

Code of Behaviour

Introductory Statement:

The school's Code of Behaviour was reviewed over the school year 2018/2019 and 2019/2020. The procedures for suspension and expulsion were added as required.

The final meeting of its review was held on 24th October with Mrs Anne Marie Carthy, Ms. Eilis Kavanagh, Mrs Catherine Berney, Ms Ann Lyons, Ms Caroline Lacey, Ms Annette Moroney, Mr Liam Lawlor, Ms Laura Connick 1, Ms. Laura Connick 2, Ms. Ciara Kelly, Ms. Hannah Roche and Ms. Lisa Hynes.

Rationale:

Parents/Guardians and teachers are agreed that good behaviour is a prerequisite for effective education to take place. It was decided to focus on this policy as there had been changes in staff members since the last review. This policy was formulated in accordance with the Education (Welfare) Act 2000, Section 23.

This code of discipline is based on reward as well as on compliance and sanctions.

Aims:

- To allow for the smooth running of the school
- To promote the safety and happiness of all children and staff in the school
- To facilitate the development and education of all the children
- To promote good behaviour and self-discipline in the children
- To promote equality and fairness for all
- To enhance the learning environment of the school by promoting a sense of mutual respect among all members of the school community
- To ensure consistency in the application of rules and sanctions
- To outline the structure of fair and agreed sanctions that will be available to teachers in response to negative behaviour and rewards agreed in response to positive behaviour

Roles and Responsibilities:

All staff will work as a team to promote positive behaviour. The class teacher is the front – line source of help for students. As a leader of learning and someone with an established relationship of trust, the teacher will have strong influence with students. The class teacher will deal with the routine incidents and misbehaviour through classroom management strategies.

Those teachers on class or yard supervision deal with issues as they arise and reports such incidents to the class teacher and also whether relevant to the Deputy Principal who has responsibility for promoting positive behaviour in our school and the principal if necessary. The SEN team will give support to individuals and their teachers where deemed necessary.

It is expected that Parents/Guardians will support the work of the school in promoting positive behaviour and dealing with inappropriate behaviour when needed.

School Rules

School rules have been established to promote positive behaviour and to bring an understanding to all stakeholders of the behaviour that is expected from the students of the school. School rules are adopted in school and for all school related activities. All school related activities are subject to the Code of Behaviour

1. Respect Everyone
2. Be kind
3. Think First
4. Be Honest
5. Take turns

Expectations of all stakeholders

Expectations of Pupils

The school expects that you will:

- Attend school regularly and not miss days without good reason
- Arrive on time: 9.20am
- Not leave during the day without permission
- Respect all school property
- Wear the school uniform
- Show respect for yourself and others
- Avoid swearing, fighting and calling names
- Listen to messages given by staff members and do as requested
- Participate in school activities
- Move quietly around the school and avoid disturbance
- Keep the school tidy and litter-free

The teacher expects that you will:

- Show him/her courtesy and respect
- Accept his/her authority and responsibility and his/her right to teach and impose sanctions on those who behave badly
- Come to school on time and have all the necessary materials
- Do your homework carefully and completely
- Listen when others are talking
- Avoid distracting behaviour
- Participate in class activities
- Follow the rules drawn up by your class

Your fellow students expect that you will:

- Not bully them
- Show acceptance and respect their individual personalities

- Never insult or belittle them
- Respect their property
- Listen to them and acknowledge them
- Share equipment and resources with them
- Allow them to be part of the group
- Speak to them with courtesy and respect.

Expectations of school:

Children expect that school will be:

- Safe
- A pleasant environment
- Suited to their learning style
- Encouraging and supportive
- Affirming of children of all abilities
- Willing to deal with bullying

Parents expect that there will be:

- A safe and pleasant environment for their children
- Recognition and provision for the individual differences of pupils
- Fairness and consistency in the way children are dealt with
- An atmosphere of support and inclusion
- Contact at an early stage to inform them of any problems
- A willingness to listen to their viewpoint
- Suggestions and support about problems in school

Teachers expect that there will be:

- Mutual support and encouragement
- Co-operation to achieve the schools aims and objectives
- A fair and consistent implementation of the school discipline policy
- An atmosphere that encourages professional development and a willingness to learn and change

Expectations of Parents/Guardians:

The school expects that you will:

