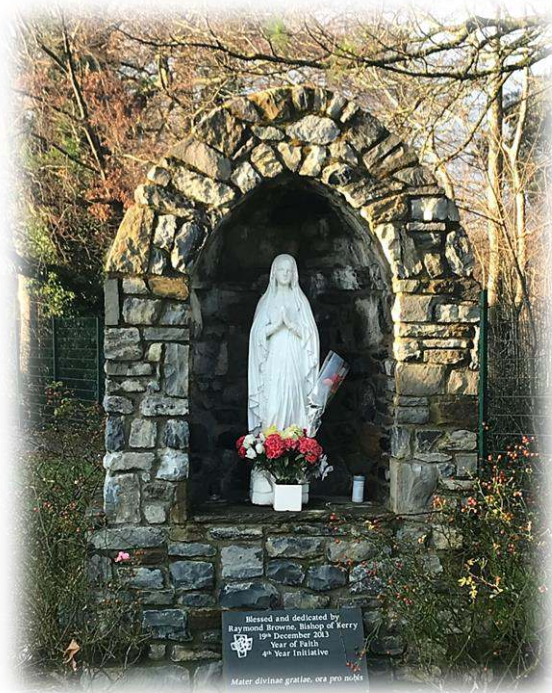




PRESENTATION
SECONDARY SCHOOL
TRALEE

COURTESY FRIENDLINESS CO-OPERATION

Code of Positive Behaviour

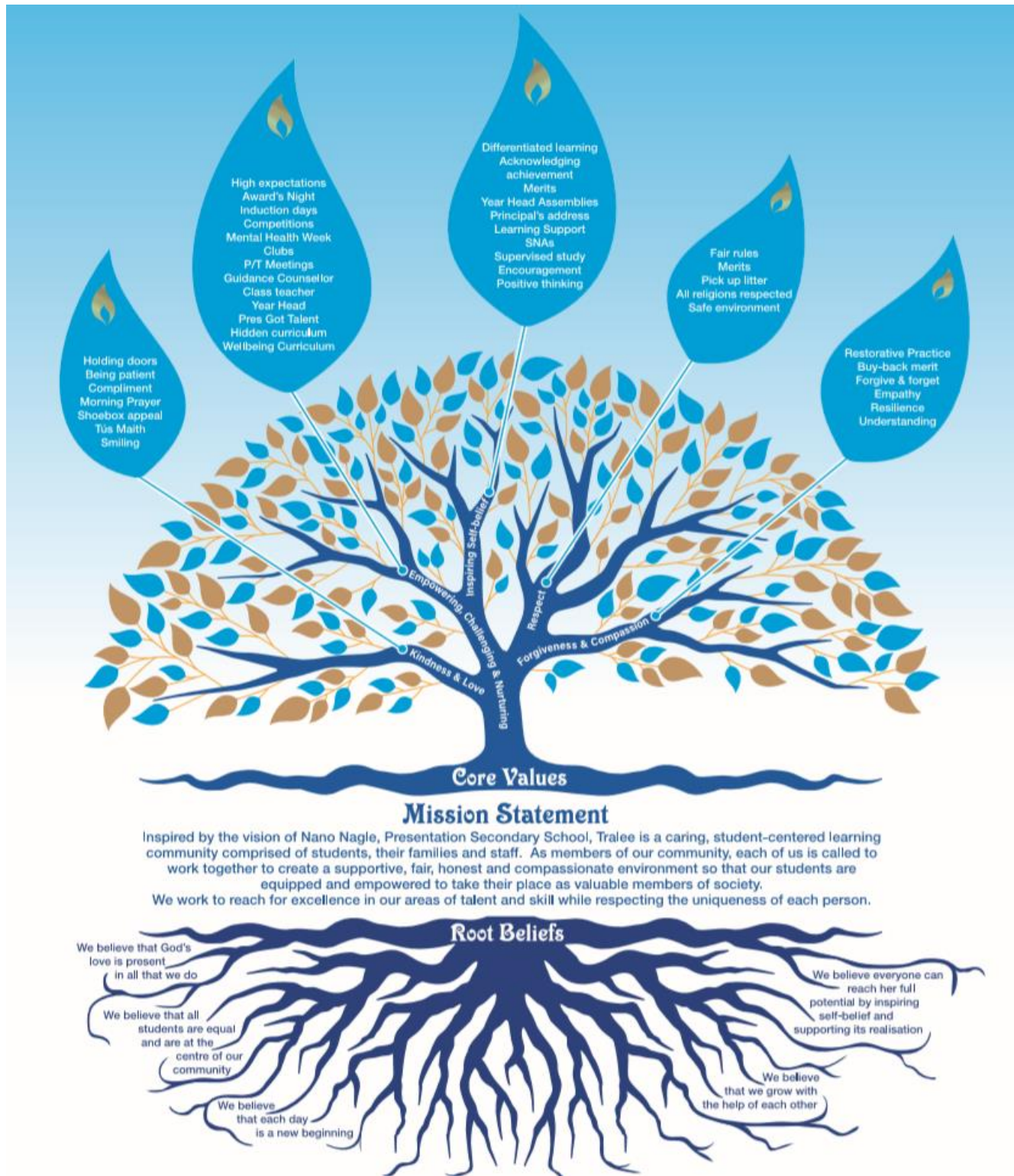


Reviewed	Ratified by the Board of Management	Review date
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Table of Contents

Title	Page Number
Introduction	2
School Mission Statement	3
Ceist Charter	3
Promoting Positive Behaviour	4
Roles and Responsibilities	4
Attendance and Punctuality	6
School Uniform	6
Lockers	7
School Environment	7
Out of Class Behaviour	7
Health and Safety	8
Internet and Mobile Phones	8
Procedures and Record Keeping	8
Ladder of Referral	9
Scope of the Policy	9
Suspension and Expulsion Policy and Procedures	10
Appendix 1 – Illustrative Lists	17

Introduction



The school's Code of Positive Behaviour reflects Christian values with an emphasis on respect, forgiveness, compassion and new beginnings.

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 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 Presentation Secondary School, Tralee.

In Presentation we follow a graduated approach to monitoring and shaping student behaviour.

- Behaviour is recorded on VS Ware and students are awarded merits or demerits accordingly.
- Student behaviour is monitored weekly at the Care Team meetings.
- Student's whose behaviour is concerning, serious in breach of acceptable norms or persistent may be placed on behavioural interventions. Presentation Secondary School, Tralee has three levels of Behaviour Plans.

The management authority of Presentation Secondary School will comply with all legal requirements as outlined in:

- The Education Act 1998.
- The Education (Welfare) Act 2000.
- The Equal Status Act 2000.

And any other legislation relevant to the education sector.

School Mission Statement

Inspired by the vision of Nano Nagle, Presentation Secondary School, Tralee is a caring, student-centered learning community comprised of students, their families and staff.

As members of our community, each of us is called to work together to create a supportive, fair, honest and compassionate environment so that our students are equipped and empowered to take their place as valuable members of society.

We work to reach for excellence in our areas of talent and skill while respecting the uniqueness of each person.

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

