

Cloneen National School

Cloneen, Clonmel, Co. Tipperary.

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Príomhoide: Ann Walsh

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Roll No. 17694H

Code of Behaviour

In compliance with Section 23 of the Education Welfare Act 2000, the Board of Management of Cloneen National School has prepared and made available a Code of Behaviour for its pupils, staff and parents.

Good behaviour is based on good relations between parents/guardians, child and school.

In Cloneen N.S., we hope to foster this ideal in co-operation with our parents/guardians. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The Code of Behaviour of Cloneen N.S. has been developed in accordance with *'Developing a Code of Behaviour: Guidelines for Schools'*, National Education Welfare Board, 2008.

The Code of Behaviour of Cloneen N.S. also applies during all school outings.

Policy Formation

In formulating this policy, the Board of Management completed the following steps:

- Parents and Staff were informed that an initial draft of the Code of Behaviour was available and they were invited to make submissions on the content of the code within a specific timeframe.
- Class teachers were requested to discuss the topic of 'Rules' with their classes and submit a list of pupils' suggestions to the Principal.
- The initial draft of the Code of Behaviour was reviewed and, where appropriate, amended in line with the feedback received.
- The finalised draft of the policy was submitted to the Patron for approval.

Aims of the Code

- To create a positive learning environment that encourages and reinforces good behaviour
- To encourage consistency of response to both positive and negative behaviour and to ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child, recognising the differences between children and the need to accommodate these differences
- To create an atmosphere of respect, tolerance and consideration for others, and to promote self-esteem and positive relationships
- To enable teachers to teach without disruption and allow the school to function in an orderly way where children can make progress in all aspects of their development

- To assist school staff, parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures.

Whole-School Approach

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

Responsibility of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Promote positive behaviour, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.
- To discourage physical aggression and encourage *'Kind Hands, Kind Words, Kind Feet'*.

A Code of Conduct for staff, pupils and volunteers ensures that the rights of all are upheld.

School Rules

1. We show respect for self and others
2. We show respect for our own property and the property of others
3. We show respect to other students and their learning
4. We respect others' beliefs, preferences and interests
5. We include others and value their opinions
6. We are kind and willing to help others
7. We follow instructions from staff immediately
8. We walk quietly in the school building
9. We show courtesy and good manners
10. We try to use respectful ways of resolving difficulties and conflict
11. We wear the appropriate uniform
12. We ask permission to leave the classroom/school
13. We do our best in class
14. We take responsibility for our own work
15. We follow our Healthy Eating Policy.

These can be summed up as **6 Golden Rules**:

1. We show **respect** to others – we listen, are polite and courteous, and we respect others' opinions.

2. We are **honest** – we always tell the truth.
3. We show **kindness** – we are gentle, kind, helpful and include others.
4. We aspire to do our **best** – we work hard to achieve our goals.
5. We **co-operate** – we work together as a team.
6. We are **responsible** – we are responsible for our actions and property.

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules/ a Class Charter with the children, based closely on the “Golden Rules”. Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Where possible they emphasise positive behaviour (e.g. ‘Walk’ and not, ‘Don’t run’). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage. When drawing up class rules, children and teacher will also agree on some consequences they feel would be appropriate.

Incentives/Reward System

Part of the vision of Cloneen N.S. is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. Our reward system seeks to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. *Rates of praise for behaviour should be as high as for work.*

The following are some samples of how praise might be given:

- A quiet word or gesture to show approval
- A comment in a pupil’s copy or homework journal
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- ‘Bualadh Bos’ in class or special mention at assembly.

Field trips, annual school tours and our end of year special event will be reserved for those who have consistently strived to behave well.

The following are examples of reward systems used in our school:

- Star of the Week (Junior Classes)
- Sunshine Clouds (Junior Classes)
- Star Charts
- Table of the Week (points awarded for behaviour, hard work etc.)
- Class Dojo (where individual pupils receive avatar points)
- Class ‘Prize Box’
- Certificates of Merit
- Opportunity to start their homework in school towards the end of the school day
- Homework Passes
- Golden Time
- Kindness Awards
- “Awesome Behaviour” certificates

Unacceptable Behaviour:

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. In cases of repeated serious misbehaviour or single instances of gross misbehaviour parents will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour.

Examples of minor misbehaviour include:

- Bringing electronic equipment or mobile-phones to school
- Not wearing appropriate uniform; bringing in chewing-gum
- Not following instructions.

Supportive Interventions for minor misbehaviour:

- Classroom-based interventions, such as Circle Time or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Discussion of behaviour with the child
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

Note: Other interventions may also be used.

Examples of serious misbehaviour include:

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Disrespecting other members of the school community
- Using bad language towards another pupil
- Threats or physical hurt to another person
- Not heeding teachers' instructions
- Damage to property
- Theft
- Bringing dangerous equipment to school
- Leaving school/school activities without permission.

