



OUR LADY'S SECONDARY S

Code of Positive Behaviour Policy

Our Lady's Secondary School values teaching as one of the most important of all human activities.

Our school seeks to
Promote Spiritual and Human Development
Achieve Quality in Teaching and Learning
Show Respect for Every Person
Create Community
Be Just and Responsible

Code of Positive Behaviour Policy

| Reviewed | Ratified by the Board of Management | Review Date |
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Ceist Charter

CEIST Charter The core values of CEIST are intended to support and nourish the lives of the people at the heart of our school: students, staff and parents. Its key principles focus on:

- Promoting spiritual and human development.
- Achieving quality in teaching and learning.
 - Showing respect for every person.
- Creating community.
- Being just and responsible

Mission Statement

We endeavour to provide a caring, safe and disciplined environment in which all students are challenged and supported to reach their educational and personal potential. It is our aim that students leaving our school should be well adjusted, responsible and enterprising individuals capable of meeting the challenges of a changing society. We strive to further the Christian and moral development of each student within an atmosphere that reflects the Mercy ethos and long tradition of education.

Introduction

The school's Code of Positive Behaviour reflects the CEIST values with an emphasis on respect, spiritual and human development, quality in teaching and learning, creating a sense of community and responsibility.

The purpose of discipline is twofold:

The immediate goal is to run a well ordered school, conducive to learning, where each member of the school community feels safe and secure and where each student can achieve academic success in line with his or her ability.

The long-term aim is to create the moral climate necessary for the growth of inner personal freedom. Courtesy, friendliness and co-operation with management, teachers, support staff and one another are qualities which create a happy atmosphere within the school community. This atmosphere is maintained only by the recognition of the human worth of each person and by respecting the characteristic spirit of Our Lady's Secondary School.

Here at Our Lady's Secondary School we follow a graduated approach to monitoring and shaping student behaviour.

- Behaviour is recorded on VsWare and students are awarded merits accordingly.
- Student behaviour is monitored weekly at the Year Team meetings.
- Students whose behaviour is concerning, or in serious breach of acceptable norms or persistent, may be placed on behavioural interventions. Our Lady's Secondary School Templemore has three levels of Behaviour Plans.

The management authority of Our Lady's Secondary School will comply with all legal requirements as outlined in:

- The Education Act 1998
- The Education (Welfare) Act 2000
- The Equal Statute Act 2000

And any other legislation relevant to the education sector.

Our Lady's Secondary School's Plan for Promoting Positive Behaviour

In Our Lady's Secondary School we aim to provide a positive approach to managing behaviour. We promote a calm and caring environment. All students and staff have a right to learn and teach without upset, fear of intimidation, harassment, physical or verbal abuse. We strive to promote behaviour which encourages respect for each individual, the school environment and equipment, co-operation with each other and opportunities for learning and development within a safe and orderly environment.

The key features of a positive approach are:

- An emphasis on positive rather than negative statements.
- Regular and sustained use of praise and rewards.
- Teaching students the social skills they need to be successful.
 - Redirecting students towards success rather than highlighting their mistakes.
- The implementation of a Restorative Practice approach whereby students are made aware of the effect their behaviour has on themselves and others and become more involved in decision-making and solution finding.

Roles and Responsibilities

Our school acknowledges the contribution of all members of the school community. Each member has responsibility for the promotion of good behaviour and a role in dealing with and minimising negative behaviour.

Students: As students are enrolled in the school on the basis that 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 our school.

Parents and Guardians: The school acknowledges the role of parents and guardians in the development and operation of the Code of Positive Behaviour and expects them to support and uphold the Code and to encourage their children to uphold it. Help and support of parents is recognised as being one of our most valuable assets.

Staff: The school acknowledges the role of all school staff in the development and operation of the Code of Positive Behaviour. The school recognises the role of the teacher in the area of teaching and learning but recognises also the central role of all staff in managing and shaping student behaviour.

Board of Management: The Board of Management is the decision-making body of the school. All policies are ratified by the Board of Management.

Expectations

1. Attendance and Punctuality

Attendance and Punctuality are a vital part of the success of all members of the school community. Regular attendance is one of the biggest contributors to school success.

Expectations

- Students are expected to be in attendance from 8:50 a.m. and be punctual for all remaining classes.
- If a student is absent a signed and dated note from the parent/guardian is required. Parents are requested to ensure all appointments are made outside school time where reasonably possible.
- If a student is late for school a parent/guardian must provide a written explanation. The student must present at reception to be recorded as late on VSware.

Procedure for leaving school during the school day

- Students may not leave school during the day without being signed out by a parent/guardian.
- In the event of a student becoming ill contact will be made from the main office with a parent/guardian.
- Any contact with home during the school day must be through the school office.