Honora "Nano" Nagle founded the "Sisters of the Presentation of the Blessed Virgin Mary" (PBVM) in Ireland (also known as the "Presentation Sisters") and was a pioneer of Catholic education in Ireland.

Presentation Secondary School's Plan for Promoting Positive Behaviour

In Presentation 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 daughters 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.

Promoting Positive Behaviour

In Presentation Secondary School we aim to provide a positive approach to managing behaviour. We promote a calm and caring environment. All students have a right to learn and teachers have the right to 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.

We will achieve our aim by:



RESPONSIBILITIES

- I am responsible for my own behaviour and so I must work to ensure that all students feel safe and included in this school.
- I am responsible for my learning and I am responsible for ensuring that I never prevent other students from learning.

RIGHTS

- I, and all other students, have the right to feel happy, safe and included in this school.
- I, and all other students, have the right to learn and be taught in this school.

RULES

- I must always act and behave to ensure others feel safe and included in this school.
- I must always behave in a way that promotes the learning of other students.

ROUTINES

THE 5 P's OF PRESENTATION

- **PUNCTUAL**
Be on time for class - first bell at 8:45am/1:55pm/2:10pm
Learning and teaching starts at 9:00/2:00/2:15
- **POLITE**
Line up outside door of classroom. Sit in assigned seat – unless moved by teacher. Show respect for my classroom. Tidy my space before leaving. Replace my chair. Listen when others are speaking. Speak with respect to others. Polite behaviour and conduct in school. Walk in corridors.
- **PREPARED**
Make sure I have all my material - books, copies, art pack etc. Have my journal on desk at start of class. Notes to be presented to teacher at the start of class. Write down my homework.
- **PRESENTABLE**
Be in correct uniform. Uniform = P.E. Gear / Home Ec. Apron / Lab Coat. Uniform ≠ piercings, fake tan, false nails, false eyelashes. Represent my school – trips, in town, team / sports activities, house / sate exams.
- **PRODUCTIVE**
Use my class time to learn. Do not prevent others from learning. Use bathroom at breaktime. Do not interrupt learning time. I may not leave class to go to my locker – class time for learning & teaching.

