caring, and safe atmosphere in which all members of the school community can grow as persons. We strive to create an environment, which assists self-development and self-discipline.

The Staff recognise the importance of working in partnership with students¹ and parents² in preventing and dealing with unacceptable behaviour in our school. In doing this students are encouraged to recognise their right to be educated in a safe and secure environment. They are also encouraged to recognise the right of others to be treated with respect and tolerance. In our school disciplinary decisions are taken in a spirit of concern for the individual and the welfare of other students. The Schools ethos concentrates on the development of the student spiritually, emotionally, mentally and physically. This Code of Behaviour is knowledge and practice based, designed to support the School's ethos.

The staff of Lisnagry N.S. examined the existing Code of Behaviour and then completed a review at a staff meeting. This review enabled the school to identify how well the current code reflected good practice and how it met relevant legal obligations. The Principal and staff prioritised areas for review.

The Principal and Staff initially drew up the Policy, and the Board of Management and Parent Representatives were then asked to make contributions and modifications in the light of the circulated draft. It is thus a collaborative exercise between teachers, parents and the Board of Management as appropriate.

1.1 PROMOTING THE POSITIVE

Our School is committed to enhancing the self-esteem of all those who learn here. We recognise each person's dignity and worth through regularly and publicly acclaiming and praising the good work and positive actions of all the students and staff, both formally and informally.

To help us achieve this aim, we will promote positive behaviour through the use of the following including:

- Circle time
- Encouragement
- Merit stickers/stars
- Delegation of some special responsibility or privilege
- Hosting assemblies

1.2 CODE OF BEHAVIOUR VISION

Our vision is that of a caring, happy Catholic School where all students, whatever their ability, race or creed are cherished equally for their uniqueness.

1.3 ETHOS

The ethos of our school recognises the importance of a sense of community within the school and the existence of a high level of co-operation among teachers, ancillary staff, students, parents, the Board of Management and the Parents Association.

¹ Appendix A

² Appendix A

1.4 AIMS

As a staff our aim is to create a happy, secure environment for all our students, within which there is a sense of good order, effective teaching and an agreed approach to discipline. The emphasis in Lisnagry National School is on the positive. Our catch phrase is **“Catch them when they’re good”**. At all times we would stress that it is the undesirable behaviour and not the student, which is being rejected.

1.5 WHOLE SCHOOL APPROACH

The school climate, values, policies, practices and relationships must support the code of behaviour. This would include consistency in ethos, teamwork based approach to behaviour, a systematic planning process. Students are more likely to support a schools’ code of behavior if they have been involved in its’ development. The pupils of Lisnagry N.S. have been involved in developing their own classroom and school behaviour. They have devised the following:

APPROPRIATE SCHOOL AND CLASSROOM BEHAVIOUR

- Treat people as you would like to be treated.
- Put yourself in another person’s shoes.
- Don’t leave people out of games.
- Respect others – teachers, staff and pupils.
- Teachers should also respect students.
- Always help each other and try your best to be kind to your classmates.
- Always help people who are finding things hard in school.
- Always be honest and don’t tell lies.
- Never forget your manners, always say please and thank you.
- No name calling.
- No bad language.
- Do not damage other people’s property or take what does not belong to you.
- One person at a time in the toilet.
- No pushing, tripping, hitting other people or fighting - treat each other fairly.
- Do not try and convince others to things that you would not do yourself.
- Sit correctly in your seat, listen to your teacher and always try your best in class.
- Always remember to try and be the best that you can be.

1.6 ENABLING

- The standards should expect all members of the school community to behave in ways that show respect for others.
- Classroom rules should be on display in the classroom and communicated to parents (Diary, SPHE copy). Promoting good behaviour is the goal of the code.

1.7 SUCCESS CRITERIA

- There will be positive feedback from teachers, parents, and students about the good order in the school, or improvements in conduct in general
- Observation of behaviour in classrooms, corridors, yard by the Principal and Teachers will bear out that improvements have taken place.

1.8 ROLES AND RESPONSIBILITY

The Principal briefs the Class Teachers on the implementation of the policy, in the context of both staff meetings and meeting the teachers during the day.

1.9 IMPLEMENTATION DATE

In draft form, the start date for this policy was _____

1.10 TIMETABLE FOR REVIEW

This policy will be reviewed regularly and at least every two years. The next review will take place before the end of 2012.

1.11 RATIFICATION & COMMUNICATION

This policy was officially ratified by the Board of Management of Lisnagry National School on

Signed:

Chairperson, Board of Management

School Principal.

The contents of this policy have been approved by St. Senans Education office, acting on behalf of the Patron.

OFFICIAL
STAMP

2 BASIC PRINCIPLES

2.1 PROVIDING CLARITY

- The school's expectations about how each member of the school community (students, staff and parents) will help to make the school a good place for teaching and learning.
- The code describes how the school will respond to behaviour that interrupts, diminishes or prevents teaching and learning in the school.
- The code makes clear that an orderly, harmonious school requires students to behave in accordance with that code.
- The code should be developmental and age appropriate and be the product of consultation with all members of the school community.

2.2 AFFIRMING THAT EVERYONE'S BEHAVIOUR COUNTS

- It must enable teachers to teach and students to learn without disruption and recognise that every member of the school community has a role to play in the implementation of the Code of Behaviour.