- Be familiar with the various policies and codes of the school and the expectation of pupils
- Show support for teachers in their implementation of the schools behaviour policy
- Support your child in his/her work
- Ensure the punctuality and regular attendance of your child
- Ensure he/she has the necessary materials
- Ensure your child wears the school uniform
- Ensure your child has a positive attitude to and abides by the school and class rules
- Support the authority of the school and its teachers
- Show respect for teachers and other school personnel
- Give a contact number where you can be reached in an emergency
- Be available to discuss a problem

Your child expects that you will:

- Look after his/her daily needs:- hygiene, nutrition, rest, appropriate clothing and footwear etc.,

- Be interested in, support, praise and encourage his/her work in school
- Show fairness

Other parents expect that you will:

- Support the school in implementing its code of behaviour
- Exert firm discipline in cases where your child's behaviour is having a negative impact on the behaviour and/or learning of others

Rewards and sanctions available to teachers and school:

Possible in class rewards:

- Words of encouragement and praise
- Stickers
- Prizes
- Pupil of the week award
- Achievement awards
- Mention at assembly
- Extra privileges e.g. extra computer time, golden time etc
- Homework passes
- A good note home

Possible in-class sanctions:

- Quiet word
- Reason with pupil
- Seek an explanation
- Reprimand
- Reminder of school/class rules
- Temporary separation
- Loss of minor privileges
- Note/chat with parents
- Lines/extra homework
- Reflection sheet – completion by child and discussion with teacher after to reflect on behaviour

The list of sanctions and rewards is not exhaustive and use of the appropriate sanction or reward is determined by the professional judgement of the teacher(s). Restorative Practice is used throughout the school when required. (See Appendix 3 – Restorative Practices)

Wider involvement:

- Send to another class
- Referral to SET/Principal/Deputy Principal
- Set and adopt behaviour targets for the child. Meet and inform parents
- Review meeting with parents to further discuss problem behaviour
- Referral for assessment if appropriate
- Advice maybe sought from external agencies where deemed necessary.

The School Playground:

The schoolyard is always supervised during breaks. The teachers in charge deal with problems that arise during playtime.

- If a child misbehaves in the playground he/she maybe given Time Out. This can happen for interfering in others games, rough play, bad language or fighting. In some circumstances Time Out may involve accompanying the teacher for the duration of the time out.
- Child's name and short details of incident of misbehaviour are recorded in the yard book. (Reviewed monthly at staff meetings)
- Repeated instances of misbehaviour or more serious misbehaviour may require the completion of Appendix 1 – Incident Report Form. The following sanctions may be given;
 - Removal from peers for next break
 - Written reflection on the unacceptable behaviour and reflection with teacher or Ms. Kavanagh or designated other
 - Extra work, if appropriate
- If a child's name appears in the Yard Book regularly, or if he/she fails to comply with a sanction, contact will be made with his or her parents asking them to address the problem.
- If the problem persists or for a serious breach of the school rules, parents will be requested to discuss the matter with the class teacher and /or the Principal. Suspension maybe considered at this point. (See Appendix 5 – Policies and Procedures for Suspension.)
- For serious confrontational behaviour the Principal may choose to contact parents immediately
- The child will return with a parent/guardian the following day and a behavioural contract will be agreed.

For serious negative behaviour a child need not proceed through the various stages. Appropriate action can be taken by the Principal or the B.O.M where circumstances are deemed appropriate.

The emphasis in the school is on promoting good behaviour rather than on punishing bad behaviour. However it is good practice that parents are aware of the procedures used in the school, and try to work with the school in ensuring that all children are happy. Active parental support is essential to the smooth running of any school. Parents are encouraged to take full advantage of all channels of communication made available by schools such as Parent/Teacher Meetings, Parent's Association Meetings and Class Meetings. Individual contact with the Principal/Class Teacher is by appointment only, through the Secretary. All callers to the building must first call to the office. Parents are asked not to interrupt class time by calling to the door to pass on messages. These can be left at the office where the school secretary will ensure that they are passed on.

Ladder of Intervention

In accordance with NEWB Guidelines, the following levels of intervention will be adhered to when assisting those demonstrating inappropriate behaviour/misbehaviour:

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

- Additional Support for some students:
Some students need more active intervention to help them manage their behaviour. Without additional help, they may be at risk of failing, behaviourally, socially and educationally. Additional inputs or interventions might include:
 - Referral to another teacher to work with the student
 - Setting targets for behaviour and monitoring them with the Student
 - Behaviour Contracts
- Specialised support for a small minority of students:
A small minority of students may show particularly challenging behaviour. They may have difficulty in learning new behaviour and may not respond to low-level interventions. These students will need sustained and systematic response involving the important adults in their lives, in school and at home and may need other supports from other organisations in the community.