2. School Uniform

Parents are requested to ensure that students attend in complete uniform, without modification. School uniform must be clean and well maintained; untidy dress and appearance is not acceptable at any time. Failure to comply with the school dress code is a breach of our school code of behaviour and will be sanctioned accordingly.

UNIFORM AND APPEARANCE

1. Correct school uniform must be worn at all times. The uniform consists of:
 - Maroon jumper with crest
 - Grey shirt for boys, striped blouse for girls
 - Grey trousers for boys, grey skirt or trousers for girls (girls' trousers are tailored specifically for the school and no other style is permitted.)
 - Plain black/brown footwear.
 - Only maroon/black/grey/white socks or tights may be worn.
 - The wearing of baseball caps is not permitted. Other hats/caps must not be worn indoors.
 - The official school tracksuit and a white or navy t-shirt must be worn for P.E. and Games.

Jewellery, Hair and Makeup

Students must maintain a high standard of personal hygiene and smart appearance. Students may wear jewellery in moderation provided it is in compliance with health and safety regulations.

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 undamaged.

- Lockers are always available for the use of students but remain the property of the school and are subject to search. It is the responsibility of each student to ensure that their locker is secured.
- Management is not responsible for articles lost or stolen. Every item brought to school should be clearly marked with the student's name. Any valuables/property found should be handed into the office.
- You can access your locker only at the following times; (i) before 1st class, (ii) during morning break (iii) during lunch and iv) after school. At these times you bring all the materials needed for the classes that follow ensuring you are at class on time.

4. School Environment

Expectation

- To promote a positive environment, littering either within the school or in the grounds, is not acceptable and is regarded as antisocial behaviour. All litter must be placed in the bins provided.
- Refrain from eating during classes. If a student feels the need to rehydrate, they may do so between classes from a bottle stored in his/her bag.
- 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 any litter when they are asked.
- Students are expected to put their chairs up on the desks at the end of the day
- In the interest of hygiene, students must only eat in the designated areas.

5. 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/or 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 lunch time and after school, for those who remain for study or extra-curricular activities. Behaviour in breach of school rules will be subject to sanctions.

Expectations:

- Be polite, walk at all times and observe the ‘walk-on-the-left’ system when moving around the school. The school expects that such courtesies would extend to members of the public, in the town and in the park.
- Accept that name calling, and bullying will not be tolerated.
- Do not use bad language.
- Be respectful - inappropriate attitude or comments are not acceptable.

6. Health and Safety

Expectations:

- It is our expectation that the school building, school equipment and the property of others are to be treated with care.
- That all students will be vigilant at all times so as 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.
 - In accordance with the public Health Tobacco Acts 2002 and 2004, smoking/vaping is strictly forbidden within the school environment.

➤ Students are encouraged to maintain a healthy lifestyle. Soft/fizzy drinks, energy drinks and caffeinated drinks are not permitted in the school.

7. **Internet/Mobile Phones**

➤ The Acceptable User Policy and Social Media Guidelines must be signed by parents/guardians before students can use Mobile Phones and ICT.

➤ 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.

➤ Games may not be downloaded or played on any School ICT equipment.

➤ Students need to be aware that e-mails and attached data, sent and received as part of classroom activity are subject to monitoring.

➤ All mobile phones must be turned off and placed in the student's bag during the school day including evening/Saturday study. It is not acceptable to use a phone during class time or evening/Saturday study without teacher instruction. Phones may be confiscated at the discretion of the teacher.

➤ On occasion, under the supervision of the teacher present, students may be permitted to use their mobile phones in class for educational purposes.

➤ Students should only be contacted through the school office and not via their personal mobile phones during school hours.

➤ 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 parents/guardians.

➤ It is strongly advised that students use passwords to prevent unauthorised use of phones.

Procedures and Record Keeping

The procedures for dealing with incidents of unacceptable behaviour/breach of school rules are referred to as our Ladder of Referral

| Sample Behaviours | Supports & Sanctions |
|--|---|
| Level 3 Any behaviours of a persistent nature Any illegal activity/abuse of any kind Possession and/or use of illegal substances Tampering with safety equipment Inappropriate use of social media Graffiti/Inappropriate language Audio/visual recording of a teacher or student Fighting Physical aggression Refusal to hand up phone Theft/vandalism Failure to attend detention/truancy | Deputy Principal/Principal Referrals to outside agencies Implement individualised targets Meeting with Principal/YH/Parent Solution focused support Removal from class Suspension & Subsequent 5 day report Referral to BOM Expulsion |
| Level 2 Any level 1 behaviour of a persistent nature Graffiti Damage to property Defiant Attitude Disruption of class Truancy Forgery of a signature | Yearhead Parent/Guardian contacted Removal from class School Recognition Use of behaviour targets Differential reinforcements |

| | |
|--|--|
| Bullying/harassment of others Inappropriate language | |
| Level 1 Talking out of turn Causing disruption Copying of homework Defiant attitude Inappropriate use of journal Name calling Uniform violation Distracting others Lateness Not having necessary equipment Inappropriate language | Class Teacher Referral to tutor Discreet discussion Note on VsWare Seating Plan Restorative Practice Discussion Liaise with Yearhead Promote Positive Behaviour Student Awards |