2.3 FOCUSING ON PROMOTING GOOD BEHAVIOUR

- The code gives priority to promoting good behaviour.
- A code of behaviour should seek to develop students' self-esteem and to promote positive behaviour and in doing so foster the development of a sense of responsibility and self-discipline in students based on respect, consideration and tolerance for others.
- Creating a climate that encourages and reinforces good behaviour.
- A common understanding will provide a sound foundation for a whole-school approach to promoting good behaviour and for responding to inappropriate behaviour.

2.4 BALANCING NEEDS

- The code makes clear that the educational needs of a student whose behaviour is unacceptable will be balanced with the educational needs of other students in the school.

2.5 RECOGNISING THAT RELATIONSHIPS ARE CRUCIAL

- The school code fosters relationships of trust between students and teachers. Adults have more responsibility than students for building these relationships.
- Building positive relationships of mutual respect and mutual support among students, staff and parents.

2.6 FOCUSING ON PERSONAL RESPONSIBILITY

- Encouraging students to take personal responsibility for their learning and their behaviour.
- Helping young people to mature into responsible participating citizens.

2.7 ENSURING FAIRNESS AND EQUALITY

The code is informed by the principle of fairness. It respects the principles of natural justice, and ensures a consistent approach to behaviour on the part of all school personnel.

2.8 PROMOTING EQUALITY

The code promotes equality for all members of the school community. The code prevents discrimination and allows for appropriate accommodation of difference, in accordance with Equal Status legislation.

2.9 RECOGNISING EQUALITY VULNERABILITY

The code of behaviour reflects the school's commitment to provide positive support, including active teaching of relevant skills, for those students who are more vulnerable to behaviour problems.

2.10 ATTENDING TO WELFARE OF STUDENTS

The code of behaviour is based on a commitment to the welfare of every student, including the right to participate in, and benefit from, education.

2.11 ATTENDING TO WELFARE OF STAFF

The code helps to promote a positive and safe working environment for all staff, including a positive and safe classroom environment for teachers.

2.12 PROMOTING SAFETY AND FREEDOM FROM THREAT

The code promotes the conditions for learning and teaching, dignity and freedom from threat of violence for both staff and students. All visitors to the school including parents must report to the reception at the main entrance of the school and remain there for further advice.

2.13 NEED FOR A SHARED UNDERSTANDING OF THE FACTORS THAT INFLUENCE BEHAVIOUR

- Knowledge about what shapes the behaviour of students and young people, as individuals and as groups, enables teachers and other school staff to:
 - Plan and implement a team approach to helping students to behave well
 - Develop ways of responding to unacceptable behaviour that are more likely to work and avoid responding in ways that may worsen it
- Parents need insight into the factors that affect a student's behaviour in class and in school. They need to have a grasp of the way in which home values and parental attitudes can help or hinder a student's behaviour and learning in school. This may be especially important where cultural norms and values in the home are different from those of the school.
- When parents understand the rationale for the school's behaviour policy, they are more likely to support that policy.
- By giving students insight into their own and others' behaviour, the school can equip them to think about and understand what makes people behave in particular ways. It can build their capacity to take responsibility for their behaviour and to help each other to behave well.

3 STANDARDS OF BEHAVIOUR

If the school is to achieve a happy, secure environment in which students can develop to their full potential, it is necessary to provide a framework, which promotes constructive behaviour and discourages unacceptable behaviour. The aim is to ensure that the individuality of each student is accommodated while acknowledging the right of each student to an education in a relatively undisturbed environment. The Board of Management has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair Code of Behaviour is in place and is applied to all students in Lisnagry N.S. The school code places a greater emphasis on rewards than on sanctions, and the ideal is that students will acquire self-discipline. There are times however when it may be necessary to impose sanctions in order to maintain good order and to discourage unacceptable behavior.

Good behaviour will be praised and rewarded. Unacceptable behaviour will not be tolerated. Behaviour has been subdivided into these main areas.

- General School behaviour.
- Classroom/ corridor behaviour.
- Playground behaviour.
- Out of school trips/ swimming, school tours etc.

3.1 GENERAL SCHOOL BEHAVIOUR

- Respect and Courtesy: All students are expected to treat staff, their fellow students and visitors with respect and courtesy at all times. The instructions of all staff are to be obeyed at all times. The use of foul language and any form of bullying or being a party to bullying will not be tolerated under any circumstances. See anti bullying policy.
- Punctuality: Students should be in school on time. The official opening time is 9.20. Classes for infants end at 2.00 and 3.00 for all other classes. Supervision of students in the morning starts at 9.00. and in the evening until 3.10. No responsibility is accepted for students outside of these times. For parents collecting children from the junior classes, Junior Infants and Senior Infants, it is requested that parents remain outside and each teacher will escort their class through the exit door beside the classroom. Children must remain in their line until their parents are present to collect them.
- Absences: No student should leave the school without permission. Students who leave early for dental appointments etc. should be signed out by a parent. Following all absences the parent should sign the appropriate note in the homework journal. Absences of more than 20 days will be reported to the welfare board.
- Visitors: Visitors to the school are only allowed to enter through the front door via reception. This door is normally locked and it is necessary to ring the bell and wait for a member of staff.
- Uniform & Dress Code: Full Lisnagry school uniform and appropriate footwear is to be worn every day by all pupils. Also for education and hygiene reasons, hair must be worn in such a way as not to be a distraction to themselves or others and not to interfere with other students. Colored, dyed or bleached hair is not appropriate.
- School Property And The School Environment: School property is to be respected and any deliberate damage to it must be paid for. All students are to help keep the school clean and litter free.
- Personal Property: Students should have their names on their coats and other personal property. If books etc are left in school they are the responsibility of the student. Mobile phones are prohibited. If they are brought in they will taken from the student and held in the office until a parent calls personally to collect the phone. The school does not take responsibility for loss of, or theft of phones. There is a school mobile phone for emergency calls during external school trips.

