



Code of Positive Behaviour

School Name: Ennistymon Community School

School Address: Lahinch Road, Ennistymon, Co. Clare

School Management: The Board of Management of Ennistymon Community School is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Mission Statement

Ennistymon Community School recognises and respects the individual needs of our students and staff, strives to foster a caring, mutually respectful, safe, creative, positive, vibrant, and inclusive learning environment. We endeavour to support the educational and holistic development of each student to enable them to realise their potential in partnership with the wider community.

Introduction

Ennistymon Community School Mission Statement believes in the provision of a positive learning experience that nurtures mutual respect and personal responsibility within a safe, fair, and caring environment. We are committed to the pursuit of excellence in all of our activities so that as emerging staff our students will have the confidence and skills to participate fully in family and community life, in work and in leisure.

In *Ennistymon Community School* we are striving to embed Restorative Practices into our daily routines. Restorative Practices help us develop and sustain strong and happy school communities by actively developing good relationships, preventing the escalation of conflict and handling conflict & behaviours in a creative and healthy manner.

The Aims of the Code of Positive Behaviour

- To provide a caring and supportive learning environment.
- To protect every student's right to benefit fully from education.
- To develop in our students their academic and intellectual abilities.
- To foster and promote social skills.
- To provide students with self-worth, self-esteem, and self-confidence.

1. Principles Underpinning the Code of Positive Behaviour

A school community comprises a variety of individuals and groups, each with their own values and expectations. For a school to operate effectively as a learning organisation, certain principles must underpin the interaction and relationships between these individuals and groups. If these principles are to be consistent with the aims of the school, they must emphasise the value of co-operation and respect among all the partners.

2. Scope of the Code of Behaviour

The Code of Behaviour applies when students are on the school premises, travelling to and from school, during lunch break, on school grounds and on any school related extra-curricular activities. The Board of Management reserves the right to apply the Code of Positive Behaviour to address misbehaviour at all times while a student of Ennistymon Community School is engaging in school related activities.

This policy applies to, and must be followed in conjunction with, all other school policies.

Objectives of the Code of Positive Behaviour

<p>1. To acknowledge the right of all members of our school community to participate in a positive learning environment.</p>	<ul style="list-style-type: none"> • Mutual respect is shown to all in the school community. • Help students to reach their potential in both academic and personal pursuits. • To co-operate positively in all classes.
<p>2. To promote the values of fairness, mutual respect, consideration, courtesy and tolerance for others</p>	<ul style="list-style-type: none"> • Treat others as you would like to be treated. • Do not bully others. • Report any incidents of bullying to a teacher/Year Head/Deputy Principal. • Be accepting of all in our school community. • Use only respectful language in and out of class. • Observe all relevant HSE / HSA guidelines.
<p>3. To foster commitment to work and learning.</p>	<ul style="list-style-type: none"> • Work to your full potential in class. • Bring all equipment to each class. • Be punctual for all classes. • Cooperate during class. • Complete all assigned homework to the best of your ability and on time. • Do not hinder the learning of others.
<p>3. To foster self-discipline and good order.</p>	<ul style="list-style-type: none"> • Take responsibility for your own books, equipment, and possessions. • Ensure that mobile phones and any other electronic equipment are always switched off while in class. • Always wear the school uniform in school and on school business unless otherwise specified.

<p>4. Positive behaviour and effort will be acknowledged.</p>	<ul style="list-style-type: none"> • Good behaviour and effort will be acknowledged. • Positive comments will be inputted in VSWARE if warranted. • The Code of Positive Behaviour will be reinforced with students at the beginning of each school year. • Students are encouraged to participate positively in any events and activities organised for them.
<p>5. To cultivate respect for the school environment.</p>	<ul style="list-style-type: none"> • No eating during class. Only water may be consumed. (Unless required for medical conditions). • Ensuring that all waste and rubbish is disposed of properly in the bins provided. • Ensuring that all furniture and school property is treated in a respectful manner. • Reporting any accidental damage to a teacher. • Accepting responsibility for any damage caused. • Ensuring that no litter is thrown on school grounds or in the town before, during or after school.

1. Parents/Guardians and Staff

Parents/guardians and staff are the significant adults in the lives of the young people at school and it is important for them to be able to respect and support each other. It is hoped that through open communication, all will work together in the school community.

