

COLÁISTE CLAVIN CODE OF BEHAVIOUR

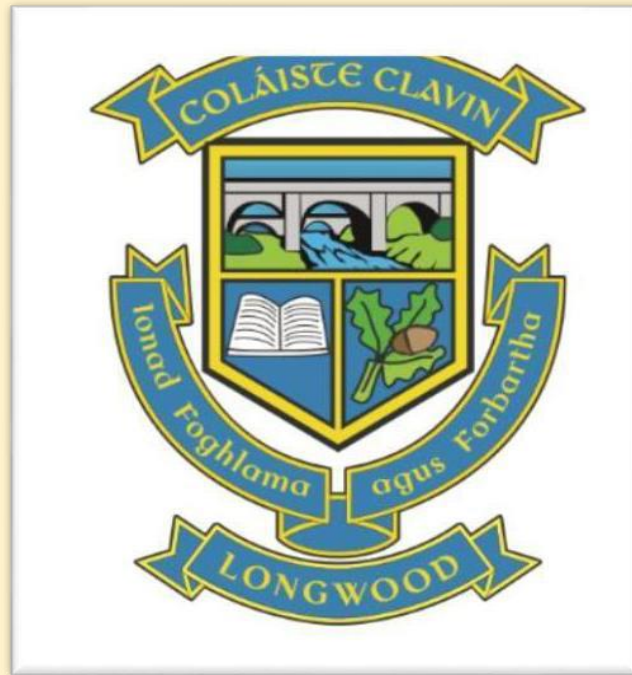


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1. Introduction and Objectives

1.1 Introduction

Coláiste Clavin is a multi-denominational, co-educational school post primary school located in Longwood, Co. Meath. The school operates under the patronage of Louth and Meath Education and Training Board (LMETB). Our school has the ideal platform for students to thrive socially as well as academically. Coláiste Clavin seeks excellence in education through our core values of be respectful, be responsible, and be co-operative. We are very proud of our tradition of inspiring sporting and cultural success as well as academic excellence.

Coláiste Clavin has grown and developed considerably in recent years largely due to the expertise, talent, and commitment of our team of teachers and support staff who create a vibrant, student-centred environment in which each individual student is supported to reach their potential.

Our Code of Behaviour was developed in accordance with the Guidelines developed by the NEWB/TUSLA, provisions of the Education Act (1998), the Education Welfare Act (2000), the Equal Status Act (2000) and the Education of Persons with Special Needs Act (2004). This code of behaviour encompasses all our school policies and procedures.

1.2 Mission Statement

Coláiste Clavin is a supportive and inclusive community with a professional and committed staff providing our students with a holistic education to enable each individual to achieve their full potential.

1.3 Vision Statement created by our Student Council in Coláiste Clavin

As students of Coláiste Clavin we recognize the value of education, how learning is a life-long skill, and we endeavour to engage in all parts of our development during our time in Coláiste Clavin. We will strive to take advantage of the opportunities that come our way and address the challenges that we will face also. We feel it is important to participate in and foster our development in activities outside the classroom, as well as inside the classroom. Respect and care for both the individual and the collective is vital to us as learners; we will aim to live this out on a daily basis. We are proud to play a part in the school's overall contribution to the lives of its young people and the wider community of Coláiste Clavin.

1.4 Aims and Core Values

Our aim in Coláiste Clavin, in line with our Mission Statement, Ethos and Vision Statement, is to foster academic, social, moral, personal, positive mental health and physical development in students so that they can take their place in society as well

developed, well educated, responsible citizens with pride in their community. The development of the whole person is based on personal responsibility, inter-dependence, respect for people, respect for community and respect for property. Our school seeks to instil good manners, honesty and integrity. It also seeks to teach our students to value discipline and to strive for excellence in both academic and non-academic areas. Our five core values are the following:

- Care
- Equality
- Community
- Respect
- Excellence



We do this in partnership with Parent(s)/Guardian(s) whose role in supporting the school in their children's education is fully acknowledged. We place a strong emphasis on partnership with Parent(s)/Guardian(s) to ensure the best possible progress through education for each student. Education is viewed as a joint effort between students, Parent(s) and school. Great emphasis is placed on our core values, be respectful, be responsible and be cooperative. Such cooperation between teacher and parent and teacher and student can only be achieved in a context of mutual respect which is the cornerstone of life in Coláiste Clavin and of its Code of Behaviour. The Code of Behaviour identifies positive behaviour which is acknowledged and celebrated, and it outlines the interventions, support and consequences for students who do not meet the expectations of the Code of Behaviour.

Students in Coláiste Clavin are encouraged to make a positive impact on the school community through positive behaviour and implementing the core values of our positive behaviour matrix. At Coláiste Clavin we place a strong emphasis on recognising and commending appropriate behaviour.

Our core values ensure that our school is a happy and safe place for all members of our school community. Expectations outlined in the positive behaviour matrix ensure that our rights are respected, positive behaviour is rewarded and that there are consequences when expectations are not met.

1.5 School Ethos

Coláiste Clavin is a school of academic excellence and as such, it implements a modern and innovative approach to teaching and learning. It aims to provide the best educational experience and developmental opportunities for its students. There is a continued focus on teaching and learning within the school for everyone. Students are

encouraged to strive for excellence in a happy, supportive, positive, caring and challenging environment. The school fosters a spirit of support and collaboration among all educational partners.

2 Objective of the Code of Behaviour

2.1 The Code of Behaviour of Coláiste Clavin expresses the vision, mission and the values of our school. It outlines the expectations of staff, parents, and students into every facet of education within the school. The aim of the Code is to foster and maintain an orderly, harmonious school community where high standards of behaviour are expected and supported in everyday life.