Physical Intervention

Physical Intervention is not used in Scoil Mhuire Rosslare except where there is a threat to safety.

Recording Behaviour

Each teacher has a record keeping file on Aladdin for their class. All relevant information pertaining to misbehaviour should be recorded. Along with the significant behaviour being recorded, the teacher may also record the following:

- Teacher/other relevant staff member's response to the behaviour - strategies/interventions adopted to minimize the behaviour
- Student response to the strategy /intervention put in place
- Reflection

The yard notebook is also used as a recording tool for teachers at playtime.

Associated Policies

The following policies have a bearing on the Code of Behaviour.

Anti-Bullying Policy

Attendance Policy

Enrolment Policy

Mobile Phone and Electronic Devices Policy

Substance Use Policy

Child Protection Policy

Communication-Dealing with concerns or complaints:

Where a child or parent/guardian have an issue that needs to be addressed, the line of communication begins with:

1. The class teacher should be contacted with a view to resolving the issue
2. If the issue is not resolved, the parent/guardian should approach the principal with a view to resolving the issue
3. If the issue is unresolved the parent/guardian should raise the matter with the Chairperson of the BOM, with a view to resolving the issue.

We always encourage and ask parents/guardians to make an appointment with the above people so that the issue can be given the time it deserves. (See Appendix 7 – Parent's Complaints Procedure)

Notification of a child's absence from school

It is very important that parents/guardians let us know if a student is going to be absent from school. This is required under Education Welfare Act 2000 section 23(2) and section 18)

- If the child is scheduled to be absent from school the school should be notified prior to the absence.
- A note should be given to your child's teacher on return to school following an absence. The note should state reason for absence, dates absent and should also be signed by the parent/guardian. All children with a school diary will find notes at the back of their diary. These notes should be used. For all other children a note written on notepaper or similar is sufficient. A parent can furnish a doctor's certificate if applicable to the class teacher so that it can be kept on file. Likewise copies of appointment times and dates can also be furnished to be kept on file.
- Where communication regarding absences is repeatedly not furnished to the school, the school will contact parents/guardians. If it persists the Education Welfare Officer will be notified of this issue. (See Attendance Policy)

Communicating this policy:

This policy will be made available to all staff. It is available in the school office, on our website and all parents/guardians will be given the Code of Behaviour on enrolment of their child.

Roles and Responsibilities:

It is the responsibility of all staff members to implement and monitor this policy on an ongoing basis. The co-operation of parents and pupils is essential for the success of this policy also. Board of Management have a role to play in ensuring that the school environment is conducive to the enforcement of the aims of this policy and to the provision of necessary resources.

Success Criteria:

- An increase in rewards for positive behaviour e.g. certificates at assembly
- Observation of improved behaviour by school staff, the wider community, pupils and parents.
- Feed back i.e. individual comments, circle time, fewer entries in the Yard Book.
- An increase in the number of rewards for positive behaviour
- An atmosphere of co-operation and encouragement leading to the smooth running of the classroom and school.

Review:

This policy will be reviewed as deemed necessary or in approximately 3 years' time.

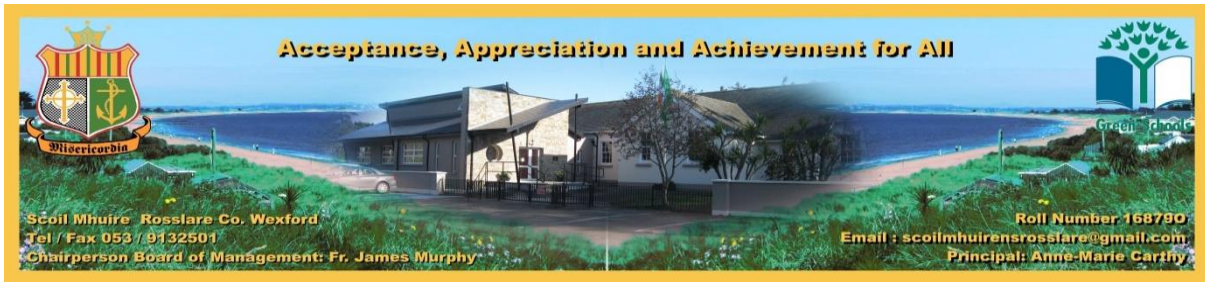
Ratification:

This policy was ratified by Board of Management of Scoil Mhuire on 4/12/19 and is available for viewing, on request, by interested parties in the school office.