6.1 Parents/Guardians

In order to uphold the aims and objectives of the Code of Positive Behaviour, all must be aware of the significance of their role in the school community. It is very important that Parents/Guardians support their young people in relation to school attendance, schoolwork, and school activities.

Parents / Guardian should familiarise themselves with the Code of Positive Behaviour and procedures in Ennistymon Community School. Helpful suggestions are to:

1. Encourage your child to have a positive attitude to their education.
2. Ensure that they attend school regularly and are punctual.
3. Ensure that your child makes good use of their journal.
4. Check VSware regularly.
5. Provide a quiet place for them to study or attend evening study.
6. Ensure that your child comes to school; in full uniform and with the correct equipment for school.
7. Attend parent/guardian teacher meetings.
8. If you have a concern, you should contact the school to arrange a meeting with the Year Head, Deputy Principal or Principal.
9. You should maintain contact with the school by ensuring that secretarial staff are updated on any change of information regarding your child i.e., mobile phone, email, address, or medical information. Please contact the school campus where your child is located to update them.
10. Parents/guardians who need to contact their student during the school day should only do so through the school office and not via their personal mobile phones during school hours.

6.2 Subject Teachers

Teachers in their actions develop a nurturing environment within the classroom.

1. Adopt the ethos of the school in teaching and learning.
2. Set out Classroom Rules and Expectations from the start.
3. Build a positive relationship with each student through restorative practice.
4. Teachers are responsible for their classroom and will endeavour to resolve issues before escalation to the Year head.
5. Liaise with class tutor on pastoral issues.
6. Recommend the student to the Awards Day Committee/Coordinator.
7. Praise students and class groups on achievements and improvements.
8. Provide a link with the Class Tutor, Year Head and the Counsellor, as necessary.

6.3 Class Tutor

1. Builds a positive relationship with each student.
2. Promotes class spirit and cohesion.
3. Liaise with class teachers on pastoral issues.
4. Liaise with Year Head on pastoral issues.

6.4 Junior and Senior Year Head

The Year Heads have a leading role to play in the holistic development of their year groups by:

1. Implementing the Code of Positive Behaviour in cooperation with the Principal and the Deputy Principals.
2. Providing support and encouragement to students on a one-to-one basis to promote positive behaviour.
3. Liaising with class tutors and subject teachers and responding appropriately to referrals.
4. Recording on and monitoring VSware.
5. Communicating with staff and parents/guardians if there are any concerns. Meeting regularly with the Principal & Deputy Principal(s) in the Management meetings to discuss any issues that arise.

2. Students

As students are enrolled in the school on the basis, they agree to be compliant with the Code of Positive Behaviour, the school expects that students will, at all times, do their best to uphold the Code of Positive Behaviour of the school. This Code of Positive Behaviour is the support system to enable students to reach their potential during their time at school.

Expectations of Students

2.1 Attendance and Punctuality

- Attendance and punctuality are a vital part of the success of all members of the school community. Regular attendance has a significant impact on student attainment.
- Students are expected to be in attendance at school from 8.55am and to be punctual for all classes.
- If a student is absent, the school must be informed by the parent/guardian through Unique Schools App (or by email to school secretary).
- If a student is late for school, they must check in at reception on arrival to be recorded as late.

Students may only leave school during the day if the student presents a note in advance AND when the parent/guardian presents to reception to sign the student out.

- In the event of a student becoming ill, a parent/guardian will be contacted. A parent / guardian must collect their child if requested to do so by the school. Parents/Guardians must have an emergency contact nominated in the event of an emergency and parents/guardians not being available.

2.2 School Uniform

The uniform is representative of the identity of Ennistymon Community School and students must present in uniform in a neat and tidy manner. To properly enforce the uniform, the school is again dependent on the support of students, the Parents/Guardians, and all staff. It is neither possible nor practical for the school to operate exceptions to this policy, though, we fully acknowledge, that there will occasionally be genuine reasons why a student may arrive in school without the full uniform or PE uniform.

However, continued failure to comply with the school dress code is a breach of our school Code of Positive Behaviour and parent will be contacted to bring in correct uniform.

The uniform is compulsory, full uniform is expected on each day. On PE day they will wear their official Ennistymon Community school PE gear.

- All items of clothing and property must be clearly labelled to prevent loss.
- The uniform must always be in good repair.
- Nose / lip /eyebrow piercings are not part of the uniform and should not be worn. This is to aid hygiene standards and to ensure equality for all.

