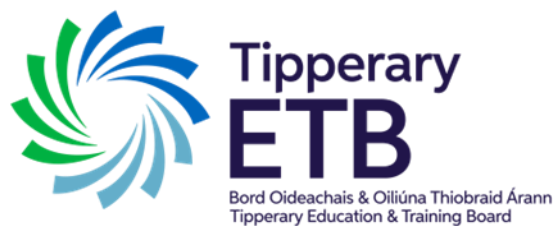




Coláiste Phobal Ros Cré

Code of Positive Behaviour

2024/2025



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Abbreviations

BOM:	Board of Management
COPB:	Code of Positive Behaviour
DoE:	Department of Education
GDPR:	General Data Protection Regulation
NEWB:	National Educational Welfare Board
PC:	Parents' Council
PE:	Physical Education
SC:	Student Council
TETB:	Tipperary Education and Training Board
TUSLA:	Child and Family agency
TY:	Transition Year
ICT:	Information and Communications Technology

Section A

Values

Coláiste Phobal Ros Cré strives to educate by infusing in our students a set of values that will serve them well in coping with life in its opportunities and its challenges. Our values are underpinned by the TETB 5 core values of;

- Excellence
- Care
- Equality
- Community
- Respect

These values form the foundation of our organisation and help to inform our conscience and guides our behaviour ensuring:

- A safe, healthy orderly, learning environments for all in an atmosphere of mutual respect and dignity
- A warm welcoming space comfortable and conducive to the purposeful use of time and the pursuit of excellence in all learning endeavours – Academic, Artistic, Sporting, Practical and Technological.
- The acquisition of essential life skills by our students necessary to live fulfilling lives and contribute to society.
- Learning to get along with people, learning to look after each other, learning to resolve conflict and difficulties in a non-aggressive way with fair and just outcomes
- To be able to act responsibly and to take responsibility to make well balanced decisions
- To develop healthy lifestyles by encouraging involvement in a variety of activities that will enhance personal well- being and promote a positive attitude and outlook in life.
- The integrity of school life and confidential issues at school to protect and preserve by appropriate and responsible usage of social media.

Rationale

To fulfil the above and in acknowledgement of our collective responsibility, this Code of Positive Behaviour (COPB) has been formulated to replace and / or update all preceding COPB. It has been formulated in accordance with NEWB Guidelines and to comply with all statutory and legislative requirements.

Partnership

The BOM, Staff, Parents and Pupils of Coláiste Phobal Ros Cré have a collective responsibility to act in a manner that promotes a positive, mutually respectful and tolerant school climate in accordance with school and Tipperary ETB policies.

Scope

This COPB encompasses the day-to-day procedures and protocols, (a) specified in our School Journal (b) appended to this document, (c) and that may be developed from time to time. Its' remit is always when the pupil is:

- At school, representing the school or wearing the school uniform.
- Travelling to and from school.
- Associated with the school.

Where the conduct of a pupil affects the welfare of a member/members of the school community or brings the school into disrepute.

Coláiste Phobal Ros Cré School Charters

Mission Statement

Coláiste Phobal Ros Cré states that in active partnership with the whole community, Coláiste Phobal Ros Cré is committed to:

- Recognising the worth of each individual
- Educating our students in a caring environment
- Promoting our cultural heritage
- Preparing the student for a meaningful and spiritual life
- Contributing to the life of the community

Parents/Guardians Charter

Parents/Guardians Rights

- To have access to school policies and guidelines
- To have access to information about their child in line with GDPR
- To feel confident in sharing issues or concerns
- To have your child spoken to in a professional and controlled manner
- To ensure your child will have access to all areas of the curriculum subject to available resources.
- To participate in the Parents Council

Parents/Guardians Responsibility

Respect

- To listen to both school and child when a problem occurs.
- To support the school in implementing the Code of Positive Behaviour.
- To support the school positively, and in so doing, to refrain from negative interaction and/or abusive behaviour such as verbal, physical abuse/intimidation.
- To support the wearing of the school uniform.

Care

- To encourage and support your children by showing interest in their work and school life.
- To support the school by completing your child's enrolment form fully and accurately and provide the school with any changes or updates that are necessary.
- To praise your child's efforts
- To inform the school of any change of circumstances
- To monitor activities that may be preventing engagement in schoolwork, e.g., sports, overuse of digital devices etc.
- To support your child by providing them with the necessary books and equipment required by the school.
- To support your child by attending their school concerts/activities etc.
- To attend meetings organised by the school.
- To be contactable, by keeping your contact details up to date.
- To monitor the use of mobile phones and the internet in the home.

Equality

- To provide space and time for your child to do their homework and study free from distractions.
- To ensure your child attends regularly and punctually

Excellence

- To refrain from taking pupils out of school during term time.
- To ensure you are aware of the various curricular responsibilities your child has. For example, Classroom Based Assessments, Projects, Class and house exams and any other continuous assessments. You can support your child by ensuring they meet the requirements set out for them including all deadlines.

Community

- To support the school by checking your child's VS Ware account and school journal regularly and sign the journal every week.
- To support the school in accurately monitoring attendance by providing permission slips in advance of any absence, and absence notes after a period of illness.

To keep up to date with the school journal/VS Ware system

Staff Charter

Staff Rights

- To work in a clean, attractive and safe environment free from verbal, physical abuse/intimidation
- To be allowed work without interruption or disruption
- To be kept up to date about changes and developments as they occur
- To have fair and equal access to staff development
- To be treated in a professional manner by all colleagues
- To be supported by management whilst carrying out our duties
- To be supported in the delivery of the curriculum
- To have adequate resources to deliver curriculum effectively
- To have adequate time to carry out professional duties

- To have personal welfare issues dealt with in a sensitive and confidential manner

Staff Responsibilities

Respect

- To treat all pupils, staff and parents/guardians in a professional manner

Care

- To help provide a caring environment for all.
- To help maintain a clean, safe and attractive work environment.

Equality

- To promote a culture of equality and inclusion which affirms diversity within the school community.