The Scope of this policy

The Board of Management reserves the right to apply the Code of Behaviour to address misbehaviour during timetabled classes, at social times and when wearing the school uniform outside school premises. Abuse (physical, verbal or through social media) of a member of staff during or outside of the school day will not be tolerated. The full range of school sanctions up to and including expulsion will apply in these circumstances. The school Code of Behaviour policy must be followed in conjunction with all other school policies.

Fair Procedures and Natural Justice

- Our Lady's Secondary School Templemore is required by law to follow fair procedures in respect of proposals to suspend or expel a student. Any failure on the part of the School Board of Management to ensure that these procedures are observed would breach Our Lady's Secondary School's legal obligations.
- Any investigation should be free of bias. A Principal, class or subject teacher, or other staff member involved in the behaviour matter in the first instance, should not be involved in conducting the investigation of the alleged misbehaviour or making a decision to impose a sanction in order to ensure the absence of bias in the decision maker.
- The right of reply and to cross examine witnesses are central to fair decision making. Both the parents and the students should be facilitated in presenting their views on the allegations made. The Board of Management should take steps to ensure that the procedures and the proceedings are understood by the parent/guardian.
- It is also preferable that, if possible, in terms of the principle of impartiality in decision making different people or groups carry out the task of investigating misbehaviour and that of deciding whether a serious sanction is warranted. This may not always be possible and therefore where the Principal may have to carry out the investigation and make the decision, he/she must act justly, and be seen to act justly.

The Use of Sanctions

The Purpose of our Supports and Sanctions are to bring about a change in behaviour by helping students to understand that:

- they have choices about their own behaviour and that all choices have consequences.
- To learn that their behaviour is unacceptable.
- To recognise the effect of their actions and behaviour on others.
- To learn to take responsibility for their behaviour. The approach to student's inappropriate behaviour is a problem-solving approach where the teacher and school respond. Sanctions do not change behaviour, but they can limit it in the short term.

Suspension & Expulsion Policy & Procedures

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 their place in the school. The purpose of suspension is to allow pupils the time, under the supervision of their parents/guardians, 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.

Suspension can provide a respite for staff and other students.

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.

Suspension Procedures

1. The alleged incident 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:
 3. Contact will be made with the student and parents to arrange a meeting to discuss the matter. Parents/Guardians are required to ensure that a working contact number is available to the school at all times for immediate communication. All reasonable efforts will be made to contact parents to facilitate this meeting at a time acceptable to all. However, if the student/parents/guardians 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.
4. 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 school's expectations of the student while on suspension and the procedures for re-entry to the school following the period of suspension.

5. Parents/guardians will be informed in the notification letter of their right to appeal the decision to suspend to the Board of Management.

6. 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 their 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.

Immediate Suspension

Without prejudice to the above procedures, where the Principal or Acting Principal 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 Acting Principal (as per TUSLA guidelines), following an initial report & investigation and without 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, the school's expectations of the student while on 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).

Return to School following Suspension

- A student who has been suspended must be accompanied by a Parent/Guardian to the school on the day of return.
- The student will be required, in the presence of the Principal/Deputy Principal/Year Head and the Parent/Guardian to give a written undertaking to abide by the School Code of Positive Behaviour before being re-admitted to class. This undertaking will be countersigned by the Parent/Guardian and the Principal/Deputy Principal/Year Head.
- The student will be placed on a five-day report from the date of return to monitor behaviour and to support the student in improving her behaviour. The student will be placed on lunch-time sign-in for the duration of the report. Further interventions/referrals/supports will be discussed at this time. While on report, a student will not be permitted to represent the school.

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:

1. Where there is significant and continuing disruption to the learning of others or to the teaching process.
2. Where there is a serious threat to the health and safety of the student, other students or members of staff.
3. Where the student is uncontrollable and is not amenable to any form of school authority.
4. In cases of specific behaviours such as:
 - 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:

- The application of procedures outlined in the school Code of Positive Behaviour;
- Meeting with parents and the student to endeavour to find ways of helping the student to change the student's behaviour.
- Ensuring that the student and their Parents/Guardians understand the possible outcome/consequences of the behaviour, should it be persistent.
- Applying other interventions/strategies to bring about an improvement in behaviour through a 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. Our Lady's Secondary School is required by law 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.