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- **Behaviour in class:** Students must have all books and required material. Students are expected to work to the best of their ability and to present written exercises neatly. They are to show respect for their classmates and follow the teacher's instructions. Any behaviour that interferes with the rights of others is unacceptable.
 - **Behaviour out of class:** Students must not engage in any behaviour which endangers themselves or others. Any type of threatening behaviour is unacceptable. Students are to enter and exit the school in an orderly fashion.
 - **Homework:** It is the policy of the school to assign homework on a regular basis. Each class has its own requirements and parents are strongly encouraged to take an active interest in the student's homework. If homework causes worry for the student parents are asked to contact the teacher. Parents are encouraged to sign homework.
 - **Healthy Eating:** In our school we encourage the students to eat healthy, wholesome lunches. Crisps, similar snacks, chewing gum and fizzy drinks are not allowed. The Healthy Eating Committee promotes healthy eating in our school.

3.2 CLASSROOM AND CORRIDOR BEHAVIOUR

3.2.1 SAFETY RULES

Students should:

- Walk quietly, never run in the corridor.
- Out of respect; stand to the side to allow an adult or teacher to pass.
- Do not push or shove in the line.
- Follow all safety and fire drills

3.2.2 CLASSROOM RULES

Students should:

- Raise hand to get the attention of the teacher – don't shout out
- Ask questions when there is any lack of understanding, or when confused or upset
- Keep books and materials tidy
- Be helpful and kind when working with others in the Class

3.3 PLAYGROUND BEHAVIOUR

3.3.1 YARD RULES

Students Should:

- Walk quietly in the line to and from the yard.
- Not re-enter the school during break time without the expressed permission of the teacher/supervisor.
- Not use bad language or call names.
- Be fair.
- Include anyone who wants to play in your games
- Respect others in your play area.

3.3.2 SUPERVISION

Students should:

- Line up when bell rings in the morning
- Follow the teacher on supervision who will direct students into the school

3.3.3 SMALL BREAK AND LUNCH

If it rains when students are outside they should:

- Form an orderly line
- Enter the building when directed.
- Students should remain seated in their places while inside classrooms.
- Should an incident arise while inside, the incident will be recorded and the class teacher notified.

3.3.4 PERMISSION MUST BE OBTAINED

- To enter the school building at playtime.
- To leave the premises during the school day, at which time, the student must be collected from the classroom and signed out at reception and back in.

3.4 OUT OF SCHOOL TRIPS/TOURS, SWIMMING, ETC.

The same standards of behaviour that apply in school apply when out of school.

- The teacher/supervisor/guide/ bus driver must be obeyed at all times.
- When travelling on buses or in cars students must be seated and belted at all times.
- Rules of swimming pools and safety points are to be followed.

Students who misbehave frequently may not be allowed to participate in school outings for their own safety and that of other pupils.

The standards and rules contained in the code of behaviour would usually apply in any situation where the student, although outside the school, is still the responsibility of the school. Examples include school tours, games and extracurricular activities and attendance at events organised by the school. Where a student is alleged to have engaged in serious misbehaviour outside school, when not under the care or responsibility of the school, a judgement would have to be made that there is a clear connection with the school and a demonstrable impact on its work, before the code of behaviour applies. The school authorities may need to get legal advice where the situation is complex.

3.5 REWARDS FOR GOOD BEHAVIOUR

Rewarding good behaviour is a very important part of our Code of discipline. The following strategies may be used to reward good behavior:

- Note in pupil's notebook to convey messages of approval from teachers.
- A points "stars" table is kept on a class-by-class basis. Prizes for best behaviour. (Playground behaviour).
- Whole School reward system
- Homework tokens
- Extra privileges e.g. non-uniform day
- Certificates or merit awards
- Comments and 'smiley' faces on students's work
- Stickers, badges or ink stamps in books
- Photographs of award winners taken and displayed
- Work displayed
- Principal's Award
- Good News Bulletin Board

3.6 DISCIPLINE

Each teacher will be responsible for discipline in his/her class. Discipline in the yard will be the responsibility of the teacher who is on Supervision Duty. When repeated transgressions of school rules occur the following procedures may be applied:

- Reason with the student through discussion and explanation.
- Reprimand/Reasoning: When the student is reprimanded, we will endeavour to impress upon him/her that it is the student's behaviour and not the student that is being rejected.
- The student may be temporarily moved in the classroom.
- The student may be deprived of something he/she likes.
- The teacher may send a note to the parents informing them of the student's unacceptable behaviour.
- Continuously disruptive students will be referred to the Principal. A record will be kept of the student's unacceptable behaviour.
- If necessary, the Principal will meet the parents to discuss the situation.

If there are repeated instances the pupil's parents shall be requested to meet the Principal and Chairperson of the Board of Management. The parents shall be required to give an undertaking in their presence that the student will behave in an acceptable manner in the future. Only in instances of gross misbehaviour will suspension be applied.

Note: Although incidents of misbehaviour are recorded, the emphasis is on encouraging students to behave well and praise is given for commendable behaviour. Parents will be informed at an early stage if problems occur and not simply at the point where a crisis has arisen. At times, it is suggested by some parents that the matter to which their attention is being drawn to is of a trivial nature, and that there was no necessity to have informed them that their students were misbehaving. The response to this is that while the misbehaviour may appear to be of a trivial nature, it is the cumulative effect of such breaches of the rule, which is important, and not the offence itself.