Excellence

- To prepare effective teaching resources
- To keep up to date with changes and developments
- To manage time effectively.
- To be punctual and attend in accordance with timetable.
- To incorporate learning opportunities into the curriculum

Community

- To support management in the implementation of decisions

Student Charter

Student Rights

- To learn in a clean, attractive and safe environment free from verbal, physical abuse/intimidation
- To the highest standard of education to meet the individual needs of students
- To be safe and secure in a non-threatening environment
- To be treated with respect
- To be taught in a clean and orderly environment
- To have access to all areas of the curriculum subject to available resources
- To have classes start punctually and have lessons that are well prepared
- To be assessed regularly (homework-testing)
- To have access to extra-curricular activities
- To have property treated with respect

Student Responsibilities

Respect

- To be well behaved both inside and outside the school and obey school rules.
- To work hard in class and cooperate with teacher and refrain from abusive behaviour.
- To be honest and fair in dealing with peers and staff.
- To respect your own property, others property and school property.

- To ensure I always account for my whereabouts, for example if leaving after-school study early, I must present the supervisor with a note signed by my parent or guardian. It is my responsibility to remain in the supervision of the teacher during study times.
- To not bully others through verbal, text, internet and exclusion
- To use language and materials that are appropriate and inoffensive.

Care

- To arrive punctually, be prepared for class and do nothing to interrupt the teaching of the lesson.
- To engage with any supports offered by the school, e.g. Pastoral / Behavioural support.

Equality

- To treat everyone with respect.
- To positively contribute to a culture of equality and inclusion which affirms diversity within the school community.

Excellence

- To attend school.
- To follow the timetable given to you.
- To work to the best of ability at all homework and assessments.
- To take responsibility for your own learning, take home your schoolbag each night and complete any work assigned to you

Community

- To wear the correct uniform.
- To aim to take part in extra-curricular activities
- To ensure a safe school, free from hazards, I have the responsibility to use the school storage racks provided for the Health and Safety for all.
- To support the school in implementing the Code of Behaviour.
- To use the school locker in an appropriate manner, for example before school, during break and lunch and after school. I must refrain from using it outside of these times.

VSWare

The school's information portal which is used to store all reports and data held by the school on the pupils. It is also used as a communication tool between teachers, parents and management.

Section B

Code of Positive Behaviour and Discipline

The Code of Positive Behaviour was reviewed by all partners – students, staff, parents and the Board of Management during the school year 2023/24. The Board of Management will review the Code of Positive Behaviour on an annual basis.

Discipline and rules are necessary in order to function effectively and provide a pleasant atmosphere in which students can learn and teachers can teach and deal with the needs of pupils. Rules are only effective if understood and supported, they are reproduced here for the information of all stakeholders. Our Code of Positive Behaviour aims to positively support students and affirm their contribution to school life and the surrounding community. Our Code of Positive Behaviour aims to engage students so that students may take place in society.

Parents have the right to make representation to the school on behalf of their children. However, this places the obligation on them to be supportive of the school when it is pursuing a course for the general good. It is our view that adults should always give students positive advice and in no way encourage negativity. To have a positive attitude is to be well equipped for life. Students who have reached the age of 18 years are adults and must take personal responsibility for abiding by the Code of Positive Behaviour.

Code of Positive Behaviour for Students

School regulations should be seen by students as positive and constructive. They should be interpreted as follows:

Student's Respect for Oneself and Others

This Means;	Because;
Each student has the right to learn, therefore I don't disturb the class and deprive my fellow students of their rights.	It is unfair to others who wish to learn.
I must be polite and courteous to others	I will treat others as I would like to be treated.
I must not engage in any form of bullying or fighting.	It is the right of every individual in our school to be safe and happy.
Teachers have the right to teach without having to constantly correct me for inattention, lack of co-operation or disruptive behaviour.	This helps everyone to be safe and to succeed in our school and allows everyone to learn to the best of their ability.
Students have the right to complete their duties and be respected in any role that they undertake.	We are all individuals and everyone has the right to learn and participate in all school activities
Parents/Guardians: My parents/guardians have the right to expect from me that I work to the best of my ability.	This helps me to develop a sense of responsibility and self-discipline.
I understand that I must not use inappropriate language and or engage in abusive behaviour.	Everyone is entitled to this; you like to be treated this way too.
No smoking or vaping in or around the school or during school tours or extra-curricular activities.	It is illegal, unhealthy and dangerous to do so. It is also against the law to smoke on school grounds and fines of up to 3000 euro may be issued to anyone caught doing so.

Student's Respect for Property

This Means;	Because;
I must respect what belongs to me and what belongs to others. I must not damage school or anyone else's property.	It is expensive to replace and repair things that I damage. Also, others may have to use it and it is unfair that they cannot if it is damaged
I understand that my school journal is a link between home and school, as such, I must treat it with respect, have it in my possession at all times and refrain from damaging or defacing it. Replacement costs €15.00	Our journal is an important help in planning of our school day. It has helpful notes and a place where I can take note of my homework. Absence and permission to leave notes are also in it.
Chewing of gum is forbidden.	It destroys clothes and furniture, and it is helpful to everyone especially our cleaners if we don't have it.
Littering seriously demeans the school environment. I have a duty to clean up after myself and use the appropriate bins provided.	We should be proud of our school environment and take responsibility to keep it neat and tidy for everyone to use.
Energy drinks are not permitted on the school campus. Management and staff reserve the right to confiscate and dispose of prohibited food and drink items. Water is the only liquid permitted for consumption onsite.	Energy drinks are not healthy and give us a false burst of energy – water is a healthier option which helps us to keep hydrated and more focused in school.
Throwing of objects is immature behaviour and is highly dangerous to people and property. I must not do so.	This is very unsafe – throwing objects can cause serious injuries.
Gates are provided for my convenience, and I should not climb over the fencing.	Climbing over anything is dangerous and falling may result in serious injury
Trespassing on adjoining property is not permitted as we must be courteous to our neighbours.	It's important we respect our neighbours and be kind to them
I accept that my property is my own responsibility and should bear my name. Any money or valuables should be locked in the school locker.	If you label everything, we will be able to return it to you if you lose it. It's up to you to take care of your valuable items.
School lockers are the property of Coláiste Phobal Ros Cré. Students are permitted lease of a locker annually. Students do not own any locker. Therefore, a student's locker should always be clean and tidy and not used to store anything objectionable. It should only be used at designated time, locked at all other times.	Your locker will be passed on to someone else next year – you'd like to receive a clean and tidy locker so take good care of the one you have.
I accept that in order to keep the school building clean, I have a duty to ensure that my uniform is kept clean during games at lunchtime.	We are proud of our school and our uniform keeping it neat and tidy is important.
I accept that I must not climb onto the school roof as it is dangerous. If a ball needs to be retrieved the Caretaker will do so.	Everyone's safety is so important – don't take unnecessary risks always ask for help from an adult.