2.2 The goals include:

- Creation and maintenance of a school climate that encourages, supports and reinforces good behaviour.
- Creating a positive and safe environment for teaching and learning.
- Allowing students to understand behaviour and its consequences.
- Encouraging students to take personal responsibility for their learning and behaviour.
- Fostering the holistic development of all students within the school by creating relationships that are based on mutual respect among students, staff and parents.

3 What the Code of Behaviour does

3.1 Coláiste Clavin sets high standards, and all members of the school community are expected to behave at all times in ways that show respect for others.

3.2 The school's Code sets out:

- The standards of behaviour expected in the school.
- How the school approaches the promotion of good behaviour.
- How the school responds to unacceptable behaviour.
- How the Code is implemented.
- Procedures for the use of incident reports, report cards, detention, suspension and expulsion.

4 Principles Underpinning the Code of Behaviour

4.1 To ensure the successful achievement of our goals the following principles guided the development of the Code of Behaviour.

- Affirming that everyone's behaviour matters

- Providing clarity
- Focusing on promoting good behaviour
- Balancing needs
- Recognising that relationships matter
- Focusing on personal responsibility
- Ensuring fairness and equity
- Promoting equality
- Recognising educational vulnerability
- Promoting a commitment to the emotional and physical welfare of every student on an individual basis
- Promoting a positive and safe working environment within the classroom and the school for all staff and students
- Attending to the welfare of staff.
- Promoting safety and freedom from threat.

5 Whole School Approach

5.1 Students' behaviour is influenced by the school's ethos, values, atmosphere, practices and relationships. The Code, on its own, cannot create the environment that makes it possible for students to learn and behave well. As such, Coláiste Clavin adopts a whole school approach to behaviour.

5.2 This includes:

- Consistency in ethos, policies and practices.
- School policies and practices that support the objective of the Code.
- A classroom environment that promotes positive learning behaviour and where students have a clear understanding of what is expected.
- Opportunities for the Board of Management, Principal, Deputy Principal, teachers and non-teaching staff, parents/guardians and students to live up to and understand their responsibilities.
- A school development planning process that helps the school to ensure that its policies and procedures work harmoniously to sustain a positive environment for teaching and learning.

6 Application of the Code of Behaviour

6.1 The Code of Behaviour will apply:

- Within the environs of the school during the school day and any afterhours activities.

- On all school and school-linked activities, including school tours, outdoor pursuits, field trips, sports activities, retreats, school visits/expeditions, official school charity collections and events.
- Any occasion when the student is in the school uniform.
- The school may also apply the Code of Behaviour to student's online activity, including a blended learning environment, and/or digital communication with staff and other students.
- The school will also apply all aspects of the Code of Behaviour to students who are over the age of 18 years while registered as students of the school.

7 Understanding Behaviour

7.1 Understanding the context of behaviour is central to understanding behaviour. The responses to a student's behaviour influence the choices a student makes about how he / she behaves. These influences are within the person, external and interpersonal. The Code aims at responding to unacceptable behaviour in ways that are likely to work and attempts to avoid responding in ways that may cause the misbehaviour to escalate.

8 Setting Standards of Behaviour

8.1 Values and Standards

The school promotes values and standards including:

- 8.1.1.1 Care.
- 8.1.1.2 Respect for self and others.
- 8.1.1.3 Equality
- 8.1.1.4 Community
- 8.1.1.5 Co-operative
- 8.1.1.6 Responsible
- 8.1.1.7 Principles of natural justice.
- 8.1.1.8 Fairness.
- 8.1.1.9 Kindness and willingness to help others.
- 8.1.1.10 A readiness to use respectful ways to reduce difficulties and conflict.

8.2 Positive Behaviour and Rewards

To promote the core values of Coláiste Clavin and support the holistic development of our students, Teachers actively engage in our ethos/system/programme of rewards and encouragement.

Rewards used to Encourage Positive Behaviour Include:

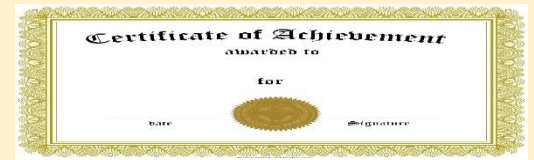
End of Term Awards:



Teachers nominate one student per year per subject at the end of each term. The students is presented with a plaque at an awards assembly.

End of Year Awards Ceremony:

Teachers nominate students for subject Academic and Achievement awards at the end of each school year. Teachers also nominate a Spirit Award for a junior and senior student. TY students also receive both fun and end of year awards. Students receive certificates at an Awards ceremony.



Positive Notes:

Positive entries are made on Compass by teachers to acknowledge good work or behaviour.

Positive notes are also written by teachers in the school journal to encourage good behaviour.



- Other rewards that promote positive behaviour include:
- Verbal Praise
- Assemblies
- Phone call home to Parent(s)/Guardian(s)
- Acknowledgement by Tutor/Year Head
- In-class rewards and acknowledgements
- Student Leadership- Student Council, Student Mentors, and Student Sustainability Groups

We have developed a Positive Behaviour Matrix in line with our core values, which outlines the expectations for our students. These expectations apply to students while they are within the school boundaries and within the environs of the school. They apply to all school related activities, both within and outside of the school.