3.7 RECORDS

A standardised record system will keep track of an individual student's behaviour and will check as to whether efforts to change behaviour are working. Interventions aimed at helping the student to deal with unacceptable behaviour will be recorded, including contact with parents or referral to other agencies. Positive responses by a student, and evidence of changed behaviour, will be recorded, as should any sanction used, together with the reason why the sanction was imposed. Students will be told when a record is being made about their behaviour, and the reasons for keeping a record.

Records should be kept in accordance with the *Data Protection Act 1988* and the *Data Protection (Amendment) Act 2003*. The eight rules of data protection apply to personal records kept in school:

1. Obtain and process information fairly.
2. Keep it only for one or more specified, explicit and lawful purposes.
3. Use and disclose it only in ways compatible with these purposes.
4. Keep it safe and secure.
5. Keep it accurate, complete and up-to-date.
6. Ensure it is adequate, relevant and not excessive.
7. Retain it for no longer than is necessary for the purpose or purposes.
8. Give a copy of their personal data to the individual on request.

4 SANCTIONS

The following are the sanctions, which may be used to show disapproval and to discourage unacceptable behaviour. Any of the following may be used in any order depending on the behavior:

- Gesture warning - look, quiet word.
- Verbal warning including advice on how to improve
- Time out - time out chair/ table. Removal from the group (in class)
- Note in homework journal/ Yard notebook.
- Loss of privileges
 - (a) Loss of computer time, DVD/ treat
 - (b) Loss of playtime in class
 - (c) Shortened playtime in yard/ Detention Day
- Extra written work
- Carrying out a useful task in the school
- Principal informed - principal speaks to class regarding what is good behaviour
- Principal informed - students are spoken to individually.
- Principal informed - parents are requested to attend meeting.

Sanctions on Classroom Rules and Yard Rules may be used if there is misbehaviour, as follows:

4.1 CLASSROOM RULES SANCTIONS - STAGE 1

- Conversation with the Class Teacher.
- Verbal warning from Class Teacher.
- Student's name and class recorded: nature of the incident is noted.
- Note sent home informing parents.
- Weekend homework

4.2 YARD RULES SANCTIONS - STAGE 1

- Verbal warning
 - Record details in yard incident book.
 - Inform or send to Class Teacher or Principal. Class teacher will send a note home if necessary.
- (Note: misbehaviour in the yard will be recorded in the Yard Book).

4.3 SANCTIONS – STAGE 2

- The Principal will be consulted and will meet the pupil.
- "Detention" (At lunch time, work sheets to be completed about misdemeanor and how behaviour can be improved)
- Parent/Teacher conference. (Phone call or meeting. Record details in incident book)
- The Board of Management may be informed.

4.4 SANCTIONS – STAGE 3

- In the event of one incident of gross misbehaviour, the Principal may impose suspension.
- The School may require assessment by an Educational Psychologist.
- If permanent exclusion in relation to a pupil is being recommended by the Principal, the parents are informed in writing, and the matter is brought to the Board of Management, where it is processed with

due regard to the rights of the parents to be heard before any decision is reached (in accordance with the Educational Welfare Act).³

4.5 UNACCEPTABLE BEHAVIOUR

To address unacceptable behavior a problem-solving approach will be used where by the following steps will be taken:

1. Gather information. Understand the context and the factors that may be affecting behaviour.
2. Generate ideas about possible solutions that take account of the reasons why it may be happening.
3. Decide and agree on specific strategies.
4. Implement the agreed strategy consistently.
5. Review progress: evaluate the impact and effectiveness of the intervention.
6. Throughout, keep the relationship with the student as positive as possible; involve the student and parent.

4.6 A LADDER OF INTERVENTION

As part of the whole-school approach, school staff has an agreed ladder of intervention in response to inappropriate behaviour. This allows for consistency among staff as well as ensuring that there is a planned approach to helping students to change their own behaviour.

Three levels at which intervention may take place are outlined below. At each level, parental and family support should be sought.

Level 1: Support for all: Most students behave appropriately, with the help of consistent and clear rules and routines in class and in school. Occasional, minor misbehavior should be attended to routinely and effectively through the skill of the classroom teacher.

Level 2: Additional support for some students: Some students need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing behaviorally, socially and educationally. Additional inputs or interventions might include:

- Referral to another teacher or adult who can work with the student
- Setting targets for behaviour and monitoring them with the student in a supportive way
- Behaviour contracts.

Level 3: Specialised support for a small minority of students:

A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home. The Principal and staff should build good links with any local support services that may be able to assist in responding to the needs of a student with behavioural difficulties. Sources of support may include the National Educational Psychological Service, HSE Community Psychology Services, the National Behavioural Support Service, the National Council for Special Education, Students Guidance Services or Adolescent Mental Health Services.

³ Section 23(4) of the Education (Welfare) Act 2000 requires that the school provides parents with a copy of the code of behaviour before registration of the student. It is our priority to protect the students in our school and the class teacher will use his/her discretion to ensure that this is carried out.

5 SUSPENSION

Schools are required by law to follow fair procedures when proposing to suspend or expel a student. The requirement for fair procedures derives from the Constitution of Ireland, international Conventions and case law. Fair procedures have two essential parts:

- the right to be heard
- the right to impartiality.

In a school, fair procedures apply to:

- the investigation of alleged misbehaviour that may lead to suspension or expulsion and
- the process of decision-making as to (a) whether the student did engage in the misbehaviour and (b) what sanction to impose.