Signed Fr. James Murphy
Chairperson Board of Management

Signed: Anne Marie Carthy
Principal

Appendix 1



Incident Report Form

Name: _____ Date _____ Class: _____

Teachers Involved:

Nature of the Incident:

Any other comments or follow up details:

Signed: _____

Date: _____

Scoil Mhuire Rosslare
Playground Rules

5 School Rules

Respect everyone

Be kind

Think first

Be honest

Take turns

Unacceptable Behaviour

- Bullying
- Bad language
- Fighting
- Littering
- Not coming when sent for by a teacher or SNA
- Refusing to cooperate or help
- Walking away before an adult is finished speaking
- Speaking disrespectfully
- Using mobile phones

Restorative Questions

To respond to challenging behavior...

- **What happened?**
- **What were you thinking at the time?**
- **What have you thought about since?**
- **Who has been affected by what you have done?**
 - **In what way?**
- **What do you think you need to do to make things right?**

To help those harmed by other's actions...

- **What did you think when you realized what had happened?**
- **What impact has this incident had on you and others?**
- **What has been the hardest thing for you?**
- **What do you think needs to happen to make things right?**

Suspension will be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension and the school staff will have reviewed the reasons why these have not worked. Where the purpose of the suspension must be clearly identified, and that purpose cannot be achieved in any other way, suspension can have value.

The decision to suspend a student requires serious grounds such that:

- the student's behaviour has had a 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.

Immediate suspension

An investigation will be conducted to establish the case for the imposition of the suspension. The formal investigation should immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension.

Parents will be notified and arrangements made for the child to be collected.

Procedures in respect of suspension:

A preliminary assessment of the facts should first of all warrant suspension. If suspension is warranted:

- Inform the student and their parent(s) about the complaint, how it will be investigated and that it could result in suspension. A parent may be informed by phone or in writing, depending on the seriousness of the matter.
- Give parents and student opportunity to respond – before a decision is made and before sanction is imposed. A meeting should be convened in this instance with parent(s) and student. If student and their parent(s)/guardians 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 negative behaviour. The school will record the invitations made to parents/guardian and their response.

A single incident of serious misconduct may be grounds for suspension.

Period of suspension

A student will not be suspended for any more than three days, unless in exceptional circumstances where the Principal considers that a period longer than three days is needed in order to achieve a particular objective.

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, giving the circumstances and expected outcomes. The Board of Management may 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 will normally place a ceiling of ten days on any one period of suspension imposed by it.

Implementing suspension

The Principal will notify the parents/guardians and student in writing of the decision to suspend.

The letter should confirm:

- the period of suspension and the dates on which the suspension will begin and end
- the reasons for suspension
- any programme of study to be followed
- Arrangements for returning to school, including any commitments to be entered into by the students and the parents/guardians
- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Skills (Education Act 1998, section 29)

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

Reintegrating to school

Following suspension the student will return with parent/guardian. A plan to help the student take responsibility for catching up on work missed will be devised. A behaviour plan will also be put in place. Where necessary a designated member of staff will be appointed as a support for the returning student, during the re-integration process.

Records of investigation and decision-making

Formal written records should 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 Board of Management

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

Report to NEWB/Tusla

The Principal is required to report suspensions in accordance with that required (Education (Welfare) Act 2000, section 21(4) (a)).

The Board of Management of a recognised school has the authority to expel a student. Expulsion should be a proportionate response to the student's behaviour. Expulsion is a serious step and one that should only be taken by the Board of Management in extreme cases of unacceptable behaviour.

Significant steps should be taken by the school to address behaviour and to avoid expulsion of a student including:

- meeting with parents/guardians and students to try to find ways of helping the student to change their behaviour
- making sure 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 other agencies (e.g. National Educational Psychological Services, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education)

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

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 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

Procedures in respect of expulsion

Where 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.

The Board of Management is the decision making body in relation to expulsion.

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/guardians about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- Give parents/guardians and the student every opportunity to respond to the complaint of serious behaviour before a decision is made and before a sanction is imposed. Parents/Guardians will be informed in writing of the alleged misbehaviour and the proposed investigation.
- Give parents/guardians and student opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before sanction is imposed – convene and invite all to a meeting
- If a student and their parents/guardians 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 will record the invitation issued to parents/guardians and their response.
- Failing that, the school authorities make a decision to respond to the inappropriate behaviour.