Supportive Interventions for serious misbehaviour:

- Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Examples of gross misbehaviour include:

- Assault on a teacher or pupil
- Using disrespectful language (e.g. bad language) towards an adult member of the school community (to include visiting teachers, coaches etc.)
- Serious Theft

- Serious Damage to property
- Serious bullying
- Carrying drugs, alcohol, cigarettes

Bullying

Bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons), which is repeated over time. This includes cyber-bullying and identity-based bullying such as homophobic bullying and racist bullying (DES, 2013). This also includes bullying of those with disabilities or special educational needs, and bullying based on membership of the Travelling Community.

I should never bully others. I should never allow others to bully me and if it happens I should tell my parents and my teacher. Bullying is always unacceptable.

- **PHYSICAL:** includes pushing, shoving, punching, kicking, poking, tripping, etc.
- **VERBAL:** name calling which hurts, insults or humiliates.
- **EMOTIONAL:** threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. Cyberbullying is also included.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner.

Children who witness bullying are encouraged to come forward and tell a teacher. Children are assured that they will not be in trouble if they have done no wrong, and will be helping others by telling. Telling is always the right thing and children are frequently reminded of this.

Issues in relation to Bullying are explored continually during SPHE lessons (particularly the Stay Safe programme) and using Circle Time, Drama etc. Children are frequently reminded of the definition of bullying and posters regarding 'Bullying' are displayed in each classroom and in the hallways.

Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties. The first person to be informed should be the class teacher.

This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.

Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying.

Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour.

In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary.

Sanctions/ Consequences

The school endeavours to assist the children to learn from their mistakes and to realise that negative behaviour will incur consequences. It is hoped that children will understand that there will be a “logical consequence” to negative behaviour based on the type of behaviour that occurred, and also based on the child’s co-operation in the resolving of the incident. As such, the term “consequence” is used for the response to negative behaviours.

The purpose of a consequence is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.

A consequence may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, **sanctions** may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

The following steps will be taken when a child behaves inappropriately. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the circumstances involved. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this.

1. Reasoning with pupil
2. Verbal reprimand including advice on how to improve
3. Temporary separation from peers within class and/or temporary removal to another class
4. Prescribing extra work (either during breaktime or as part of homework) / writing out the story of what happened / writing a note of apology to teacher/ Principal/ external teacher (which may be sent home to be signed by parent)
5. Loss of privileges
6. Detention during break or after school
7. Communication with parents
8. Referral to Principal
9. Principal communicating with parents
10. Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000)

Usually, consequences/ sanctions will relate as closely as possible to the behaviour.

Suspension and Expulsion

Definition of Suspension:

‘requiring the student to absent himself/ herself from the school for a specified, limited period of school days’ (Developing a Code of Behaviour: Guidelines for Schools, National Education Welfare Board)

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by letter depending on the circumstances.

Authority to Suspend:

The Board of Management of Cloneen N.S. has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Immediate Suspension and Automatic Suspension

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of Cloneen N.S., having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff
- or*
- Physical violence resulting in serious damage to school property
- or*
- Leaving the school without permission during the school day.

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by phone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and

following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss;

- the circumstances surrounding the suspension,
- interventions to prevent a reoccurrence of such misconduct.

The Board of Management of Cloneen N.S. acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

Procedures in Respect of Other Suspensions:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of *Cloneen NS* will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s)/guardian(s);

- i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of Cloneen N.S. acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- ii. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- iii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

8.2 Expulsion

Definition of 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.'

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Expel:

The authority to expel a pupil is reserved by the Board of Management.

Procedures in Respect of Expulsion:

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

- a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

- iii. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
 - iv. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond
- b) The Principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
 - ii. ensure that parent(s)/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
 - iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)
- c) Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing

- i. as to the date, location and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management
- iii. that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

- i. the meeting will be properly conducted in accordance with Board procedures
- ii. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
- iii. each party will be given the opportunity to directly question the evidence of the other party
- iv. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

d) Board of Management Deliberations & Actions following the Hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
- v. Will suspend the student, if it is deemed likely 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 pupils or staff.

e) 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 will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of Cloneen N.S. acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class. The pupil will sign a promise that they will endeavor to improve their behaviour.

Children with Special Needs

All children are required to comply with the code of behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/ resource teacher, and or principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

The following methods of communication are to be used within the school:

- Informal/formal parent/teacher meetings
- Through children's homework journal/ homework sheets (infants do not have a homework journal, please check bags for notes)
- Letters/notes from school to home and from home to school
- School notice board
- Newsletters/school website/e-mails
- Text-a-Parent/ Aladdin Schools/ Way2Pay service.

Signed on behalf of the Board of Management:

Chairperson:  Date: 4/3/2020

Principal: Helen Kiersey Date: 4/3/2020

Scoil Naisiúnta Chluainín



CODE OF BEHAVIOUR AGREEMENT

I understand fully the School Code of Behaviour and agree that

<hr/> Child's Name

will abide by it.

Signed: _____ Parent/Guardian

Signed: _____ Parent/Guardian

Date: _____.

Please sign and return to the school at your earliest convenience