Where allegations of criminal behaviour are made about a student, these will usually be referred to the Gardai, who have responsibility for investigating criminal matters. The Juvenile Liaison Officer can be a significant source of support and advice for the school and the student.

During the period of a suspension, the student retains their place in the school.

The Board of Management has the authority to suspend a student. Where this authority is delegated to the Principal, the delegation should be done formally and in writing.

Suspension should be a proportionate response to the behaviour that is causing concern. Other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. The decision to suspend a student requires serious grounds such as that:

- the student's behaviour has had a seriously detrimental effect on the education of other students
- the student's continued presence in the school at this time constitutes a threat to safety
- the student is responsible for serious damage to property.

A single incident of serious misconduct may be grounds for suspension. Where the purpose of a proposed suspension is clearly identified, and that purpose cannot be achieved in any other way, suspension can have value. It will give a respite for staff and the student and give the student time to reflect their action and its consequences and give staff time to plan ways of helping the student to change unacceptable behaviour.

5.1 DETERMINING THE APPROPRIATENESS OF SUSPENDING A STUDENT

Where the purpose of a proposed suspension is clearly identified, and that purpose cannot be achieved in any other way, suspension can have value.

Suspensions can provide a respite for staff and the student, give the student time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the student to change unacceptable behaviour.

However, suspension can be counter-productive if used without a clear rationale or without measuring its impact and value. School management should consider the risk of any unwanted outcomes from suspension, such as an increased sense of alienation from school that could lead to a cycle of behavioural and academic problems.

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been?
- Has the problem behaviour escalated, in spite of the interventions tried?
- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
- What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?

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- What is the age, stage of development and cognitive ability of the student?
 - Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?
 - How are other students and staff affected by the student's behaviour?
 - What is the impact of the behaviour on the teaching and learning of the class?
 - Does the behaviour have a particular or greater impact on some students or teachers?
 - Does the student understand the impact of their behaviour on others?
 - What interventions have been tried? Over what period?
 - How have the interventions been recorded and monitored?
 - What has been the result of those interventions?
 - Have the parents/guardian been involved in finding a solution to the problem behaviour?
 - Has the intervention of NEPS or other psychological assessment or counseling been sought, where appropriate?
 - Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?
 - Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
 - Has any other agency been asked for assistance (e.g. Students Guidance Clinic, Students services)?
 - Does the student's behaviour warrant suspension?
 - Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?
 - Will suspension allow additional or alternative interventions to be made?
 - Will suspension help the student to change the inappropriate behaviour?
 - How will suspension help teachers or other students affected by the behaviour?
 - Will suspension exacerbate any educational vulnerability of the student?

5.2 SUSPENSION AS PART OF A BEHAVIOUR MANAGEMENT PLAN

Suspension is part of an agreed plan to address the student's behaviour. The suspension will:

- enable the school to set behavioural goals with 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.

5.3 INAPPROPRIATE USE OF SUSPENSION

Students should not usually be suspended for:

- poor academic performance
- poor attendance or lateness
- minor breaches of the code of behaviour.

However, any behaviour that is persistently disruptive to learning or potentially dangerous can be a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

5.4 ROLLING SUSPENSION

A student should not be suspended again shortly after they return to school unless:

- they engage in serious misbehaviour that warrants suspension and
- fair procedures are observed in full
- the standard applied to judging the behaviour is the same as the standard applied to the behaviour of any other student.

5.5 INFORMAL OR UNACKNOWLEDGED SUSPENSION

Exclusion of a student for part of the school day, as a sanction, or asking parents to keep a student from school, as a sanction, is a suspension. Any exclusion imposed by the school is a suspension, and should follow the Guidelines relating to suspension.

5.6 OPEN-ENDED SUSPENSION

Students should not be suspended for an indefinite period. Any such suspension would be regarded as a de-facto expulsion and would be treated as such under section 29 of the Education Act 1998.

5.5 PROCEDURES IN RESPECT OF SUSPENSION

- Inform the student and parents
- Give an opportunity to respond
- The school should record the Invitations made to parents and their response.

The school must have regard to its duty of care for the student. In no circumstances should a student be sent home from school without first notifying parents.

5.6 THE PERIOD OF SUSPENSION

- A student will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. Each Board of Management should provide guidance to the Principal concerning the kinds of circumstances under which suspensions of longer than three days might be approved.
- If a suspension longer than three days is being proposed by the Principal, the matter will be referred to the Board of Management for consideration and approval.
However, a Board of Management may wish to authorise 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, subject to the guidance concerning such suspensions.
- The Board of Management should normally place a ceiling of ten days on any one period of suspension imposed by it.
- The Board should 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 suspension is subject to appeal under section 29 of the *Education Act 1998* (see 5.7 Appeals).
- These provisions enable school authorities to give the student a reasonable time to reflect on their behaviour while avoiding undue loss of teaching time and loss of contact with the positive influences of school. They recognise the serious nature of the sanction of suspension and ensure that this seriousness is reflected in school procedures.
- The provisions mean that the Board of Management takes ultimate responsibility for sanctions of significant length, especially where such suspensions might reach twenty days in one school year and therefore might lead to an appeal.

5.7 APPEALS

- The Board of Management should offer an opportunity to appeal a 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.⁴

⁴ Section 29 Appeal

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- Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, or a student aged over eighteen years, may appeal the suspension.⁵
 - At the time when parents are being formally notified of such a suspension, they and the student should 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 should be given information about how to appeal.