Student's School Duties and Health and Safety

This Means;	Because;
I have a duty to be polite and courteous and to refrain from negative and abusive behaviour.	By being polite and kind I expect to be treated the same way.
I have a duty to move quietly and in an orderly manner within the school.	Our school population is so big it is important that we are mindful of the noise we make so not to disturb classes meetings etc that might take place.
I am to queue outside classrooms until the teacher permits me entry.	By queuing it ensures everyone in a busy corridor gets in quickly and safely.
I must walk on the left-hand side of hallways and stairwells to allow for easy flow of traffic on the school campus.	This avoids students bumping into each other and in tight corridors causing delays.
I have a duty not to disrupt any classes and allow those students who are anxious to work and study the opportunity to do so.	It is not fair on others to prevent them from succeeding. Being disruptive will impact the learning of others.
I must use my designated toilets facilities and designated social area only.	Our school campus is very busy at break and lunchtimes so ensure every ones safety you must use your own designated areas.
I have a duty not to loiter in the toilet areas. Food should <u>never</u> be consumed in the toilets	It is not hygienic to do so and invades the privacy of other users – Eating food in the toilet is unhygienic and can lead to illness.
I must not loiter in any area that is out of bounds	Some areas are marked out of bounds as they are not comfortable social spaces. Please do not use them.
I understand that I may only use my locker before school, at break, lunch and after school. I must not go to my locker between classes.	Class time is precious and going to lockers between classes wastes time. It can also cause you being late to your next lesson and will cause disruption for your classmates and teachers
I understand that I may only use the water fountain before school, at break lunch and after school. I must not go to the water fountain between classes.	This will also waste time between classes please be prepared and refill before school at break and lunchtime only.
I understand that if I need to leave class at any time I can only do so with the permission of my teacher. I must carry with me my journal the student corridor pass. These are my responsibility to have.	Teachers are very busy delivering lessons make sure you provide your journal for them to sign and you bring the corridor pass with you.
I understand that I may only use the lift with the permission of the Principal, Deputy Principal or Year Head and I must have written consent in my school journal.	The lift is only for members of our school community who need it – it is important it is always available to them and not being used by those who can take the stairs.
I understand that I must only travel to and from school activities by the transport provided by or approved in advance by senior management. Under no circumstances should another form of transport be used to and from school activities	For everyone's safety it is important that only transport approved by the school is used.
I understand that interfering with the fire safety and other safety systems is dangerous, and I must not cause false alarms. To do so would be regarded as a major offence and will be referred to senior management.	False alarms can cause distress and disruption. It is important that these safety systems are only used when needed so people will respond knowing that it is a genuine need for evacuation.

I understand that for Health and Safety I have a duty to place my belongings i.e. gear bag/sport equipment and school bag in a safe manner on the storage racks provided. I must not leave my belongings where others can potentially trip and be injured.	Bags are a tripping hazard and make our corridors very untidy when they are not stored away appropriately.
I understand that students are only permitted to use deodorants of the non-aerosol type.	Aerosol cans can be dangerous and can cause respiratory difficulties for some students. Therefore, for everyone's comfort non aerosol deodorant is only permitted
In line with the dress code and for personal safety I understand that the only jewellery permitted are studs in one or both ears and nose only. I understand I may be requested to remove or cover an item of jewellery in line with health and safety protocols as deemed necessary by my teachers and/or Senior Management.	As school is such a busy place with a lot of movement in busy corridors/classrooms etc, jewellery that can easily be caught or snagged in something and is dangerous. Studs in the ears or nose only are less likely to cause harm than other piercings and jewellery. Some activities however may require us to cover/remove them if they are a higher risk, PE for example. Teachers and management are the best judge of these potential dangers.
I understand I must present in school with their hair neat and tidy. Some activities may require students with long hair to tie it back or up for health and safety reasons, practical classes for example. Teachers and management are the best judge of these potential dangers.	Some practical activities may pose a risk to long hair getting caught or pose a danger and to avoid any risk we may need to tie it up or back. Teachers and management are the best judge of these potential dangers.
I understand that sports equipment (e.g. footballs, soccer balls, rugby balls and sliothars, etc.) are not permitted on the school corridors. They should be kept in my school bag or in my locker. I am not permitted to play games inside or outside the school between classes. Playing of field games such as hurling, football etc. are only permitted on the sports field or at the hurling wall. For safety reason I need to be aware of other students and staff in the vicinity when playing hurling. I must always wear a helmet when playing hurling. I can only engage in these activities where there is teacher supervision.	To ensure everyone's safety and comfort sporting activities may only take place in the designated areas.