Positive Behaviour Matrix					
<u>Expectation</u>	<u>Classroom</u>	<u>Corridors</u>	<u>Canteen</u>	<u>Toilets</u>	<u>Lockers</u>
<u>Be Respectful</u>	<ul style="list-style-type: none"> Show kindness to others. Listen carefully while others speak. Use appropriate language. Follow teacher instructions. Be respectful of school property. 	<ul style="list-style-type: none"> Walk in the correct direction, follow the arrows. Be considerate of people's personal space. Use respectful language. Food and drink must only be consumed in the Canteen or hall. 	<ul style="list-style-type: none"> Queue up in an orderly manner for your food. Say "please" and "thank you". 	<ul style="list-style-type: none"> Keep all areas clean and tidy. No food in the toilet areas. One person per toilet cubicle. Use designated toilet areas only. 	<ul style="list-style-type: none"> Keep your locker tidy. Have respect for all lockers.
<u>Be Responsible</u>	<ul style="list-style-type: none"> Have homework, books, I-pads and materials for class. Be on time Tidy up after yourself. Put maximum effort into your work. 	<ul style="list-style-type: none"> Store bags safely. Use bins provided. Go directly to class. Walk in the correct direction on the corridors. 	<ul style="list-style-type: none"> Use the seats and table provided appropriately. Tidy up after yourself. Finish food and drinks before you leave. Put all rubbish in the correct bin. 	<ul style="list-style-type: none"> Only use toilets at break and lunchtime. Remember to move on quickly. Use designated toilets. Report any issues to staff. 	<ul style="list-style-type: none"> Secure your locker and take care of your lock. Before you go to class, ensure you have all the necessary equipment. Report any damage to staff.
<u>Be Cooperative</u>	<ul style="list-style-type: none"> Work well with other students. Engage with the lesson. Positive participation in classroom activities. 	<ul style="list-style-type: none"> Line up in a single file. Follow instructions from staff. Walk by other classrooms quietly. 	<ul style="list-style-type: none"> Keep our school/canteen clean, by always using the bins provided. Wait your turn for food. Be mindful of yours and other's safety. 	<ul style="list-style-type: none"> Use appropriate tone and volume. Be mindful of your safety and the safety of others. 	<ul style="list-style-type: none"> Use lockers before and after school, and at break and lunchtime. Collect your belongings and go directly to class.

8.2.1 In promoting high standards, the school recognises that certain kinds of behaviour are not acceptable and will incur sanctions. For example:

- All behaviour that is hurtful.
- All behaviour that endangers the safety and wellbeing of others
- All forms of bullying, harassment, sexual harassment, discrimination and victimization by word, deed or act, including improper use of any form of technology or media.
- All forms of behaviour that discriminate or reflect negatively on a person's race, ethnic background, nationality, religion, disability, culture or sexual orientation.
- Behaviour that interferes with teaching and learning.
- Threats or actual physical hurt to another person.
- Damage to property,
- Theft.
- Possession, use, or being under the influence of alcohol, drugs, unprescribed drugs or any other harmful, dangerous or illegal substance.

8.2.2 Students

8.2.3. The school undertakes to explain and clarify the Code to students. By giving students an insight into their own and others' behaviour the school can equip them to think and understand what influences people to behave in a particular way. This builds their capacity to take responsibility for their behaviour and to help each other behave well. School standards are posted in every classroom in the school.

8.2.4 The school provides opportunities, inside and outside the classroom for students to think, talk about behaviour, learning and rules and what their school means to them. These opportunities are to be found especially, but not exclusively, in discussion with individual and class teachers, during C.S.P.E., Assemblies, S.P.H.E. and Religion classes, Wellbeing classes and in the involvement of the guidance counsellor, Year Heads and Tutors. They are also available under the mentoring programme provided by Fifth Year students for 1st Year students.

8.2.5 Students must be committed to their own learning and to that of their peers.

This commitment includes:

- 8.2.5.1 Regular and punctual attendance at school.
- 8.2.5.2 Doing one's best in class and at all school related activities.
- 8.2.5.3 Taking responsibility for one's work and actions.
- 8.2.5.4 Wearing the correct uniform and having a neat and tidy appearance.
- 8.2.5.5 Keeping the school rules.
- 8.2.5.6 Helping to create a safe and positive environment.
- 8.2.5.7 Respecting all school staff.
- 8.2.5.8 Respecting all fellow students and their learning.
- 8.2.5.9 Active participation in school activities.
- 8.2.5.10 Being prepared for each class with the correct materials

8.3 First Year Students

8.3.4 Coláiste Clavin recognises the enormity of the change that students experience when transferring from primary to post primary education. In order to minimise the stress and anxiety experienced by students at this pivotal junction in their educational journeys, the school takes the following additional measures:

8.3.5 Organises information meetings of First Year parents before the start of the school year.

8.3.6 Organises an Induction Programme for incoming First Year Students on the first days of term.

8.3.7 Organises a mentoring programme where each First Year student liaises with 5th Year students who will assist and guide them throughout First Year. Students meet with their Mentors at designated times and liaise with them.

8.4 Parents/Guardians

8.4.4 The school believes the full support of parents/guardians for the Code is essential. Values at home and parental attitude make a positive contribution to student's learning and behaviour. Parents/guardians are expected to model the standards that students are asked to respect.

8.4.5 The school provides many opportunities for parents/guardians to be familiar with the standards and to understand the importance of expecting students to behave in accordance with these standards. The school provides parents with the opportunity to become involved in Parenting Programmes on an annual basis. These may include in school courses or online/blended learning courses.

8.4.6 The school maintains regular communication with parents/guardians and if necessary, parents/guardians will be invited to discuss their child's behaviour, with the objective of achieving an agreed common approach.

8.5 Teachers and Other School Staff

8.5.4 The example set by teachers and all school staff has a direct bearing on learning for students. They have a responsibility to model the school's standards of behaviour in their dealings both with students and each other.