5.8 IMPLEMENTING THE SUSPENSION

Written notification

The Principal should notify the parents and the student in writing of the decision to suspend. The letter should 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 any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Science.⁶

The letter should be clear and easy to understand. Particular care should be taken in communicating with parents who may have reading difficulties, or whose first language is not the language of the school. Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

5.9 GROUNDS FOR REMOVING A SUSPENSION

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the *Education Act 1998*.

5.10 AFTER THE SUSPENSION ENDS

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

5.11 RE-INTEGRATING THE STUDENT

The school should have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Successful re-integration goes beyond academic work. A suspended student may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour. Where possible, the school should arrange for a member of staff to provide support to the student during the re-integration process.

⁵ Section 29 of the *Education Act 1998*, as amended by the *Education (Miscellaneous Provisions) Act 2007*.

⁶ *Education Act 1998*, section 29

5.12 CLEAN SLATE

When any sanction, including suspension, is completed, a student should be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school should expect the same behaviour of this student as of all other students.

5.13 RECORDS AND REPORTS

Records of investigation, formal written records and notes of all interviews held should be kept.

- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension.

The Principal should report all suspensions to the Board of Management, with the reasons for and the duration of each suspension. The Principal is required to report suspensions in accordance with the NEWB reporting guidelines.⁷

5.14 REVIEW OF USE OF SUSPENSION

The Board of Management should 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.

Applying the Guidelines means:

- Ensuring that the school has a policy on, and procedures for, the use of suspension that are approved by the Board of Management and in line with these guidelines and any additional requirements set down by the Patron.
- Ensuring the policy is widely communicated
- Developing and documenting good practice in relation to the use of suspension
- Having fair procedures for investigation and decision-making
- Having procedures for informing parents and students about their right to appeal
- Having a system for regular review by the Board of Management of the use of suspension in the school.

⁷ *Education (Welfare) Act, 2000*, section 21(4)(a)

6 EXPULSION

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the *Education (Welfare) Act 2000*.

6.1 AUTHORITY TO EXPEL

The Board of Management of a recognised school has the authority to expel a student. As a matter of best practice, that authority should be reserved to the Board of Management and should not be delegated.

6.2 THE GROUNDS FOR EXPULSION

Expulsion should be a proportionate response to the student's behaviour. Expulsion of a student is a very serious step, and one that should only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school should have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

- meeting with parents and the student to try to find ways of helping the student to change their behaviour
- making sure that the student understands the possible consequences of their behaviour, if it should persist
- ensuring that all other possible options have been tried
- seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Students and Adolescent Mental Health Services, National Council for Special Education).

6.3 REASONS FOR EXPULSION

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

- the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the student's continued presence in the school constitutes a real and significant threat to safety.
- the student is responsible for 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 student's behaviour.

6.4 'AUTOMATIC' EXPULSION

A Board of Management may decide, as part of the school's policy on sanctions, and following the consultation process with the Principal, parents, teachers and students, that particular named behaviours incur expulsion as a sanction. However, a general decision to impose expulsion for named behaviours does not remove the duty to follow due process and fair procedures.

6.5 EXPULSION FOR A FIRST OFFENCE

There may be exceptional circumstances where the Board of Management forms the opinion that a student 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:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault.

6.6 INAPPROPRIATE USE OF EXPULSION

Expulsion should not be proposed for:

- poor academic performance
- poor attendance or lateness
- minor breaches of the code of behaviour.

However, any behaviour that is persistently disruptive to learning or dangerous can be a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

6.7 PROCEDURES IN RESPECT OF EXPULSION

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 student.⁸ Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

- A detailed investigation carried out under the direction of the Principal.
- A recommendation to the Board of Management by the Principal.
- Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
- Board of Management deliberations and actions following the hearing.
- Consultations arranged by the Educational Welfare Officer.
- Confirmation of the decision to expel.

These procedures assume that the Board of Management is the decision-making body in relation to expulsions. It is a matter for each Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

6.7.1 STEP 1: A DETAILED INVESTIGATION CARRIED OUT UNDER THE DIRECTION OF THE PRINCIPAL

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

- inform the student and their parents about 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 and before a sanction is imposed.

Parents should be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know. This also ensures that parents are very clear about what the student is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

⁸ Section 10.3 and 10.4 contain information about fair procedures.

Parents and the student must have 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. Where expulsion may result from an investigation, a meeting with the student and their parents is essential. It provides the opportunity for them 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 may also be 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/her parents fail to attend a meeting, the Principal should 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 inappropriate behaviour. The school should record the invitation issued to parents and any response received.

6.7.2 STEP 2: A RECOMMENDATION TO THE BOARD OF MANAGEMENT BY THE PRINCIPAL

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

- inform the parents 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.

6.7.3 STEP 3: CONSIDERATION BY THE BOM OF THE PRINCIPAL'S RECOMMENDATION

It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board should undertake its own review of all documentation and the circumstances of the case. It should ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the student).

Where a Board of Management decides to consider expelling a student, it must hold a hearing. The Board meeting for the purpose of the hearing should be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a student aged eighteen years or over, put their case to the Board in each other's presence. Each party should 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. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be, impartial as between the Principal and the student. Parents may wish to be accompanied at hearings and the Board should facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations.

6.7.4 STEP 4: BOARD OF MANAGEMENT DELIBERATIONS AND ACTIONS FOLLOWING THE HEARING

Having heard from all the parties, it is the responsibility of the Board to 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 must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion.⁹

The Board of Management should 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 EWO receives this written notification.¹⁰

An appeal against an expulsion under section 29 of the *Education Act 1998* will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion.¹¹ The Board should inform the parents in writing about its conclusions and the next steps in the process.