Trousers / Skirt	Shirt	Jumper	Footwear	PE
Dark grey pants Dark grey knee-length skirt	White Shirt (not Polo shirt)	School Crested Jumper Only	Black footwear only Black socks	Students wear school crested PE Gear. This will be available for sale on www.azzuri.com Black tracksuit bottoms PE appropriate tops

2.3 Lockers

Students should use the lockers assigned to them solely for storing their school materials and personal items necessary for school. It shall be the responsibility of each student to keep the assigned locker clean and tidy. Lockers are school property, and any damage is considered a breach of the Code of Positive Behaviour. The school charges an annual fee for the rental of the lockers.

- All students must bring their own lock/padlock.
- It is the student's responsibility to replace lost keys.
- Lockers can only be accessed at the following times, at these times, you bring all the materials needed for the classes that follow ensuring you are at class on time.
 - (i) before 1st class,
 - (ii) during morning break
 - (iii) during lunchtime,
 - (iv) after school.
- Management is not responsible for items lost or stolen. Any valuables/property found should be handed into the office.

School Journal - If a student loses their journal, a replacement journal must be paid for at a cost of €20.

2.4 School Environment

Everybody benefits from working and learning in a pleasant and clean environment. The school participates in the Green Schools Programme on an annual basis. Littering either within the school or in the school grounds is not acceptable and is regarded as anti-social behaviour. All litter must be placed in the bins provided.

- In order to maintain an orderly learning environment, students are expected to keep their classrooms and social areas clean and tidy and to help pick up litter. Students are expected to put their chairs on the desks at the end of the day.

2.5 Smoking, Vaping and Substance Abuse

Smoking is prohibited by law and has been proven by countless studies to contribute to serious health problems. Students who are in possession of cigarettes, electronic cigarettes, nicotine products will be suspended. The use, sale, or distribution of illegal substances and Nicotine products and vaping products in the school, on school grounds or while in school uniform, will result in sanctions.

Possession of illegal substances will result in immediate suspension and may result in expulsion following due process. The sanction for use or sale of illegal substances is expulsion. These sanctions for the sale or possession of illegal substances also apply when students are involved in extra-curricular activities. The school will always act to safeguard the health, well-being, and safety of all students. If needed, student bags, etc., may be seized, kept in a secure place under surveillance where suspicion exists. Garda involvement may be sought.

Education regarding the dangers of smoking and substance abuse is provided in the school. It is hoped that such education and a consistent, clear approach to such substances within the school will equip students with the life skills to avoid engagement with such dangerous activities in the future.

2.6 Out of Class Behaviour

Good behaviour is expected outside the school premises e.g., on school outings, work placement, when representing the school at games and other activities and when wearing the school uniform outside school hours. Students are expected to observe all school rules and behave in a responsible way, when travelling to and from school, at lunchtime and after school. This applies to those who remain for study, Home-work Club or extra-curricular activities and to students who leave their classroom for a toilet break. Behaviour in breach of school rules will be subject to sanctions.

2.7 Health and Safety

- It is our expectation that the school building, school equipment and the property of others are to be treated with care.
- It is expected that all students will be vigilant at all times to ensure their own health & safety, the safety of the other members of the school community or any visitors to the school.
- It is expected that students will not interfere or damage school safety equipment.
- Students are encouraged to maintain a healthy lifestyle by eating a balanced diet and fizzy soft drinks and all energy drinks are not permitted in the school. (Unless required for medical conditions).
- In accordance with the public Health Tobacco Acts 2002 and 2004, smoking/vaping is strictly forbidden within the school environment and at school events.
- The use or possession of illegal substances is strictly prohibited, and external agencies may be contacted.

2.8 Sickness Procedure

Students are asked not to come to school if they are sick. Infection and viruses e.g., Coronavirus can spread quickly through a school environment and so may endanger the entire school community.

- If a student feels unwell, they must report immediately to their class teacher. Reception staff will be notified and if needed, a member of our First Aid team will assess.
- The Parent/Guardian will be contacted if the student needs to go home, or if the condition is deemed to be serious or not improving.
- In some circumstances, if deemed necessary, the doctor or other appropriate response services may be contacted.
- The school cannot administer any medicines to students, except where a student requires specialist intervention subject to parental input such as Epi-pen etc., which can be administered by a First Responder who is trained to do so.
- It is the responsibility of Parents/Guardians to ensure that the school is made aware in writing that the student's name, the condition and the procedure to be followed is on this database by contacting the school with these important details. Parents should update these medical files each year. If there is a change in the medical condition during the academic year parents should email the school to update the file immediately.