9 Promoting Good Behaviour

9.1 Promoting good behaviour is the main objective of the school's Code of Behaviour. Through its ethos, policies and practices, Coláiste Clavin actively promotes positive behaviour and seeks to prevent inappropriate behaviour.

9.2 The Code is made to work in a fair and consistent way. Standards are clear, consistent and widely understood and high expectations are set.

9.3 The school climate and atmosphere are created by the actions of everyone who is connected to the school: teaching staff, other staff, parents/guardians and students.

9.4 The school operates a positive Discipline Programme for students, affirming and rewarding good behaviour.

9.5 Adults model the behaviour expected from students.

9.6 Clear boundaries and rules are set for students. Students are helped to recognise and affirm good behaviour.

9.7 Positive feedback is provided through the school Journal and ePortal

9.8 The Code of Behaviour recognises that the dignity of all staff, students and parents/guardians must be afforded the utmost priority and emphasises the right of all student and staff to work in an educational environment free from disruption.

9.9 The school expects all students to abide by the Code of Behaviour and to live up to the standards expected. Central to promoting good behaviour is the quality of relationships between staff and students. All teaching personnel in Coláiste Clavin strive to develop good relationships. To help foster good relationships, the school acknowledges, promotes and rewards good behaviour in a variety of ways. This includes the following:

- Access to a member of school personnel from 8.45a.m. onwards.
- Individual expression of encouragement, thanks and appreciation.
- Positive feedback entered into the student's Journal/Compass.
- Positive feedback postcards to JCSP students' homes.
- Regular contact with parent/guardians, especially when there is a concern about a student's work or behaviour.
- A Positive Discipline programme is used to reward class groups for good behaviour.
- Acknowledgement at the Student Achievement Awards Day to mark student's achievements.
- Where necessary close co-operation with outside bodies such as H.S.E., SCP, N.E.P.S. and Gardaí.
- Annual Parent/Teacher meeting for all year groups.
- Parents' Association Meetings and Board of Management Meetings.
- Class Teachers/Year Tutors regularly meet students and discuss matters of interest or concern.
- Wellbeing Programme, weekly themed tutorials
- RSE and Anti-Bullying Education
- Regular meetings of Student Council.
- Encouragement of healthy eating and healthy lifestyle as part of the school's Healthy eating Policy. Students will not bring fizzy drinks to school. Students are forbidden to bring nuts or products containing nuts to school.
- House Examination and School Reports at Christmas and the end of the school year. These are made available online through Compass.
- Strong encouragement of participation in socially worthwhile activities and fundraising.

- Regular updating of the website to publicise instances of achievement.
- Contacting local/national media to publicise events and achievement.
- Acknowledgement of achievements by the Principal and Deputy Principal over the P.A. system.
- Where appropriate, special public display throughout the school, and on digital signage within the school, and on the school App of photographs, artwork and relevant documents on students' achievements.
- Regular promotional events, such as Seachtain Na Gaeilge, Friendship Week, Maths Week, Science Week, fun activities during Positive Mental Health Week, Sports Day.
- Inviting experts and other speakers to talk to students and parents about matters that relate to a healthy and constructive life within and outside the school. This may include online/virtual meetings with external speakers.
- This list is not exhaustive.

10 School Rules

10.1 Fundamental Principles

10.1.1. All students attending Coláiste Clavin are expected to respect school management, teachers, staff, their fellow pupils, school property and the property of their fellow pupils.

10.1.2. As a school community we aim to create a positive learning environment. While recognizing the individuality of each student, the Code of Behaviour aims to ensure the right of each student to a relatively disruptive-free learning environment. In trying to achieve this we encourage good order, combined with responsible and caring attitudes, based on mutual respect.

10.1.3. Good and attentive behaviour is expected. Every student must have the freedom to learn, to concentrate and to participate. He/she must have the freedom to do this without being inhibited in any way by his/her fellow students and so that an atmosphere of learning is maintained.

10.2 Behaviour

10.2.1. Students are expected to co-operate fully with all members of staff in a spirit of mutual respect and courtesy. This means that:

- Students are expected to behave with courtesy and good manners towards others.
- Students are expected to be punctual and arrive to class in time in order to avoid disruption to teaching and learning.

- Students will seek written permission in their school journal from teachers for toilet visits at the end of class. The only exception to this is in the case of emergencies or where other arrangements have been made with school management.
- Students will not visit lockers during or between classes and must have a note in their journal if leaving the classroom.
- Students are expected to treat their fellow students in a fair and respectful manner.
- Students should cultivate a sense of responsibility towards their own property and behaviour.
- Students should treat the school property and that of fellow students with respect.
- Coláiste Clavin does not tolerate bullying or harassment in any form.
- Coláiste Clavin does not tolerate boisterous behaviour which may pose health and safety dangers to other students or staff.
- Students must not damage, set off, or interfere in any way with fire extinguishers, or any school safety equipment.
- Students are not permitted to eat or drink in the corridors or school classrooms.
- Students are not permitted to loiter in the toilet areas and only one student per toilet cubicle. If more than one student is found to be in a toilet cubicle, this will be seen as a breach of the code of behaviour and will be sanctioned accordingly. Students who are loitering in the toilet areas may receive a suspension.
- Students are not permitted to use spray deodorants in school building or grounds for health and safety reasons. Use must be confined to roll on deodorants if required.
- Students are not permitted to leave the school grounds for any reason without permission and being signed out at reception by a family member who is recorded in their school file as a designated person who may collect the student. Students will not for any reason be permitted to leave school in the company of any other unknown or unauthorised person.
- Sixth Year students will be afforded the privilege to leave school grounds to go to the village at lunch time. The school's code of behaviour will apply to all 6th year students regardless of whether they are on or off school property during the school day. Students who are afforded this privilege are not permitted to engage in any behaviour or interactions which will be harmful to themselves or others, or which are damaging to the reputation and good name of the school.
- Students who do go down the village must return to and be present in the school by 1.30pm in order that they are prepared and ready for afternoon classes.
- Students who engage in misbehaviour while off school grounds or return to school late may have their permission to go down the village withdrawn. Notice of this will be given in writing to both the student and parents.
- Students who accumulate a number of poor behavioural events may lose the privilege of a lunch time pass or may not be permitted to go on school trips and outings.