Where expulsion is proposed, the parents should be told that the Board of Management will now inform the Educational Welfare Officer.

6.7.5 STEP 5: CONSULTATIONS ARRANGED BY THE EDUCATIONAL WELFARE OFFICER

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

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance
- Convene a meeting of those parties who agree to attend.¹² (The purpose of the consultations and the meeting is to ensure that arrangements are made for the student 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 should focus on alternative educational possibilities.

In the interests of the educational welfare of the student, those concerned should come together with the Educational Welfare Officer to plan for the student's future education.

Pending these consultations about the student's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured.¹³ A Board may consider it appropriate to suspend a student during this time. Suspension should only 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.

⁹ *Education (Welfare) Act 2000*, s24(1)

¹⁰ *Education (Welfare) Act 2000*, s24(1)

¹¹ *Education (Miscellaneous Provisions) Act 2007*, s4A

¹² *Education (Welfare) Act 2000*, section 24

¹³ *Education (Welfare) Act 2000*, s24(5)

6.7.6 STEP 6: CONFIRMATION OF THE DECISION TO EXPEL

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management should formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal). Parents should be notified immediately that the expulsion will now proceed. Parents and the student should be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to expel the student.

6.8 APPEALS

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science.¹⁴ An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

6.9 REVIEW OF USE OF EXPULSION

The Board of Management should 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.

¹⁴ *Education Act 1998* section 29

7 BULLYING

Bullying is repeated aggression, verbal, psychological or physical, conducted by an individual or groups against others. Isolated incidents of aggressive behaviour, which should not be condoned, cannot be described as bullying. However when the behaviour is systematic and ongoing, it is bullying. It may manifest itself in many forms such as physical aggression, damage to property, extortion, intimidation, isolation, name-calling and "slagging". At the centre of our school's response to bullying is the continued development of a positive school climate, which focuses on respect for the individual. It is an important element of school policy to raise the awareness of bullying as a form of unacceptable behaviour. Our anti-bullying school programme is taught in all classes through the school.

7.1 PROCEDURES FOR NOTING AND REPORTING AN INCIDENT OF BULLYING BEHAVIOUR

- All incidents of bullying will be investigated and dealt with by the teachers.
- Serious cases of bullying behaviour by pupils are referred immediately to the principal.
- All incidents and investigations will be documented.
- Parents of victims and bullies will be informed earlier rather than later of incidents.
- It is made clear to students that when they report incidents of bullying they are not telling tales but are behaving responsibly. It is important to counteract a culture, which may associate "telling" with "informing".
- Encouraging a student to hit back is misguided because it does not address the reasons for the behaviour and it could also result in a student being seriously hurt in further incidents.

7.2 PROCEDURES FOR INVESTIGATING AND DEALING WITH BULLYING

- When investigating incidents of bullying behaviour, it is necessary to seek answers to questions of what, where, when, who and why?
- If students are found to have been involved in bullying behaviour, it will be made clear to them that they are in breach of the Code of Discipline, and sanctions will be applied.

7.3 WORK WITH VICTIMS AND BULLIES

- Low self-esteem is an attribute which victims and bullies share. It is necessary therefore to avail of opportunities to increase feelings of self-worth among victims and bullies. Victims may need counselling to participate in activities designed to raise their self-esteem and bullies may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
- Students who observe incidents of bullying behaviour should be encouraged to discuss them with their teachers.
- Bullying is a societal problem and a whole community approach is needed to combat bullying behaviour. The school as a community is made up of management, teachers, non-teaching staff, students and parents, and the promotion of home/school/community links is a vital element in the countering of bullying behaviour.
- The school's anti-bullying code is discussed regularly in each class and explained to the students.

7.4 ANTI-BULLYING CODE

- Every pupil has the right to enjoy his/her time in Lisnagry National School, free from bullying, both in school and on his journey to and from school.
- Our school will not tolerate any unkind actions or remarks, even if these were not meant to hurt.
- Students should support each other by reporting all instances of bullying.

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- Bullying is regarded as a very serious matter.

8 INTERNET SAFETY

The aim of this Acceptable Usage Policy is to ensure that students will benefit from learning opportunities offered by the school's Internet resources in a safe and effective manner. Internet use and access is considered a school resource and privilege. Therefore, if the school AUP is not adhered to this privilege will be withdrawn and appropriate sanctions as outlined in the AUP will be imposed.

8.1 SCHOOL'S STRATEGY

The school will employ a number of strategies to maximise learning opportunities and reduce risks associated with the internet/broadband. These strategies are as follows:

- Acceptable Usage Policy - Implement and update an AUP and make teachers, students and parents aware of this.
- Education/Digital Literacy - Educate students on how to be safe on the web.
- Filtering/Monitoring - Install and update a Filtering/Monitoring system.

A combination of all three of the above strategies will be used rather than over reliance on one.

8.2 INTERNET

- Internet will be used for Educational purposes only.
- A teacher will always supervise Internet sessions.
- Students will seek permission before entering any Internet site, unless previously approved by a teacher.
- Filtering software will be used to minimise the risk of exposure to inappropriate material.
- The school will regularly monitor the pupil's Internet usage.
- Students will receive training in the area of Internet safety.
- Students will be taught to evaluate the content of Internet sites.
- Teachers will be made aware of Internet safety issues.
- Uploading and downloading of non-approved material is banned.
- Virus protection software will be used and updated on a regular basis.
- The use of personal floppy discs, external storage devices or CD-ROMS in school requires a teacher's permission.
- Students will observe good "netiquette" (etiquette on the Internet) at all times and will not undertake any action that may bring the school into disrepute.