2.9 Internet/ Mobile Phones/ Devices

Parent/Guardians must sign the Acceptable Use Policy and Mobile Phone Policy before students can use Mobile Phones and ICT in school for educational purposes.

- Unauthorised use of devices to photograph or record during school time or events is strictly prohibited.
- ICT resources, as authorised by the teacher, must NOT be used for personal purposes.
- Students are expected to respect the work and ownership rights of people outside the school as well as other students or staff. This includes abiding by copyright laws.
- Unapproved games may not be downloaded or played on any device (personal or school).
- Students need to be aware that emails and attached data, sent, and received as part of classroom activity are subject to monitoring.
- Phones are not permitted to be used at any times unless under direction of the class teacher. Phones are permitted during break times but not to be seen or heard in between classes. Breach of this may result to phone being confiscation.
- When phones are used under the direction of a teacher it must be on silent and utilised for class work

only.

- Students must place their mobile phone into the Mobile Phone holder pouch in the classroom. Failure to do so is considered a breach of the Code of Positive Behaviour
- The mobile phone must be left in the Mobile Phone Holder if the student has to leave the room e.g. - to use the toilet. The teacher / SNA takes no responsibility for the phone.
- The use of Head phones / Ear buds is not permitted within the school building unless at lunch break.
- To assist the school in implementing this policy parents/guardians should NOT contact students directly by mobile phone at any time during the school day. Please call the school office where a message will be delivered to the student.
- The school accepts no responsibility for replacing lost, stolen, or damaged mobile phones/digital devices. The safety and security of mobile phones/digital devices is wholly a matter for students and their parent/guardians.
- It is strongly advised that students use passwords to prevent unauthorised use of phones.

3.0 Homework

- Homework must be completed as a vital and valued aspect of student learning.

Parents/Guardians have a duty to ensure learning and written work is always completed to the best of the student's ability. Failure to do homework may only be excused by a note of explanation from Parents/Guardians in the Student Journal.

- Excuses such as leaving copy/materials at home or at school will not be accepted.
- Students involved in extracurricular activities must do homework for the classes they have missed. Self-motivation is key. It is their responsibility to find out what homework was given. Failure to produce homework will result in sanctions. (See Homework Policy)

3.1 House Examination and Assessments

- All students must wear full uniform during state examinations.
 - The need for revision is constantly highlighted coming up to examinations and assessments. Revision is a vital step of the learning process and should be part of all students' exam preparation.
- Honesty in exam procedures is always expected, in accordance with the terms and conditions of State Exams. Students must not copy, talk, or communicate in any way during House Examination.
- Each student is provided with a timetable for assessments and for house exams.
- For students who do not sit house exams at the scheduled time, the school may organise the exam at a later date (if time allows) Parents/Guardians must ensure that students are in attendance for such exams as part of the formative learning process.

3.2 State Examinations

- All students must wear full uniform during state examinations.
- Supervision is not available for students during the breaks of exams; therefore, students are requested to leave the school grounds and return for their next exam in the afternoon (if applicable).
- All school rules must be observed during the period of examinations to establish a calm and comfortable environment.
- Students are not permitted to park their own vehicles on site.

The Department of Education and Skills specifies that all project work that is a component of a State Examination, must reflect the student's own efforts only. Any breach of this directive is likely to result in the forfeit of the marks for that component as it endangers the integrity of the exam process.

3.3 Monitoring Attendance / Absence

- The school is legally required to keep a record of attendance and absences on VShare.
- Should a student have reason to be absent, the Parent/Guardian must inform the school through the Unique School App Portal.
- Permission to leave school early may be granted upon receipt of an email from a parent /guardian to the administration office. Students are not permitted to leave the building in any other circumstances.

Students must be collected by parent / guardian from the school premises.

Unauthorised departures from the school within school hours is regarded as a serious transgression and a student found in breach of this rule may be suspended.

- Absences will be recorded at the beginning of every class on VShare.

All Ennistymon Community School Students will adhere to the following:

Summary of the Code of Positive Behaviour

PUNCTUAL – I will be on time for every class.

POLITE – I will show respect to all people in the school.