Expectations

1. Attendance and Punctuality

Preamble: 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 8:55 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 signed and dated note of explanation is required. Students must sign the Late Book in the office, this will be recorded 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. Please note that students are not permitted to use their mobile phones on school premises.

2. School Uniform

Preamble: Our school uniform provides each student with a Presentation School identity, and it should be worn correctly and with pride. 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.

Skirt/Trousers	Jumper	Footwear	P.E. Uniform
Below knee length Check pattern. Navy trousers with blue stripe – worn below ankle.	Navy super-wash wool with School Crest; Round neck. Navy crested school FLEECE (optional) SHIRT Plain white with shirt collar	Navy or black tights/long socks (no ankle, coloured, patterned tights/socks). Plain navy or black shoes only, (no boots/runners allowed)	School crested tracksuit pants. White polo shirt School half-zip is optional.

Headscarf On religious grounds, a navy/black headscarf may be worn by students. Facial covering is not permitted.

Jewellery

- Students may wear a watch and one stud earring in each ear lobe.
- Piercings of the eyebrow, tongue and nose are not permitted. Students are not permitted to cover piercings/conceal items of jewellery with plasters/band aids or to wear inserts.
- Parents/guardians are asked to support School Management in ensuring that their daughters do not wear such items of jewellery to school. It is advisable therefore for students not to have a piercing done during the school year.

Hair

- It is expected that all students should have a neat and tidy hairstyle and worn up when requested for health and safety reasons.
- Natural hair colours only. Extremes of hair colour and style, as determined by school management, will not be allowed. Artificial colours (e.g. blue, pink, purple, green etc.) are not permitted.

Make – Up

- The wearing of makeup is limited to **light** foundation/tinted moisturiser. No fake tan or false eyelashes allowed.

- Gel, acrylic or false nails are not permitted.

3. Lockers

Preamble 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 with a suitable padlock.
- 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

Preamble - Everybody benefits from working and learning in a pleasant and clean environment. The school participates in the Green Schools' Programme on an annual basis. Eating/drinking other than in designated areas and at designated times is prohibited.

Expectation - Littering

- 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 and drinking during classes. If a student feels the need to rehydrate, they may do so between classes from a bottle stored in her bag.
- To prevent damage to school property Tipp-Ex/correction fluid or chewing gum are not permitted.
- 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.
- Tipp-Ex or other similar products will be confiscated.
- Any student who eats in an area other than a designated area will receive a verbal warning and will be asked to move. If a student persists in this behaviour a note will be sent home for signing by a parent.

5. Out of Class Behaviour

Preamble Good behaviour is expected outside the school premises e.g. on school outings, work placement, when representing the school at games, drama 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-right' 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.
- The eating of hot food is restricted to the assembly hall

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.
- In light of COVID-19 and in line with public health guidelines, students should ensure that they maintain good hygiene etiquette including washing hands, sneezing into elbow, wearing a mask whilst on school grounds and maintaining social distancing.

7. Internet/Mobile Phones

- The Acceptable Use Policy and Mobile Phone Policy must be signed by parents/guardians before students can use Mobile Phones and ICT.
- Use of the Internet is for study or for school authorised/supervised activities only, including Saturday and evening study.
- 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.
- 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 left out of sight during the school day including evening/Saturday study. It is not acceptable to have a phone on silent during school time or evening/Saturday study. Phones may be confiscated if seen by a 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 (when absolutely necessary) 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.
- **Phones will only be returned to parent / guardian by appointment with Deputy Principal.**

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**.



The Scope of this Policy

The behaviour of students during the school day, when travelling to and from school, during lunch break outside school grounds and when participating in activities off-campus reflects on the students themselves and on the reputation of the school. 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.

For the duration of distance / blended learning, all of our dealings while conducting school business must be read in conjunction with our AUP.

As Public Health directives are issued and adapted to school health regulations, students are expected to abide by these regulations at all times. Any breach will come under the remit of this COPD.

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

Fair Procedures and Natural Justice

- Presentation Secondary School, Tralee 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 Presentation Secondary School Tralee'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 herself, 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.

Presentation 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 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 e.g. thumbs up.
- 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
- Demerit buy-back/Year Head reward.
- 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 Annual 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.
- Students may receive a demerit on VSware.
- 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.
- Lunchtime sign-in.
- Restorative Practice Discussion.
- Withdrawal from class to enable other students to learn without disruption.
- In-school shadowing.
- 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.