Attendance/Punctuality

This Means;	Because;
I acknowledge that as a student of Coláiste Phobal Ros Cré I must behave myself and adhere to/follow the Code of Behaviour. I understand that the same rules apply when taking part in school-organised activities be they inside or outside of school.	This is to ensure that learning is at the core of what we do in the Coláiste Phobal Ros Cré The rules are all designed with student welfare in mind and to maximise student opportunities learning.
I understand that to achieve to the best of my ability my attendance must be regular, and I should only be absent from school or leave early in exceptional circumstances.	Attendance at school is directly linked to more positive outcomes both academically and otherwise. Punctuality and attendance are an important life skill and as a student I am preparing

I have a duty to be punctual for school (9.00 a.m.) and classes.	for life after school. Good attendance at school is also the law, to ensure every student has a right to education.
I understand that prolonged absence will be notified to the Education Welfare Officer/TUSLA. A medical certificate should be furnished for illness where possible.	
I will require a note from my parents in my journal explaining absence, which must be produced on my first day returning to school.	
I have a duty not to leave the school or its grounds without the permission of the Year Head, Deputy Principal or Principal.	For your safety and communication with your parents it is important that somebody knows and records your absence on VSWare.
Junior Cycle students are not permitted to leave the school campus during the school day.	For your safety at break and lunch times you must stay within a supervised setting. The school canteen, social areas and green spaces have all you may need at lunch time.
Senior Cycle students are only permitted to leave the school campus during lunch time only.	This means we can all get back to our classes on time and are not mistakenly thought of as absent.
If leaving the school for whatever reason during school hours a note must be produced from my parents with a contact number in my school journal or notified via VSWare which must be signed or sanctioned online by the Year Head/Deputy Principal/Principal.	This is a huge help for your Year Head and Senior Management to notify your teachers of your absence. It is important you play your part to make sure a note is provided every time you are absent.
I should be collected from the school reception by my parent/guardian or an adult designated only by my parents/guardian. The name of the person collecting me must be specified on the note in the journal. This person must sign the register before I have permission to leave.	As the school are responsible for your wellbeing and safety it is important we know who collected you and takes over this responsibility. We also need a record of who has left the building should there be an incident e.g. a fire etc.
I accept that mitching/truancy/unauthorised absence from class is a serious breach (major offence) of school discipline and I accept the school will immediately notify my parents. I understand that the school cannot accept responsibility for me if I decide to absent myself from the school grounds without prior permission of the Year Head, Principal or Deputy Principal.	Missing class time will impact your progress. We consider any absence without permission to be a serious breach of our school rules.

Canteen

The canteen is available for students from 8:15 a.m. in the morning and at break and lunch-time.

This Means;	Because;
I must queue in an orderly fashion	For everyone's comfort it is important that we take our time in an orderly fashion. This also helps and shows respect to our canteen staff when trying to serve so many students.
I must return trays, cups etc. to the designated areas and waste to the bins.	It is your responsibility to clean up after yourself and to help the canteen staff by placing your waste in bins and your used cutlery and plates in the designated areas.

I must queue only for my own food and to do otherwise is deemed to be breaking the queue.	As we use a fob system for paying for food you must only pick up one item for yourself and not for others.
I understand that all hot food and beverages must only be consumed in the canteen.	To avoid spillages throughout the building which can lead to falls, burns etc it is essential that all hot food/drinks are consumed in the canteen only

Digital Devices and Mobile Phones

This Means;	Because;
I understand that the sharing of explicit content including texts, video, photographic or other materials is an unacceptable and absolutely prohibited behaviour and is a major offence. Please note that all incidents involving creating, storing, or sharing of explicit content of children under the age of 18 will be reported to the Gardaí and TUSLA. Sanctions for students involved in this area will be as outlined for a Major Offence in the Code of Behaviour.	Sharing and/or distributing media online that's harmful can have a massive harmful impact on a person or school community. It can also have serious consequences for the victim, creator and those who forward/share/like etc. Once something is shared it cannot be undone and therefore can be deemed as bullying. THINK before you post and protect your digital footprint.
If I have a digital device (including mobile phone), I have a duty to have it always switched off and out of sight on the school premises. I understand that if my digital device (including mobile phone) is visible or switched on during any time it may be confiscated. I understand that my digital device (including mobile phone) will be confiscated for the following periods: (a) a first offence =the duration of the school day and returned to the student; (b) a second offence = device will be confiscated and shall be returned to a parent at the end of the school day (c) subsequent offences may result in further sanctions and/or a parental/guardian meeting.	Digital devices while used appropriately can be educational, they can also be a major distraction for you and those around you. To achieve our potential, we must be able to listen and pay attention without distraction. Research also highlights the positives of taking a break from digital devices.
I understand that my personal cameras (e.g. phones, iPad, etc.) cannot be used on the school premises to record pictures, videos etc. When students are making videos or taking photos in class for educational purposes or on fieldtrips for educational purposes, this must only be done so with a school device and then only with the permission of a teacher.	Taking pictures and videos of others without their permission is an invasion of their privacy as well as a data protection issue. While cameras can be a great tool educationally it's important, we are mindful of others, this is best done under teacher supervision to avoid accidental data breaches.
I understand that music devices such as MP3 Player, or iPod, etc., cannot be at any time on the school premises. These shall be confiscated as digital devices and confiscated as outlined above. Failure to hand up mobile phones and digital devices when asked is a major offence.	Unauthorised listening of Music can be a distraction from the teaching and learning that goes on in our classes. It's very easy to get distracted by a song/radio and miss important information in class.
I understand that I must not have any inappropriate or offensive material on my phone or digital device or on my school e-mail/IT account. If I receive any such material, I should report it to my parents or school authorities and have it deleted.	As well as being perhaps against the law, storing of such material may lead to it being inadvertently seen and/or shared. This will come back to your account holding you responsible therefore it is

	advised you alert parents/school immediately to deal with it correctly.
I understand that I must follow the Information and Communications Technology Acceptable Use Policy and Social Media Policy.	Being aware and adhering to these policies protects myself and the school community at large from the risks associated with digital devices.
I understand that I must use the schools digital learning platforms appropriately and in line with the Information and Communications Technology Acceptable Use Policy.	Microsoft Teams or any other digital learning platform we use greatly enhances our learning and interactions with our teachers and classes. We must do our utmost to keep this a positive space showing our core values of Respect, Care, Excellence, Equality and Community.
As per our Information and Communications Technology Acceptable Use Policy, inappropriate use of Social Media/Internet sites such as creating, uploading, sharing and/or commenting of material of an offensive nature in relation to any member of the school community – students, staff, parents/guardians will be regarded as a major offence.	As a school, to minimise the harm caused by online material of an offensive nature we must take breaches of this rule very seriously.
Inappropriate use of Digital Devices and Mobiles will be regarded as a major offence and can be referred to the Board of Management	