PREPARED – I will ensure I have all my materials - pens, books, copies, journal etc.

PRESENTABLE – I will wear the full uniform.

PRODUCTIVE – I will use my class time to learn, and I will not prevent others from learning.

Level 1 – Level 3 Behaviour Guidelines

Level 1 – Sample Behaviours		Level 2 – Sample Behaviours		Level 3 – Sample Behaviours	
Unauthorised absence from class	Uniform violation	Any level 1 behaviour of a persistent nature	Forgery of Signature	Any behaviours of a persistent nature	Violence / Vandalism
Causing disruption to teaching and Learning	Failure to follow instructions	Wilful damage to the property of others	Bullying or harassment towards others	Any illegal activity incl. occupying toilet cubicle with another student	Unauthorised audio/visual recording of a teacher/student
Eating / Chewing gum in class	Inappropriate language / Name calling	Damage to property	Inappropriate language (abusive /racist)	Inappropriate verbal or physical abuse towards staff	Fighting or physical aggression
Copying of homework / assessments	Lateness	Defiant attitude / behaviour	Truancy / unauthorised absence from school / extra-curricular phone activity	Possession and/or use of illegal substances & vaping	Tampering with another's property / Theft
Rough/ Inappropriate Behaviour	Not having appropriate materials for class	Inappropriate behaviour outside of class times	Inappropriate phone/social media usage. Borrowing equipment without permission	Tampering with safety equipment	Using AI inappropriately
Possession/ Drinking Fizzy or energy Drinks	No homework/ failure to use journal	Out of class without permission	Failure to attend detention	Inappropriate phone/ device / social media usage	Bullying or harassment of others

Supports and Interventions

Level 1	
Sample Supports	Possible Interventions
SEN supports. Student Review Mentor programme – 1 st year/TY HSCL (Pastoral Issues) SCP (Attendance/Pastoral Issues)	<ul style="list-style-type: none"> • Year Head interventions /Sanctions • Restorative Practice • Student Review Sheet / Report Card • Email/phone call to Parent/guardian • Year Head to record intervention. • Regular updating to DP / P
Level 2	
Restorative approaches Progress Report Student Support Services Report Card Parent/guardian Involvement Guidance Counsellor HSCL SCP	<ul style="list-style-type: none"> • Year Head interventions /Sanctions • Phone call/Email to parent/guardian • Report Card • Temporary withdrawal to another class by agreement • Detention • Regular updating to DP / P
Level 3	
SEN supports. Restorative approaches Progress approaches Student support services Guidance Counsellor HSCL	<ul style="list-style-type: none"> • Year Head interventions/ Sanctions • Meeting with Parents • Report Card • Direct Referral to Deputy Principal /Principal • * Immediate Friday detention if found to occupying a toilet cubicle with another student.

Ladder of referrals

	Level 1	Possible Sanctions
Teacher	As per List of Behaviour Guidelines	<p>Step 1: Verbal Warning and Classroom Management Strategies.</p> <p>Step 2: Extra Homework / Classwork / rearranged seating plan. Note to Parent / Guardian.</p> <p>Step 3: Sanction not completed or re-offence, after all Classroom Management Strategies have been exhausted - Referral to Year head.</p>
	Level 2	
Year head	As per List of Behaviour Guidelines	<p>Step 1: Meeting / Investigation - student / parent / guardian.</p> <p>Step 2: Report Card / Exclusion from activity / Detention.</p> <p>Step 3: Recorded on VSware. Referral to Deputy Principal.</p>
	Level 3	
Deputy Principal	As per List of Behaviour Guidelines	<p>Step 1: Extended Report Card.</p> <p>Step 2: Detention. Letter to Parent / Guardian.</p> <p>Step 3: Letter to Parent / Guardian. Suspension.</p>
Principal		Suspension / Detention / Expulsion

Guidelines for Teacher / Year head

1. The teacher will use classroom management techniques initially.
2. Teacher will liaise with Tutor/Year Head to ascertain if situation is of a pastoral or disciplinary nature.
3. After classroom management techniques have been exhausted, the teacher will (In Discipline Section of VSWARE):
 - Record strategies they applied to resolve the issue.
 - Record the persistent behaviour (using factual language only).
4. The Year Head will monitor "The escalations assigned to me" tab in VSWARE.
5. The Year Head will take appropriate actions and liaise with student/parent/Deputy Principal / Principal and any relevant outside agencies as required.