8.3 EMAIL

The following rules will apply when students are allowed to use email

- Email will be used for educational purposes only.
- Students will only use approved class email accounts under supervision by or permission from a teacher.
- Students will not send or receive any material that is illegal, obscene, and defamatory or that is intended to annoy or intimidate another person.
- Students will not send text messages to or from school email.
- Students will not reveal their own or other personal details e.g. Addresses, telephone numbers or pictures via school email.
- Students will never arrange to meet someone via school email.
- Sending or receiving email attachments is subject to teacher permission.

8.4 INTERNET CHAT

Students are not permitted to use Internet Chat Rooms. Discussion forums between schools may be arranged from time to time.

8.5 SCHOOL WEBSITE

The teacher with responsibility for the school website and the Principal will manage the publication of material on the school website.

- Personal pupil information, home addresses and contact details will not be published on the school website.
- Class lists will not be published.
- Digital photographs, video clips and audio clips will focus on groups and group activities rather than on individual students.
- Students will be given an opportunity to publish projects, artwork or schoolwork on the school website.
- Teachers will select work to be published and decide on the appropriateness of such.
- Permission to publish a student's work will be sought from students/parents/ at the beginning of the school year. This permission may be withdrawn at any time.
- Students will continue to own the copyright on any work published.

8.6 SUPPORT STRUCTURES

Internet safety advice is available for parents and students at

www.ncte.ie/www.scoilnet.ie

8.7 PUPIL RESPONSIBILITIES

Students are responsible for good behaviour on the Internet.

- Access is a privilege not a right.
- Teacher's permission must be sought at all times before printing or downloading any text, images or other data.
- Personal information i.e. home address or telephone numbers or personal information on other people should never be given out.
- The use of personal floppy discs or CD-ROMs in school will require the permission of the teacher.
- Students will observe good "netiquette" at all times and will not undertake any actions that may bring the school into disrepute.
- If any of these rules are broken, the privilege of use will be withdrawn and sanctions as outlined below will be imposed.

8.8 SANCTIONS

Misuse of the Internet/broadband may result in disciplinary action including:

- Verbal warning
- Note to parents
- Withdrawal of access privileges – short term/long term.

Any illegal activities will be reported to the appropriate authorities

APPENDIX A

Use of terms in the Guidelines

Parent

The Guidelines adopt the legal definition of parent as set down in the *Education Act 1998*: *Parent includes a foster parent, a guardian appointed under the Guardianship of Children Acts 1964 to 1997, or other person acting in loco parentis who has a child in his or her care subject to any statutory power or order of a court and, in the case of a child who has been adopted under the Adoption Acts 1952 to 1998, or where the child has been adopted outside the State, means the adopter or adopters or the surviving adopter.* (Education Act 1998)

Student

In these Guidelines, student means any child or young person who is enrolled in a recognised primary or post-primary school.

School

The Guidelines apply to any recognised school that provides primary education or post-primary education.

Board of Management

In these Guidelines, Board of Management refers to a Board of Management or equivalent structure as recognised under section 14 of the *Education Act 1998*.

Use of *must* and *should*

In these Guidelines, the term *must* is used to denote legal obligations; the term *should* is used to denote what the Guidelines expect of schools.

Abbreviations

DES Department of Education and Science
EWO Educational Welfare Officer
HSE Health Service Executive
NEPS National Educational Psychological Service
NEWB National Educational Welfare Board
VEC Vocational Education Committee

Revision

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APPENDIX B

Relevant legislation and legal instruments¹⁵

Bunreacht na hÉireann: Constitution of Ireland (1939, as amended) Stationery Office, Dublin.
European Convention on Human Rights (1950) Council of Europe (<http://www.coe.int>)
UN Convention on the Rights of the Child (1989) United Nations
(<http://www2.ohchr.org/english/law/pdf/crc.pdf>)
Government of Ireland, Education Act 1998, Stationery Office, Dublin.
Government of Ireland, Education (Welfare) Act 2000, Stationery Office, Dublin.
Government of Ireland, Education (Miscellaneous Provisions) Act 2007, Stationery Office, Dublin.
Government of Ireland, Education of Persons with Special Needs Act, 2004, Stationery Office, Dublin.
Government of Ireland, Vocational Education Act 1930, Stationery Office, Dublin.
Government of Ireland, Vocational Education (Amendment) Act 2001, Stationery Office, Dublin.
Government of Ireland, Non-Fatal Offences against the Person Act 1997, Stationery Office, Dublin.
Government of Ireland, Disability Act 2005, Stationery Office, Dublin.
Government of Ireland, Equality Act 2004, Stationery Office, Dublin.
Government of Ireland, Equal Status Act 2000, Stationery Office, Dublin.
Government of Ireland, Ombudsman for Children Act 2002, Stationery Office, Dublin.
Government of Ireland, Safety, Health and Welfare at Work Act 2005, Stationery Office, Dublin.
Government of Ireland, Data Protection Act, 1988, Stationery Office, Dublin.
Government of Ireland, Data Protection (Amendment) Act, 2003, Stationery Office, Dublin.
Government of Ireland, Age of Majority Act, 1985, Stationery Office, Dublin.

¹⁵ Legislation can be viewed at <http://www.irishstatutebook.ie>