10.3 School Uniform

10.3.1 Students must wear full uniform at all times during the school day and while representing the school in activities outside the school, including state examinations. This means:

- The official school uniform must be worn at all times – the uniform consists of:

- Boys: grey trousers, girls: grey trousers or school skirt (knee length), plain black tights are optional.
- Shirt (grey for boys, grey/white for girls) School jumper.
- Black leather school shoes (trainers are not permitted).
- Students are required to wear the school track suit for PE and while participating in school extra-curricular activities and external events while representing the school. This includes the school zip top, polo shirt and track suit bottoms.
- All items of clothing to be purchased at Ted Murtagh's Haggard St. Trim.
- School Uniform Coats must be worn to and from school and during school events. School coats must be stored in lockers during the school day and are not permitted to be worn in the classroom.
- Headgear, scarves and gloves are not part of the school uniform and are not to be worn indoors.
- Earphones or Air pods will not be displayed or used in class or on corridors unless instructed by a teacher for educational purposes.
- One pair of sleepers/stud earrings may be worn in the lower ear only. No other facial or oral piercings are allowed. Where facial piercings cannot be removed, they must be kept covered at all times.
- Make up must be discrete and kept to a minimum.
- No extreme hair colours allowed. Only natural looking hair colour is allowed. Particular hair fashion trends may be deemed to be inappropriate for school.
- Students may wear P.E. gear to school on the day that their base class (regular class) is time-tabled for P.E.
- Each item of uniform should be clearly labelled with the student's name.
- Full school uniform should be worn for all school related activities.
- If for any reason a student is temporarily without their school uniform, parents must notify the school via a note in the journal, or via the school App the reasons and duration for this. Extended times without school uniform will not be permitted.

10.4 Student Application and Effort

10.4.1. Students should do their best to work both in class and on their homework. This means:

- Students listen to and co-operate with their teachers.
- Students do the assigned homework each night.
- Students do not disturb the learning process of fellow students.
- Students carry the school journal with them to all classes and place their journal onto their desks at the start of each class.
- Students must hand in their school journal when requested by a teacher or school management. Failure to do so will incur immediate suspension
- Students come properly prepared for their subject with their i-pads fully

charged each day.

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- Students do the assigned homework each night.
- Students do not disturb the learning process of fellow students.
- Students carry the school journal with them to all classes and place their journal onto their desks at the start of each class.
- Students must hand in their school journal when requested by a teacher or school management. Failure to do so will incur immediate suspension
- Students come properly prepared for their subject with their i-pads fully charged each day.
- Students must adhere to health & safety guidelines, with practical activity-based classes. Because:
 - Every student has a right to learn in an environment that supports the learning process.
 - Every teacher has the right to teach in an environment which is conducive to learning.
 - Every student has the right to an education free from fear and intimidation.
 - Homework is an essential part of the learning process.

10.5 Respect

10.5.1. Students must show courtesy, consideration and good manners in their behaviour while travelling to and from school, in school and on school trips.

This means:

Students must show politeness, respect and courteous co-operation to all school staff, fellow students, visitors to the school, local residents etc. at all times. Because: This is how we wish our school community to be treated.

Students must respect the school environment. This means: Keeping the school and school grounds clean and free of litter and graffiti, placing recyclable waste in the recycling bins provided. Chewing gum is forbidden in the school building and grounds. Students must actively support the school's Green Code and be respectful of all school property. Because: Everybody benefits from working and learning in a pleasant and clean environment. The school enhances the environment as active participants in the Green Schools Programme.

10.6 Mobile Phones and other devices

- 10.6.1 The misuse of mobile phones/personal media players/i-pads can have a disruptive effect on the teaching and learning environment. There are also privacy, health and safety issues associated with the misuse of mobile phones/i-pads and other devices.
- 10.6.2 While the school accepts that it is a pupil's right to own a mobile phone it also has a responsibility to maintain a safe, nurturing environment where the personal dignity and rights of all members of the school community are safeguarded in accordance with its mission statement.
- 10.6.3 Students are not permitted to use mobile phones in school or on school grounds, they must not be observed or heard.
- Students using phones in school or on school grounds will have the phone confiscated. It can only be then collected from the school by a parent/guardian.
- Parent(s)/Guardian(s) can contact their children through the school office.
- All communication with home in respect of illness or emergencies is to be made through the school office. The school phone is made readily available, free of charge.
- 10.6.4 Students may use iPads for educational purposes and to facilitate learning. They will not use them to record or photography any person/thing within the school without prior permission. Infringements will result in the iPad being confiscated by a teacher or member of management and deposited in the principal's office. Sanctions may be imposed. Sending messages by i-pad is not permitted during class time. This will result in the i-pad being confiscated by the teacher and deposited in the office. Sanctions may be imposed.
- 10.6.5 Students are individually responsible for any improper or inappropriate content found on their devices, regardless of origin.
- 10.6.6 Any teacher has the right to check that a phone or iPad, which is visible to them in the school or classroom. Students who refuse to comply with this will be referred immediately to the Year Head, who will apply the relevant sanction. If a student refuses to comply, the matter will be referred to the school management and suspended from school.
- 10.6.7 Any student media player which interrupts class through ringing, message alerting or making any audible sound will be confiscated by the teacher.
- 10.6.8 If a student is accessing internet sites that are not available on the school wifi, it will be presumed that they are hot spotting off their own phone, which is a breach of school rules as their phone must be switched off in school. This will result in a sanction.
- 10.6.9 Students who bring mobile phones/personal media players to school do so at their own risk and the school will not be held responsible in any way for loss, theft or damage of these devices.