Step 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 the 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 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 son/daughter is alleged to have done. It serves the important function of underlining to parents/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 the 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 parents how best to address the student's behaviour. If the student and the Parents/Guardians fail to attend a meeting,

the Principal will 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.

Step 2

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

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

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 Parents/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 the Parent/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. 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.

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 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).

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

Step 5

Consultations arranged by the Educational Welfare Officer

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

Step 6

Confirmation of the decision to expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management 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.

Appeals

An Appeal to the Board of Management

The parent/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.

Appendix 1 – Illustrative Lists

* NB it is the case that all of these lists are illustrative and not exhaustive

Rewards Promoting good behaviour is the main goal of this policy. Rewards have the ability to change behaviour.

- Signal/sign
- Smile/nod of approval.
- Verbal praise - private and public.
- Specify why giving a compliment - "Good, you have waited your turn to speak".
- Merit on VShare
- Sitting with friends during class.
- Positive comments on written work.
- Written praise to Class Teacher/Year Head/Parent.
- Record in homework journal.
- Display of students work throughout the school.
- Award at end of School Term/Year.
- Public recognition at school assemblies.
- Referral of praise to Principal/Deputy Principal.
- Participation in extra-curricular and social occasions.
- Trips, days out.
- Nomination for award on Awards Day.

*Please note this list is illustrative and not exhaustive

Sanctions

Where sanctions need to be imposed, good practice seeks to ensure that:

- They are a part of a plan to change behaviour.
- They are used consistently.
- Students and parents/guardians know what sanctions are used in the school.
- Sanctions are proportionate.
- Sanctions are appropriate.
- Sanctions are imposed in a timely fashion. Thresholds for unacceptable behaviour are:
 - Rights being disrespected.
 - Somebody being hurt or a threat to hurt (including bullying, harassment, discrimination and victimisation).
 - Property threatened or damaged.
 - Inability to take responsibility.
 - Use of illegal substances.

Unacceptable Behaviour

- Talking out of turn.
- Eating/drinking/chewing gum in class.
- Inappropriate use of journal.
 - Going to locker between classes.
- Graffiti/damage to property.
- Failure to present homework/copying of homework.
 - Disruption of class.
- Lateness.
- Uniform violation.
- First time Truancy.
- Mobile phone violation

- Any behaviour deemed inappropriate by the teacher.
- Horseplay/rough behaviour.
- Not having necessary equipment/ingredients/books for class.
- Defiant attitude.
- Name calling.
- Distracting others.

*Please note this list is illustrative and not exhaustive

Extreme Violation

- Any of the 'Unacceptable Behaviour' of a persistent nature.
- Forgery of signature.
- Bullying/Harassment of another person.
- Possession &/or use of contraband/illegal substances.
- Any illegal activity.
- Tampering with safety equipment.
- Theft/Vandalism.
- Inappropriate use of social media/ICT.
- Defiance/disrespect of any staff member.
- Breach of public laws/Smoking/Vaping.
- Refusal to attend detention.
- Personal Graffiti.
- Inappropriate language.
- Repeated disruption of class.
- Repeated failure to present journal.
- Facilitating unauthorised entry to school.
- Repeated Truancy.
- Excessive horseplay.
- Any behaviour deemed by the teacher to be extreme.

- Verbal abuse.
- Any audio or video recording of a teacher or student.
 - Refusal to hand up phone.
 - Refusal to hand up SIM card with phone.
- Aggressive, abusive and intimidating behaviour.
- Refusal to comply with reasonable instructions/directions given by school management.
- Failure to comply with strategies/interventions/programmes/arrangements put in place by the school to support behaviour improvement.
- Facilitating unauthorised entry to the school.

* Please note this list is illustrative and not exhaustive Supports and Sanctions which may be employed at any time may include the following:

- Verbal warning.
- Reminder of classroom rules.
- Change of seating position in class or placement in another class.
- Telephone call to Parents from Teacher/Year Head/ Deputy Principal/Principal.
- Student may be placed on a Targeted Behaviour Intervention.
- Confiscation of mobile phone, which can be redeemed only by the Parent/Guardian at the end of that school day or later by arrangement.
- Lunchtime Detention.
- Restorative Practice Discussion.
- Withdrawal from class to enable other students to learn without disruption.
- Withdrawal of certain privileges e.g. permission to leave school grounds at lunchtime
- Exclusion from group/class trips outside school at the discretion of the school authority.
- Suspension from school for a defined period of time
- Exclusion from the school as per Section 23 of the Education (Welfare) Act 2003 (in extraordinary circumstances and when all sanctions and attempts at remediation of behaviour have proven unsuccessful). Exclusion requires the prior sanction of the Board of Management.