Implementing the Code of Positive Behaviour

4.0 Ladder of Intervention

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

4.1 Restorative Practice

In our school we are growing our commitment to Restorative Practice. Restorative Practice aims to build positive relationships and friendships. It also helps to deal with conflict when it may arise in a healthy way that moves us away from blame and attack to connection and healing values to help bring RP to life. This will inform how we try to think, engage, speak, listen, and approach situations in our school. The intention is to learn how to ask, listen and share in a way that honours a positive learning environment for both students and teachers.

Merits / Demerits System

Merits

Teachers will award merits to students in recognition of positive actions that support our Code of Positive Behaviour. These merits are recorded VShare our school management software. The merits have a point's value, which will be added to the bank of points the students receive at beginning of the school year.

Demerits

Teachers may also attribute demerits as a sanction for behaviour that do not support the Code of Positive Behaviour. Each demerit has a points value that will subtract from the students running points total. Teachers must inform the student why a demerit is being given and if required add explanation in the notes section.

Student Monitoring System

A progressive and positive approach operates to identify and deal with inappropriate behaviours. Where a student infringes rules on a persistent basis, the "On Report" mechanism may apply. The rationale for putting a student "On Report" is to monitor their behaviour and afford them the opportunity to reflect on this inappropriate behaviour, and to make the choice to behave in accordance with the School's Code of Positive Behaviour. "On Report" is both a Pastoral Care and a behaviour modification strategy.

- **Student Report Card**

A student may be asked by their Year Head or Deputy Principal to carry a Report Card. This card must be presented to each class teacher (at the start of class) for 5 consecutive school days. Failure to show an improvement in behaviour on the Report Card after 5 days may result in further days on report and/or moving to a more serious sanction (e.g., detention).

Rules of After School Detention

1. After- school detention will run on Friday 1.20pm-2.20pm, (or in the event of a Friday school closure will run on an alternative day).
2. Parent/guardians and senior management will be notified of detention by Year Head in advance (prior to 4pm on Thursday evening) and must arrange to pick up their child on the day indicated and at the time stated.
3. A return email or phone call will be required to confirm receipt of notification.
4. If a student fails to attend detention, parent/guardian will be notified and they will subsequently attend the next detention.
5. If a student does not comply, parent/guardian and student will meet with Year Head and Deputy Principal / Principal and further sanctions may occur.

Implementing the Code of Positive Behaviour:

- A copy of the Code of Positive Behaviour will be provided to parent/guardians prior to registration of a student in the school.
- Parent/guardian will be asked to confirm in writing acceptance of the Code and an undertaking to make all reasonable effort to ensure compliance with the Code by their child.
- Parent/guardian support for the implementation of the Code of Positive Behaviour is essential.
- Parents/guardians are invited to keep in close contact with the school regarding all aspects of their child's progress.
- Parent/guardians are encouraged to inform the school if a student is experiencing personal difficulties so that teachers may be sympathetic and understanding in dealing with any problems at school, which may result from such difficulties.
- The school will make all reasonable efforts to inform parents / guardians of issues before they escalate.
- The Code will be communicated to students in the student journal, at a special year group assembly at the start of the academic year and at other assemblies throughout the year.
- The School Principal on behalf of the Board of Management reserves the right to adjudicate on individual cases, considering natural justice, relevant legislation, and any special circumstances.

Appendix 1

1. Suspension & Expulsion Policy & Procedures

1.1 Suspension

For the purpose of this policy, suspension is defined as:

Requiring the student to absent themselves from the school for a specified, limited period of school days. During the period of a suspension, the student retains his place in the school.

The purpose of suspension is to allow pupils the time, under the supervision of their parent/guardian, to reflect on their unacceptable behaviour; to accept responsibility for the behaviour that led to the suspension, to think about the link between their action and its consequence and to change their future behaviour to meet the reasonable expectations of the school.

The Board of Management formally delegates authority to the principal to suspend a student for a period up to and including three days. If a suspension for longer than three days is being proposed, the matter must be referred to the Board. In such a case, having sought approval from the Chairperson of the Board, the Principal may suspend for up to five days to allow for time to convene a Board meeting.

The Board of Management will not normally impose a suspension of more than 10 consecutive school days.

Suspension will normally be imposed for an extreme violation, as defined in the School Code of Positive Behaviour.