Drugs, Alcohol and Other Substances

This means	Because
I have a duty not to be in possession of or consume alcoholic drink while attending school, while on school tours or while involved in any school activities. Also, I understand that in order to function to the best of my ability I must not be under the influence of alcohol.	The use of alcohol is not appropriate for any school activity. The negative impacts of alcohol use can seriously impact the health and safety of others.
I have a duty not to be in possession of or distribute any substances that might injure or offend another student's moral or physical wellbeing. Drug related issues will be dealt with in accordance with the School's Substance Use and Misuse Policy.	The use of drugs is not appropriate for any school activity. The negative impacts of drugs seriously impact the health and safety of others.
I understand that the school reserves the right to search any part of school property (including lockers) and any bags, or other belongings on school property or at school events.	This may happen where Senior Management have a reasonable concern for your safety and the safety of others.
Where there is a reasonable cause to believe that a person on school property or at a school event has on their person (which includes clothes etc. actually being worn) any stolen property, offensive weapon or dangerous thing (including a drug within the meaning of the drugs policy of the school), that person may be asked to volunteer the property, weapon or object. If they fail to do so, the Gardaí may be called in to conduct a search. Two staff members must be present	This may occur where Senior Management have a reasonable concern for your safety and the safety of others.

during any form of search. A reasonable attempt will be made to notify a minor student's parent/guardian prior to the Garda search. If a medical emergency arises, medical/emergency services will be sought.

Use of Drugs, Alcohol and illegal substances will be regarded as a major offence and can be referred to the Board of Management

After School Study

This Means;	Because;
After school study begins at 4pm and finishes at 6.p.m. I have a duty to arrive on time and pay the appropriate fee on the Way-2-Pay platform before each study session commences. I understand that school rules apply while attending study and I accept that any misbehaviour will be notified to my parents.	The school rules apply in study, so it remains a calm, predictable and safe space to allow students the best opportunity to learn.
If leaving after-school study early I must present the supervisor with a note signed by my parent or guardian. It is my responsibility to remain in the supervision of the teacher during study times.	Just like during the school day, we also have a responsibility for your welfare and must only let you out with express permission from your parent/guardian. It also allows us to ensure you get the best from your time in study.


State Examinations



This Means;	Because;
I understand that all school rules apply during State Examinations with one exception: Students are allowed leave the school grounds outside of the timetabled time they are completing their examination. I understand that full school uniform must be worn for the full duration of State Examinations.	State Exams are a very important part of your journey with us here in the Coláiste. Normal school rules apply to ensure the smooth running of exams.
I have a duty to comply with any further regulations which may be introduced for my own good and the good of the school.	The State Exams Commission and our visiting examiners will have further rules and guidelines to follow it is your responsibility to work with these additional guidelines to make the most of your exam experience.

Uniform

COLÁISTE PHOBAL ROS CRÉ SCHOOL UNIFORM	
All students:	Black crew neck with school crest in acrylic <u>or</u> wool / acrylic mix
Junior Years:	All 1st, 2nd and 3rd Years must wear Grey Shirt
Senior Years:	TY's, 5th & 6th Years - white shirt
Skirt (Girls)	Grey/Red/Black lined trevira (knee length)
Trousers (Girls)	The designated mid grey polyester / cotton trousers
Trousers (Boys)	Mid grey polyester
Footwear	Plain all Black shoes – <u>No visibly branded footwear eg Converse/Adidas/Nike etc allowed</u>
Jacket	Only the official school crested Jacket or Gilet may be worn on the premises.
Socks	Black or Black or Brown coloured tights
P.E.	School Crested Top, T-Shirt and Tracksuit bottoms Appropriate sports footwear with non-marking soles.

School uniform is compulsory for all students

This Means;	Because;
Students are expected to wear the full uniform every day and the school PE uniform on PE days only.	Wearing the full uniform is important to us as a school as it demonstrates a sense of togetherness and community. It signifies that you are a valued learner within our school and belong here. We insist on full uniform because that is the high expectations we have for all our students in the Coláiste.
The only jacket allowed to be worn on school grounds is the school crested uniform jacket or gilet.	We insist on you are wearing the school jacket or gilet as it is our standard and completes the uniform. We are very proud that the students and parents designed and picked the Jacket and Gilet and feel this should be celebrated.
Class teachers will check the uniform at first class each morning.  If the uniform is not correct class teachers will record this on VSWare. They may confiscate non	We have a process to ensure the uniform is correct. By following the process, we hope to emphasize how important our uniform is to us here in the Coláiste.

<p>uniform items and give them to the Year Head/Deputy/Principal.</p> <p style="text-align: center;"></p> <p>Year Head is informed of consistent uniform breaches and may contact parents/guardians. The Parent/Guardian must give assurance that this will not reoccur. Where possible the school will provide loan of a temporary uniform item.</p> <p style="text-align: center;"></p> <p>If this does not solve the problem the Deputy Principal/Principal may contact parents/guardians.</p>	<p>It also acts as a support to students/parents/guardians to open communication and help us solve any issues we may have in meeting our high expectation of the uniform.</p>
<p>Runners with non-marking soles should only be worn when playing sports, during P.E. or games.</p>	<p>We have a fabulous Gym and Hall. It is kept in great shape by the efforts of our caretaker, cleaners and PE Department through PE, parent teacher meetings, musicals, awards and many more community events. By wearing runners that do not mark the floor we make this hard job a little easier.</p>
<p>Skirts must be of an appropriate length and worn below the knee.</p>	<p>Wearing the full uniform appropriately is very important to us as a school. We insist on full, neat and tidy uniform because that is the high expectations we have for all our students in the Coláiste.</p>
<p>From time to time, there may be a non-uniform day assigned. Students are expected to dress appropriately to the school setting on such days.</p>	

Section C

Promoting Positive Behaviour

Coláiste Phobal Ros Cré through its Code of Positive Behaviour affirms the rights of all students to a positive learning environment which is free from disruption. Promoting good behaviour and preventing inappropriate behaviour are the main goals of the Code of Positive Behaviour. We recognise and affirm positive behaviour, progress and effort within the classroom and the wider school.