For safety reasons it is important that school management is aware of students leaving the school premises during the day so mobile phones are not to be used to contact parents for this purpose.

- 10.6.9 Students may use iPads for educational purposes and to facilitate learning. They will not use them to record or photograph any person/thing within the school without prior permission. Infringements will result in the iPad being confiscated by a teacher or member of management and deposited in the Principal's office. Sanctions may be imposed.
- 10.6.10 Sending messages by i-pad is not permitted during class time. This will result in the i-pad being confiscated by the teacher and deposited in the office. Sanctions may be imposed.
- 10.6.11 Students are individually responsible for any improper or inappropriate content found on their devices, regardless of origin.

10.7 Substance Use

10.7.1. The school forbids the possession and/or use of cigarettes/any smoking paraphernalia/E- cigarettes/ Vaping devices on the school premises and grounds or while engaging in school activities. Not alone is there a concern around the student's health and safety in relation to this issue but it is a breach of Irish State law to smoke on the school premises and as a result the consequence will be suspension from school.

10.7.2. Illegal drugs/addictive substances/alcohol/un-prescribed drugs/legal drug substitutes are strictly prohibited in the school. The use of any necessary medication must be pre agreed with the principal and in accordance with LMETB policy and procedures. In the event of a breach of this rule the school is obliged to inform parents/guardians and / or the relevant authorities. Consequences for breaches of this rule are dealt with through the Suspension and Expulsion policies.

11 How Coláiste Clavin responds to unacceptable behaviour.

11.1 Responsibilities of the School

It is the responsibility of the school authorities:

- To maintain a classroom and school environment which is safe for students, teachers and other school staff.
- To maintain a classroom and school environment that is supportive of the learning of every student and ensures continuity of education.
- It is the policy of the school to intervene early and positively when a student's behaviour does not meet the standards expected.

11.1.2 CCTV Cameras are in operation in Coláiste Clavin both inside and outside of our school building. Images are being monitored and recorded for the purpose of crime prevention, the prevention of anti-social behaviour, the prevention of bullying, the investigation of behaviour events, for the safety of our students and staff and for the protection of LMETB and its property. This system will operate 24 hours a day, every day. These images may be used when investigating incidents and can be passed on to An Garda Síochana. The use of the CCTV system will be conducted in a professional, ethical and legal manner.