However, where in the opinion of the Senior Management Team including the Principal and Deputy Principal, detention or other school sanctions are inadequate disciplinary responses to serious offences, or in the case of repeated offences that have not been rectified by usual school interventions, the sanction of suspension may also be imposed.

Other than in the case of immediate suspension, the principal will consider:

- The seriousness, frequency and context of the behaviour
- The impact of the behaviour on the other members of the school community – students & staff
- The interventions that have already been implemented with the student involved including school-based interventions and referral to outside agencies
- The impact of the suspension on the pupil

1.2 Suspension Procedures

1. The alleged incident(s) will be investigated by the Deputy Principal and/or the Year Head to determine the facts of the situation. This will involve an interview with the student(s) in question and any persons witnessing the incident. The principles of a fair hearing and natural justice will apply to all aspects of the investigation and any subsequent meeting(s).
2. If, in the opinion of the principal following consideration of the investigation report, suspension should be imposed, the following procedures will apply:

Contact will be made with the student and his parent/guardian to arrange a meeting to discuss the matter. Parents/Guardians are required to ensure that a working contact number is always available to the school for immediate communication. All reasonable efforts will be made to contact parent/guardians to facilitate this meeting at a time acceptable to all. However, if the student/Parent/Guardian fail to make themselves available to attend such a meeting and fail to provide a reasonable explanation for not doing so, the matter may be decided in their absence and the suspension imposed.
3. Where a suspension is applied, the student and Parents/Guardians will be informed in writing that the suspension has been applied, the date from which the suspension takes effect and the period of the suspension. This letter will specify the reason for the suspension. The student may be required to write a reflection on their learning from the event. On re-entry to the school following the period of suspension they may be required to take part in a Restorative Discussion with the Principal, Deputy Principal, or the Year Head.
4. Parents/Guardians will be informed in the notification letter of their right to appeal the decision to suspend to the Board of Management.
5. A suspension is understood to mean that the student does not have permission to be present in the building and is under the care of his Parents/Guardians for the day/s in question. It is considered an extreme violation of the School Code of Positive Behaviour if a student enters the school while on suspension.

1.3 Immediate Suspension

Without prejudice to the above procedures, where the Principal or Deputy Principal(s) has been notified of an alleged extreme violation of the School Code of Positive Behaviour and/or where immediate suspension is deemed necessary for Health and Safety reasons, the Principal or Deputy Principal (as per TUSLA guidelines), following an initial report & investigation and without advance notice to the student/parent/guardian, is authorised to suspend a student with immediate effect for such a period as is deemed appropriate, pending a full investigation of the alleged offence.

Where a suspension is applied, the student and Parents/Guardians will be informed in writing that the suspension has been applied, the date from which the suspension takes effect and the period of the suspension. This letter will specify the reason for the suspension, and the procedures for re-entry to the school following the period of suspension. Parents/Guardians will be informed in the notification letter of their right to appeal the decision to suspend to the Board of Management.

Following application of suspension, the Principal will notify the Board of Management of the suspension at its next meeting. If a student is suspended for a period of not less than six days, the principal will inform the Educational Welfare Officer in writing of the suspension. (Section 21(4) of the Education [Welfare] Act, 2000).

2. Expulsion

A student is expelled from a school when a Board of Management makes a decision to permanently exclude them from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000. Only the Board of Management has the authority to expel a student. The Principal may not authorise the expulsion of a student.

Expulsion of a student is a very serious step and will only be taken by the Board of Management in extreme cases or as a last resort after all interventions have failed:

Where there is significant and continuing disruption to the learning of others or to the teaching process

Where there is a serious threat to the health and safety of the student themselves, other students, or members of staff.

Where the student is uncontrollable and is not amenable to any form of school authority

In cases of specific behaviours such as (but limited to):

- Physical assault, sexual assault
- The possession, supply, or distribution of illegal substances
- Deliberate serious damage to school or personal property
- Serious misuse of technology
- Bullying/harassment/intimidation of a member of the school community

Before the Board of Management will consider expulsion, the school will have taken significant steps to address the student's behaviour. These steps may include:

- Meeting with their Parent/Guardians and the student to endeavour to find ways of helping the student to change /adapt their behaviour.
- Ensuring that the student and their Parents/Guardians understand the possible outcome/consequences of his behaviour, should it be persistent.
- Applying other interventions/strategies to bring about an improvement in behaviour (Targeted Behaviour Intervention (TBI)).
- Referral to appropriate external agencies, which may include but is not limited to: National Educational Psychological Service (NEPS); Child and Adolescent Mental Health Services (CAMHS); Health Service Executive Community Services & Social Work Department; the Special Education Support Service (SESS); the National Behavioural Support Service (NBSS); the National Council for Special Education (NCSE).