The rationale for this is:

- To give students responsibility in the development of school and classroom rules
- To develop positive everyday interactions between teachers and students
- To give students options
- To give students a chance to change their behaviour

This is done on a formal and informal basis by:

- Fostering and encouraging positive relationships within the whole school community
- Promoting of involvement of wider community, e.g., work experience, sponsorship, guest speakers, charities, and visitation.
- Treating all pupils equally and fairly
- Valuing and acknowledging each pupil
- Promoting excellence in teaching and learning
- Teachers modelling values that inspire students and pupil/teacher interaction both inside and outside the classroom
- Verbally praising students' work and conduct in class
- Positive comments on VS Ware and/or on homework
- Principal Newsletters to Parents
- Promoting positive relationships and behaviour at assemblies/events
- Year-Head and Tutors working with and supporting students
- Providing a wide range of extra-curricular activities
- The support of our Student Support Team
- Promoting the involvement of parents including:
 - Formal and informal contact e.g. Journal, Text alerts, Transfer meetings, Programme meetings.
 - Parent-Teacher meetings
 - School events.
 - Christmas, Mock and Summer reports
 - Use of VS Ware
 - The Parents' Council

Encouraging student involvement through:

- Extra-curricular activities
- Attendance at school events including Parent Teacher Meetings
- Class Captains and Vice Captains

- Cairde support
- Prefects support
- Student Council

Recognising achievement:

- Through intercom announcements and use of the school Web-site/Social Media
- Class awards for best student and best effort
- Sports awards
- Scholarships to the Gaeltacht/Euro-Language College
- School Awards held annually
- Newspaper editorials on achievements
- Acknowledging student success on school walls
- Leaving Certificate Bursaries

Positive Strategies

We also recognise the importance of motivating students, encouraging them to channel their energy to developing key skills and participation in areas of responsibility throughout the school.

Positive Behaviour Strategy Team (PBST): A team of staff who lead and develop strategies for all staff to implement positive behaviour initiatives in conjunction with the pastoral system and senior management to encourage, reward and celebrate the excellent and positive behaviour in the school. The team will work at all levels, designing and implementing initiatives for all, the some and the few in line with the NEPS continuum of Support.

Positive Comments: VS Ware - Teachers give positive comments to students as a means of encouraging effort and good behaviour as well as commending good deeds done for any member of the school community.

Annual Awards Ceremony: A major event at the end of the school year is the Awards Ceremony where students are presented with awards in various areas such as sporting, attendance, music, drama, debates, Subject Awards, Student of the Year, Gaeltacht Scholarships etc. Trophies and Certificates are presented in the various categories to commend positive involvement in school life.

Prefects: Senior Cycle students are chosen to act as Prefects for the school year. Their duties include attending official school ceremonies/annual events, acting as ambassadors for the school, positive role modelling

Cairde: Consisting of peer elected Sixth Year students, the core duty of the Cairde is to make the transition from Primary to Post Primary school as easy as possible for incoming students. They meet with First Year students on the first-year induction day and thereafter engage with the First Year students through activities and keeping a watchful eye on them during breaks.

Student Council: The SC gives an important, empowering role to our pupils and enhancing student voice. It is their elected, democratic voice. It provides the opportunity for pupils to give their opinions, to initiate improvements, to liaise with school management, to advocate on behalf of all pupils. The SC has a positive impact on the life of our school community.

Pastoral Care System: Guidance Programmes, Year Head – Tutor (Pastoral Care System), Chaplaincy, Psychological Service through NEPS, and liaising with external agencies such as CAMHS, YAPS, NTLP, Social work department etc. Prefect System, Guidance Counselling, Social Area – Canteen, VS Ware, Communication with Parents, Lunch-time Group with local Youth Worker, Award System, Retreats, HOPE Week, Cairde.

Responding to Inappropriate Behaviour

In the first instance, classroom behaviour is managed and supported by the classroom teacher.

Monitoring Pupil Behaviour

Behaviour Reports constitute a modulated and progressive recording of positive and negative behaviours. They provide opportunities for pupils to discuss both positive and negative behaviours with their teachers, class tutors, and with their Year Heads and to work towards obtaining more positive reports and fewer or no negative reports. Reports are evaluated at Year Head meetings with the Principal and Deputy Principal

Teachers differentiate between levels of behaviour: (a) Minor Offences (b) Major Offences

- A) Minor offences: Minor offences are split into behavioural and organisational offences to ensure that the student receives the most appropriate intervention or sanction

Behavioural	Organisational
Disrupting class	No journal
Disturbing other classes	No Books/Materials
Talking in class	Not doing Homework
Throwing (anything) in the classroom	Late for class
Low order Defiance	Uniform not worn correctly
Other	Other

It is noted that each minor offence listed above may escalate to a major offence. Each incident will be investigated on case by case basis.

Major Offences (including but not limited to):

1. Abusive to staff
2. Abusive to students
3. Absent from a whole class without permission.
4. Damage to school property
5. Smoking/Vaping or taking alcoholic drink.

6. Stealing
7. Leaving school grounds without permission.
8. Accessing areas of the school campus that is out of bounds.
9. Creating false alarms and/or interfering with safety systems and equipment
10. Possession of substance, literature or objects injurious to the moral or physical wellbeing of individuals.
11. Bullying or Harassment of any teacher or student, as outlined in the schools anti bullying policy
12. Failure to hand up mobile phone or other digital devices etc. when requested
13. Inappropriate use of mobile phone or other digital devices.
14. Inappropriate use of the Internet and Social Media
15. Sharing of Explicit Content.
16. Disruptive behaviour.
17. Forgery of Parent/Guardian's signature
18. Fighting, inside or outside of school.
19. Sign out procedure not being adhered to.
20. Mitching.
21. Use of offensive language

Note: Whilst these behaviours are indicative of major offences this list is not exhaustive.

Record Keeping: All strategies to prevent and respond to inappropriate behaviour are recorded and filed

Class teacher: keep record of dates of interventions, targets, offences of misbehaviour, sanctions – upload behavioural issues as events on Vs Ware. Year head will monitor these and act accordingly.