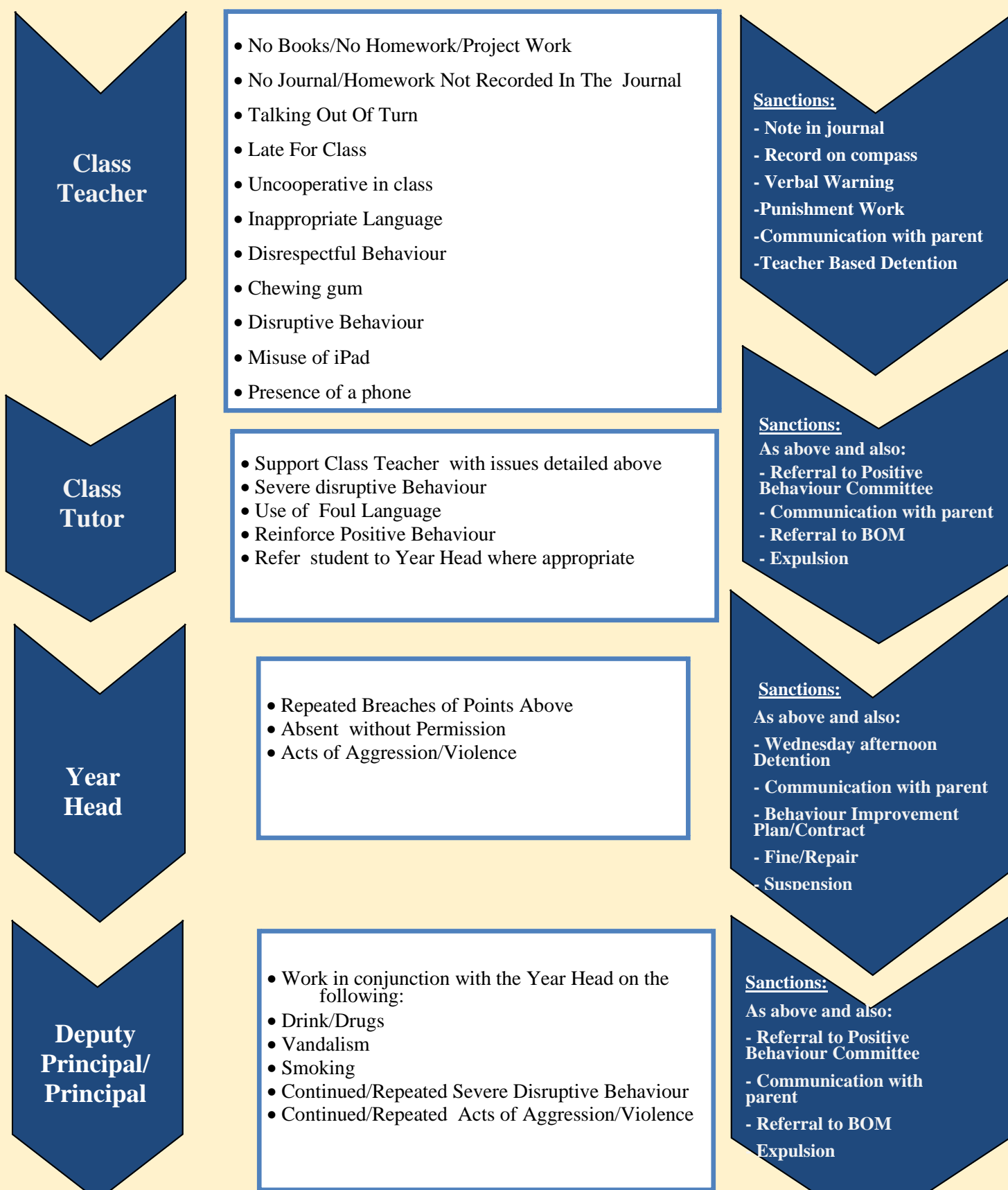
11.2 Responses and Sanctions

11.2.1. The school implements a graded response to student misbehavior. The strategy adopted by the school is to intervene early and positively and this strategy prioritises the early involvement of parents/guardians.

11.2.2. The following responses and sanctions are in use in Coláiste Clavin

- Journal
- Compass
- Report
- Calls home to parents
- Detention (lunch time and after school)
- Suspension
- Expulsion

Ladder of Referral for Code of Behaviour



- Please note that the movement up the ladder is mainly for behaviour offences. Persistent minor offences should be dealt with by the class teacher. However, failure to solve such issues at this level should be brought to the attention of the Tutor. Notes should be recorded on compass– both positive & negative.
- It is vital that a consistent approach is used by every member of staff

11.3.1

Teacher: Misconduct will be dealt with by individual subject teacher. The teacher can choose from possible sanctions such as – reprimand, record keeping, and note in Student Journal to parent, penalty sheet, informal lunchtime detention, extra work etc.

Tutor: Where misbehavior or misconduct persists despite sanctions in Stage 1 being imposed, the subject teacher then refers the matter to the Class Tutor.

Year Head: Where “previous interventions have been exhausted” and there is no evident improvement in behaviour, the student will receive an after-school detention (Wednesday 1.15- 2.15) from the Year Head or School Management. Parents will be informed of this by school journal, school app, telephone, text, email, or letter. A Progress Report at this stage may be introduced in an attempt to identify key areas for improvement.

11.3.1. Where a student is late for class 5 times in one week, these lates will be recorded in the school journal/compass and monitored by the Year Head. It will result in Wednesday Afternoon detention which will be given by the Year Head. Parents will be informed of this by journal, telephone, text, email or letter.

11.3.2. Where a student fails to attend 2 successive Wednesday afternoon detentions the student will then be suspended for 1 day. A record of detentions and suspensions is kept by the Tutor and Year Head and is also recorded on compass and parents advised by letter and/or phone.

11.3.3. Students will be issued with work to complete during Wednesday afternoon detention. Failure to attempt of complete that work will be considered contempt of the detention process and will result in the student being issued with a further detention. Failure to comply with the direction of the teacher supervising detention, will mean that the matter is referred again to the Year Head and school Management resulting in further sanctions, up to and including Suspension.

11.3.4. Where the Progress Report has found no evidence of improvement, the Year Head may organize an interview. Parents will be informed of this. The student can be interviewed by Tutor, Year Head and Deputy Principal/Principal. Parents will be invited to attend. Alternatively, feedback will be sent to parents by letter /phone.

11.3.5. Where satisfactory progress is deemed to have been attained, this will be affirmed by Year Head.

11.3.6. Deputy Principal and Principal: Parents are invited to attend a meeting with the Year Head and Deputy Principal (the Principal may also attend the meeting). History of misbehaviour will be outlined to parents at this meeting. The student signs a Contract of Behaviour. This is co-signed by the Year Head and Deputy Principal.

11.4 Scale of Intervention and involvement

11.4.1. Subject Teacher

11.4.1.1. The vast majority of behavioural matters are dealt with promptly and efficiently by the subject teacher and have no long term consequences.

11.4.2. Tutor and Year Head. Involved where:

11.4.2.1. Subject Teacher believes student has not responded positively to his/her intervention.

11.4.2.2. Student's conduct has consequences beyond the remit of an individual teacher

11.4.2.3. Breaches of school rules outside of the classroom

11.4.2.4. Accurate records of behaviour and interventions are filed by both the Tutor and Year Head.

11.4.3. Deputy Principal. Involved where:

11.4.3.1. Where there are serious breaches of school rules.

11.4.3.2. Persistent failure over lengthy period to achieve standard of work or behaviour expected.

11.4.3.3. Detention (punctuality related issues).

11.4.3.4. Possible suspension (matter needs to be discussed with the Principal who has the power to suspend).

11.4.4. Principal. Involved where:

11.4.4.1. There are very serious breaches of school rules.

11.4.4.2. The sanction is suspension up to and including 3 days; and up to and including 5 days in consultation with the Chairperson of the Board of Management.

11.4.5. The Board of Management. Involved where:

11.4.5.1. The sanction is suspension of greater than 3 days.

11.4.5.2. There is an appeal to a suspension.

11.4.5.3. The sanction is expulsion.

11.4.6. Parent/Guardian. Involved where:

11.4.6.1. On a daily and weekly basis by reviewing students behaviour in their journal which needs to be signed every week by parent / guardian).