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

Where the Principal has formed 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/guardians and the student that the Board of Management is being asked to consider expulsion
- ensure that the 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 parents/guardians
- 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 the parents/guardians have enough 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 should review the initial investigation and satisfy themselves that the investigation was properly conducted in line with fair procedures. The Board should conduct 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.
- 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/guardians 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. Parents/Guardians may wish to be accompanied to these hearing and the Board should facilitate this.

- After both sides have been heard, the Board should 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, 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 Education Welfare Officer in writing of its opinion and the reasons for this opinion. (Education (Welfare) Act 2000, s24 (1)). The Board of Management should refer to NEWB/Tusla 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 the written notification (Education (Welfare) Act 2000, s24 (1)).

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

Step 5: Consultations arranged by the Education Welfare Officer

Within 20 days of receipt of a notification from the 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/guardians 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 consultation and 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 to avoid expulsion. However where this possibility is not an option, the consultation should focus on alternative educational possibilities.

A Board may consider it appropriate to suspend a student during this time. Suspension should only be considered where there is likelihood that the continued presence of the student during this time will seriously disrupt the learning of other, or represent a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

Where the twenty day period following notification to the EWO 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 should formally confirm the decision to expel. Parents/Guardians should be notified immediately that the expulsion will now proceed. Parents/Guardians will be told of the right to appeal and will be supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the student.

Appeals

A Parent/Guardian may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education (Welfare) Act 1998 section 29). An appeal may also be brought to NEWB/Tusla on behalf of a student.

Appendix 7

Parental Complaints Procedure

Only those complaints about teachers which are written and signed by parents/guardians of pupils may be investigated formally by the Board of Management, except where those complaints are deemed by the Board to be:

- I. on matters of professional competence and which are to be referred to the Department of Education
- II. frivolous or vexatious complaints which do not impinge on the work of the teacher
- III. Complaints in which either party has recourse to law or to another existing procedure.

Unwritten complaints not in the above categories may be processed informally as set out in Stage 1 of this procedure.

Stage 1

- 1.1.1 Parent/guardian who wishes to make a complaint should, unless there are local arrangements to the contrary, approach the class teacher with a view to resolving the complaint.
- 1.1.2 Where the parent/guardian is unable to resolve the complaint with the class teacher she/he should approach the principal teacher with a view to resolving it.
- 1.1.3 If the complaint is still unresolved the parent/guardian should raise the matter with the chairperson of the Board of Management with a view to resolving it.

Stage 2

- 2.1 If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further she/he should lodge a complaint in writing with the chairperson of the Board of Management.
- 2.2. The Chairperson should bring the precise nature of the written complaint to the notice of the teacher and seek to resolve the matter between the parties within 5 days of receipt of the written complaint.

Stage 3

- 3.1 If the complaint is not resolved informally, the Chairperson should, subject to the general authorisation of the Board and except in those cases where the Chairperson deems the particular authorisation of the Board to be required:
 - a) supply the teacher with a copy of the written complaint; and
 - b) arrange a meeting with the teacher and, where applicable, the principal teacher with a view to resolving the complaint. Such a meeting should take place within 10 days of receipt of the written complaint.

Stage 4

- 1.1 If the complaint is still not resolved the chairperson should make a formal report to the Board within 10 days of the meeting referred to in 3.2 (b)
- 1.2 If the Board considers that the complaint is not substantiated the teacher and the complainant should be so informed within 3 days of the Board meeting.

- 1.3 If the Board considers that the complainant is substantiated or that it warrants further investigation it proceeds as follows:
- a) The teacher should be informed that the investigation is proceeding to the next stage;
 - b) The teacher should be supplied with a copy of any written evidence to support the complaint;
 - c) The teacher should be requested to supply a written statement to the Board in response to the complaint;
 - d) The teacher should be afforded an opportunity to make a presentation of case to the Board. The teacher would be entitled to be accompanied and assisted by a friend at any such meeting;
 - e) The Board may arrange a meeting with the complainant if it considers such to be required. The complainant would be entitled to be accompanied and assisted by a friend at any such meeting;
 - f) The meeting of the Board of Management referred to in (d) and (e) will take place within 10 days of the meeting referred to in 3.1 (b).

Stage 5

- 5.1 When the Board has completed its investigation, the chairperson should convey the decision of the board in writing to the teacher and the complainant within 5 days of the meeting of the Board.
- 5.2 The decision of the Board shall be final.
- 5.3 The Complaints Procedure shall be reviewed after three years;
- 5.4 CPSMA or INTO may withdraw from this agreement having given the other party 3 months' notice of intention to do so.

(In this agreement 'days' means school days.)