Class Tutor: The Class Tutor's role is central to the success of the school. Their primary functions are fourfold:- (a) to monitor students' progress and to identify at an early stage any problems individual students may have. (b) To act as a support to the Subject Teacher in discipline matters. (c) To act as a source of encouragement and support for students. (d) To liaise with the Year Head regarding students whose behaviour has become problematic. It is important that Primary Responsibility of discipline rests with the Subject Teacher. The Tutor may then support the Subject Teacher if difficulties are experienced. Subject Teachers should only report students to Tutors if ongoing difficulties are experienced and following from interventions at a classroom level.

In order to assist the function of the Subject Teacher, the Tutor should: -

- (a) Have a good knowledge of the background of each student.
- (b) Check the VS Ware on a weekly basis.
- (c) Check for attendance and late coming.

It is recognised that this may impinge on class time. However, this will be invaluable in achieving effective discipline in the school.

Role of the Year Head - The Year Head has responsibility for the well-being of each student in their year group. It is important that they liaise closely with the Class Tutors and where necessary with the parents. They will coordinate the discipline and pastoral activities of the year group.

Deputy Principal and Principal – Keep record of all interventions, sanctions, referrals and inform Year Head. All records to be kept in student’s file – Year Head’s offices

Whole school responses/Positive Interventions to Inappropriate Behaviour

Support Level	Who is supported	Type of Support
Level 1	Whole school support: The school continually develops consistency around clear rules and routines in the class and throughout the school environment.	COPB Reminders: In August all students are re-taught the Code of Behaviour in Tutor time. First Year Induction: Students are introduced to the schools Code of Positive Behaviour by the Year Head. Class Tutor: As students’ regular point of contact, Class Tutors are important in promoting positive behaviour and Code of Positive Behaviour reminders Restorative approaches including restorative meetings where applicable Year Head: The Year Head meets with students regularly reminding students of rules and routines and promoting our use of positive rewards. Classroom supports: Classroom teachers deal with minor offences.
Level 2	Level 2 supports are offered to students who require additional support to level one.	Level 2 support is organised by the Year Head and Pastoral Care Team. The Year Head and Pastoral team work together to support the student. This support centres on skills development for the students, positive strategies that engage students, advocating on their behalf to staff and liaising with parent/guardian. SEN co-ordination and interactions with appropriate agencies may be required. Restorative approaches including restorative meetings where applicable.
Level 3	Level 3 supports are available for students that present with challenging behaviour. These students have not responded to lower level interventions.	Level 3 support is organised by the Deputy Principal and Year Head The Deputy Principal and/or Year-Head collaborates with relevant supports – Resource/Learning Support teachers, Pastoral Care Team, classroom teachers, Year Head, parents, and outside agencies where necessary. The support is personalised to meet the needs of the student.

Sanctioning Protocols

Prior to any sanction being applied, a full investigation of the incident should occur. This must include the student’s own perspective and account of events.

In applying sanctions, the following should be remembered:

- Be proportionate and measured
- Preserve dignity of all parties
- Be applied fairly and consistently
- Communicate sanction to relevant parties i.e. Parent/Guardian etc.
- Take account of frequency, duration, persistence of misbehaviour
- Take account of Special Needs of child (if applicable).
- Take account of any other relevant circumstances.
- Evening Detention – parents should have adequate notice.

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

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students to understand they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their Behaviour
- reinforcing the boundaries set out in the Code of Positive Behaviour
- signalling to other students and to staff that their wellbeing is being protected

Sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, other students and adults safe
- to provide and cater for the safety and wellbeing of all persons that the student may come in contact with

Examples of sanctions (including but not limited to)

1. VS Ware comment
2. Reprimand (including advice on how to improve).
3. Temporary separation from peers
4. Additional classwork/homework
5. Restorative approaches including restorative meetings where applicable
6. Apologise to teacher and students – verbal or written.
7. Detention at lunchtime
8. Written report to Parents/Guardians
9. Parents called in for consultation
10. Students put on daily report
11. Evening Detention
12. Confined to a designated area of the school.
13. Not taken on tours or outings
14. Not permitted to participate on school teams
15. Paying for damage
16. Restorative justice whereby students may amend and atone for misbehaviour by contributing positively to school community
17. Attend meeting of Year Head and Principal/Deputy Principal
18. Suspension
19. If suspension is deemed necessary, then the parent / guardian will be informed prior to the child being informed.

20. Expulsion

Note: It is the misconduct that is penalised and not the individual. Sanctions will be proportionate and fair procedures shall be adopted in line with natural justice.

Note: This list is not exhaustive

Whole School Responses/Positive Interventions to Inappropriate Behaviour (Major Offences)

Major Offences

Staff member involved makes a written report on offence using the school Referral Form and places a note on VS Ware to state a referral has been made.

- Pass to Year Head (assign on VS Ware)
- Year Head deals with the offence
- Refer to Deputy Principal if matter considered to be very serious.
- Refer to Principal if sanction of Suspension to be considered
- Principal refer to Board of Management if sanction of Expulsion to be considered

In the case of Major Offences parents/guardians will be informed. A reasonable attempt will be made to notify a minor student's parent/guardian.

Appeals

Parents/Guardians have a right to appeal on behalf of their child in line with Section 29 of the Education Act 1998.

Students over eighteen have a right to appeal decisions made by the school authorities in line with Section 29 of the Education Act 1998.

Restorative Practices

In the case of some major offences Restorative Conferences may be organised. This will involve arranging a meeting of the students involved in an incident (person(s) who has caused harm and person(s) who have been affected). Depending on the seriousness of the incident parents of students involved and staff involved may be invited/requested to attend the conference. The conference will be chaired by school personnel who have received training in restorative practices. In relation to minor incidents restorative practices are also used. Students are brought together to resolve issues in a collaborative manner. The emphasis is on maintaining relationships rather than assigning blame.

Section D

Suspension Policy

Definition of Suspension:

Suspension is requiring the student to absent himself/herself from the school for a specified, limited period of school days.

Authority to suspend

The Board of Management has authorised the Principal to suspend students for periods up to three days. This may be increased to five days when the issue causing concern needs to be referred to the Board of Management. The Board of Management may impose a suspension of up to ten days.