However, there may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first grave offence. The procedures of fairness and natural justice will be observed in any such case.

Ennistymon Community School is required to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal

3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing
4. Board of Management deliberations and actions following the hearing
5. Consultations arranged by the Educational Welfare Officer
6. Confirmation of the decision to expel.

These procedures assume that the Board of Management is the decision-making body in relation to expulsions.

2.1 A detailed investigation carried out under the direction of the principal.

In investigating an allegation, in line with fair procedures, the principal will:

- Inform the student and his parent/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 misbehaviour 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 in order to have a permanent record of having let them know.

This also ensures that Parents/Guardians are very clear about what their child is alleged to have done. It serves the important function of underlining to parent/guardians the seriousness with which the school views the alleged misbehaviour.

Parents/Guardians and the student will 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/Guardians 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/Guardians to make their case for lessening the sanction, and for the school to explore with parent/guardians how best to address the student's behaviour. If a student and their Parents/Guardians fail to attend a meeting, the principal will write advising of the gravity of the matter, the importance of attending a rescheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation issued to Parents/Guardians and their response.

2.2 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 will:

- Inform the parent/guardians and the student that the Board of Management is being asked to consider expulsion.
- Ensure that parent/guardians have records of the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion.
- Provide the Board of Management with the same comprehensive records as are given to parent/guardians.
- Notify the parent/guardians of the date of the hearing by the Board of Management and invite them to that hearing.
- Advise the parent/guardians that they can make a written and oral submission to the Board of Management.
- Ensure that parent/guardians have enough notice to allow them to prepare for the hearing.

2.3 Consideration by the Board of Management of the Principal's Recommendation and the Holding of a Hearing

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 will undertake its own review of all documentation and the circumstances of the case.

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

At the hearing, the Principal and the Parent/guardians/Guardians, or a student aged eighteen years or over, put their case to the Board in each other's presence. Each party will be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for Parents/Guardians to make their case for lessening the sanction.

In the conduct of the hearing, members of the Board will take care to ensure that they are, and are seen to be, impartial as between the principal and the student.

Parents/Guardians may wish to be accompanied at hearings and the Board will facilitate this, in line with good practice and Board procedures. There is no right to legal representation at this meeting.

After both sides have been heard, the Board will ensure that the Principal and Parents/Guardians are not present for the Board's deliberations.

If the student or his Parent/guardian/Guardian fail to attend the meeting with the Board of Management and fail to provide a reasonable explanation for not attending, the B.O.M. will determine the matter in their absence.

2.4 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 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 will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. [Education (Welfare) Act 2000, s.24 (1)].

The Board of Management will refer to 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 this written notification [Education (Welfare) Act 2000, s.24 (1)].

In the interim, the Board may, in accordance with section 5 of the Education (Welfare) Act 2000, suspend or make other arrangements to ensure that ‘good order and discipline are maintained in the school’.

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 (Education (Miscellaneous Provisions) Act 2007, s4A).

Before making a decision to expel the student, the Board will notify, in writing, the Educational Welfare Officer of its opinion and the reasons therefore, in accordance with Section 24(1) of the Education (Welfare) Act, 2000.

The Board will inform the parent/guardians in writing about its conclusions and the next steps in the process.

Where expulsion is proposed, the parent/guardians will be told that the Board of Management will now inform the Educational Welfare Officer (EWO).

2.5 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 will:

- 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 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 will focus on alternative educational possibilities.

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.

(Education (Welfare) Act 2000, s.24 (5)). A Board may consider it appropriate to suspend a student during this time. Suspension will 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.

2.6 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 will formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal).

Parents/Guardians will be notified immediately that the expulsion will now proceed. Parents/Guardians and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the student.

3. Appeals

An Appeal to the Board of Management

The parent/guardian/guardian of a student, or, in the case of a student who has reached the age of 18, the student, may appeal to the Board of Management against a decision of the principal that the student has committed a violation of the school Code of Positive Behaviour and /or any decision of the Principal to apply a sanction up to and including suspension.