If **Health & Safety issues** arise and cannot be dealt with within the school, the Gardaí may be called. If possible parents should be informed if Gardaí are to be involved.

Automatic suspension:

All offences will be looked at on an individual basis.

Suspension will be considered for very serious breaches of the Code of Behaviour. Immediate suspension will be considered if health and safety of staff and or students is an issue.

The following factors will be considered before suspending a student: The nature and seriousness of the behaviour

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been?
- Has the problem behaviour escalated, despite the interventions tried?

The context of the behaviour

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a teacher's room, in the yard, in a group)?
- What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- What is the age, stage of development and cognitive ability of the student?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

The impact of the behaviour

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?
- Does the behaviour have a particular or greater impact on some students or teachers?
- Does the student understand the impact of their behaviour on others?

The interventions tried to date

- What interventions have been tried? Over what period?

- How have the interventions been recorded and monitored?
- What has been the result of those interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?

Whether suspension is a proportionate response

- Does the student's behaviour warrant suspension?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student? (in similar circumstances)

The possible impact of suspension

- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the student to change the inappropriate behaviour?
- How will suspension help teachers or other students affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?

Before returning to school after a suspension, a meeting will take place with the Principal or his/her school representative. Depending on the circumstances, at the meeting the student and parent/guardian may sign an agreed behaviour contract before the student returns to class.

Procedures in respect of suspension

Fair procedures in line with natural justice will be applied in all cases where suspension is considered.

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension has occurred, the school will observe the following procedures:

- Investigate the matter
- Inform the student and parents/guardians about the situation
- Give parents and students an opportunity to respond
- Impose the sanction – parents will receive written notification of the suspension period, the arrangements for returning to school and the appeals procedures.
- Reintegrate the student

Procedures in relation to immediate suspension

Immediate suspension will be considered if health and safety of staff and/or students is an issue.

In the case of an immediate suspension parents/guardians will be notified and requested to arrange collection of the student from the school. The matter will then be investigated as for any other suspension.

Reintegrating the student:

The school will have a plan to help the student reintegrate on returning to school following a suspension. This plan will involve the Year Head meeting with the student and monitoring behaviour, liaise with care team and parent/guardians etc. whichever is most appropriate. To assist with monitoring behaviour the student may be placed on a Behaviour Support Record.

While a record will be kept of the incidents that caused the suspension the student will be given the opportunity of a fresh start when returning to school after a suspension.

Appeals

The Board of Management will offer an opportunity to appeal the Principal's decision to suspend a student. If the Board of Management imposes a suspension this can be appealed to the Department of Education.

Suspension during a State Examination:

- Suspension will be considered if any of the following circumstances arise:
- A threat to good order in the conduct of the examination
- A threat to the safety of other students and personnel
- A threat to the right of other students to do their examination in a calm and safe atmosphere

Section 29 Appeal

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, or a student aged over eighteen years, may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education Miscellaneous Provisions) Act 2007.

At the time when parents are being formally notified of such a suspension, they and the student will be told about their right to appeal to the Secretary General of the Department of Education under section 29 of the Education Act 1998 and will be given information about how to appeal.

Records and reports

Records of investigation and decision-making formal written records will be kept of:

- the investigation (including notes of all interviews held)
- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension.

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

Report to Tusla. The Principal is required to report suspensions in accordance with the Tusla reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

Review of use of suspension

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

Section E

Expulsion Policy

Definition

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

Authority to Expel:

The Board of Management of Coláiste Phobal Ros Cré has the authority to expel a student.

Grounds for Expulsion:

Expulsion will be considered in the following cases:

- The students are involved in extreme cases of unacceptable behaviour
- The student persistently refuses to abide by the Code of Behaviour
- the student's behaviour is a persistent cause of significant disruption in the school
- the student's continued presence in the school constitutes a real and significant threat to safety
- the student is responsible for serious damage to property
- Serious breach of substance use policy

The following factors will be considered before expelling a student:

The nature and seriousness of the behaviour

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been and over what period of time?
- Has the problem behaviour escalated, in spite of the interventions tried?

The context of the behaviour

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's room, in the yard, in a group)?
- What factors may have triggered or provoked incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

The impact of the behaviour

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?

The interventions tried to date

- What interventions have been tried? Over what period?

- How have the interventions been recorded and monitored?
- What has been the result of these interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?
- Is the Board satisfied that no other intervention can be tried or is likely to help the student to change their behaviour?

Whether expulsion is a proportionate response

- Is the student's behaviour sufficiently serious to warrant expulsion?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

Procedures in respect of Expulsion

Coláiste Phobal Ros Cré is committed to following fair procedures as well as procedures under the Education (Welfare) Act 2000, when proposing to expel a student. When 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.

In line with fair procedures, the Principal will:

- inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- Give parents 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 will be informed in writing of the alleged misbehaviour and the proposed investigation.

2. A recommendation to the Board of Management by the Principal.

The Principal will:

- inform the parents and the student that the Board of Management is being asked to consider expulsion
- ensure that parents 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 of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to the Board of Management

3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.

The Board will review the initial investigation, all documentation and 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. 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, or a student aged eighteen years or over, put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board will take care to ensure that they are, and are seen to be, impartial as between the Principal and the student. Parents may wish to be accompanied at hearings and the Board will facilitate this, in line with good practice and Board procedures.

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

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, s24 (1)). 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, s24 (1)).

The Board will inform the parents in writing about its conclusions and the next steps in the process.

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 must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents 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).

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, s24 (5)). A Board may consider it appropriate to suspend a student during this time. Suspension should 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.

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. Parents will be notified immediately that the expulsion will now proceed. Parents and the student will be told about the right to appeal and supplied with the information as to lodge an appeal. A formal record should be made of the decision to expel the student.

Appeals

A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998 section 29). An appeal may also be brought by the Educational Welfare Board on behalf of a student.

Review of use of expulsion

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of expulsion is appropriate and effective.

Code of Behaviour Review

As ratified by Board of Management:

Signed: _____ Date: _____
Chairperson.

Signed: _____ Date: _____
Secretary.

As noted by Tipperary Education and Training Board _____