11.4.6.2 There is a persistent failure to achieve the necessary standards with a view to seeking their assistance and co-operation in dealing with the matter.

11.4.7 Records/Files

11.4.7.1. A record of all serious breaches of the school rules is kept, along with Incident Reports, Report Cards, referrals, detention notes etc.

in the student's file and a record maintained on Compass.

11.4.7.2 Records are safely stored and may only be accessed by the Principal/Deputy Principal/Year Head /Tutor / subject teachers.

12 Detention Procedures

12.1 Detention is organized and administrated by the Year Head or Principal or Deputy Principal.

12.2 Detentions will be given for consistent infringements of the Code of Behaviour and / or more serious misbehaviour.

13. LOUTH AND MEATH EDUCATION AND TRAINING BOARD SUSPENSION AND EXPULSION POLICY AND PROCEDURES

13.1. Policy Statement

13.1.1. The suspensions and expulsions policy applies to all schools established and maintained by Louth and Meath Education and Training Board.

13.2. Legal framework

13.2 .1. Louth and Meath ETB acknowledges the duty of schools under its control to publish their policy concerning admission and participation in the school, including the policy of the school relating to the expulsion and suspension of students pursuant to Section 15 (d) of the Education Act 1998 and Section 23 of the Education Welfare Act 2000. The Code of Behaviour in Coláiste Clavin specifies:

- The standards of behaviour that shall be observed by each student attending the school.
- The measures that may be taken when a student fails or refuses to observe those standards.
- The procedures to be followed before a student may be suspended or expelled from a school.
- The grounds for removing a suspension imposed in relation to a student,

- The procedures to be followed relating to notification of a child's absence from school.

13.2.2. Coláiste Clavin affirms that its Code of Behaviour is prepared in accordance with the Guidelines issued by the Education Welfare Board 2008.

The Code of Behaviour addresses:

- The standards of behaviour expected in the school.
- The plan for promoting good behaviour.
- The ways in which a school responds to unacceptable behaviour.
- The plan for implementing the code of behaviour.
- School procedures for the use of suspension and expulsion.

13.2.3. Coláiste Clavin recognises the Right to Appeal pursuant to Section 29 of the Education Act.

13.2.4. In regard to informing the Education Welfare Board, Coláiste Clavin affirms its statutory obligation pursuant to section 21 (4)(a) of the Education Welfare Act.

13.2.5. Coláiste Clavin affirms that data collected in relation to students and parents is in compliance with the Data Protection Acts 1988 to 2018.

13.3 **Suspensions**

13.3.1 The Board of Management of Coláiste Clavin holds the authority to suspend a student. This authority is devolved under Section 44 (11(a)) of the Education and Training Boards Act 2013 by Louth and Meath ETB to the Boards of Management of each of the schools under its control.

13.3.2 Louth and Meath ETB recognises that the Boards of Management of Coláiste Clavin may delegate this authority to the Principal of Coláiste Clavin. The Board of Management should make a formal delegation arrangement taking due account of the provisions of the Education and Training Boards Act 2013.

13.3.3 Coláiste Clavin recognises that suspension is only one strategy within the Code of Behaviour in response to inappropriate behaviour.

13.3.4. Coláiste Clavin recognises that when all other strategies have been exhausted, suspension affords a student time to reflect on their behaviour, to acknowledge and accept responsibility for their behaviour and to accept the need for the behaviour to change. Coláiste Clavin works closely with parents to assist a suspended student to re-join the school community successfully.

13.3.5. Coláiste Clavin acknowledges that suspension should be a proportionate response to the behaviour that is causing concern. The decision to suspend a student requires serious grounds such as that:

- The student's behaviour has had a seriously detrimental effect on the

education of other students. LMETB – Suspension and Expulsion Policy and Procedures.

- The students continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for serious damage to property.
- The student breaches the Code of Behaviour. (At the discretion of the Principal.)

13.3.6. Coláiste Clavin affirms that all suspensions must be notified to the Board of Management of Coláiste Clavin.

13.3.7. Coláiste Clavin affirms that the Education Welfare Services of the Child and Family (Tusla) should be Informed of suspensions in the following circumstances:

- Where the period of suspension is for 6 or more consecutive school days.
- Where the aggregate number of days on which a student has been suspended /absent in any school year is 20 or more days.

13.3.8. Coláiste Clavin affirms that suspension may occur after the following factors have been considered:

- The nature and seriousness of the behaviour.
- The impact and context of the behaviour.
- The interventions tried to date.
- That all discipline options under the Coláiste Clavin Code of Behaviour have been applied and documented.
- That all actions /decisions taken are recorded and all correspondence copied.
- Discussion has occurred with the student and parent(s) regarding the specific behaviour which the school considers unacceptable, and which may lead to suspension.

13.3.9. The Board of Management of Coláiste Clavin affirms that students attending Coláiste Clavin may be suspended as follows pending investigation and or discussion with parents. The following list is not exhaustive:

- For serious misbehaviour
- For an unacceptable level of repeated misbehaviour
- For bullying, insulting, aggressive or violent behaviour towards others whether in person, by mobile phone or via social media or other electronic means; in the school, or when identifiable with the school
- For the supply/possession /use of alcohol and /or illegal drugs
- For the supply possession /use of weapons/ hazardous materials
- For behaviour that may be a danger to self or others
- For racist behaviour /supply of racist behaviour/use of racist material
- For behaviour that is contrary to the terms of the Equal Status Act 2000
- For sexual harassment and/or the possession/supply /use of pornographic material.

13.3.10. Coláiste Clavin acknowledges that a single incident of serious misconduct may be grounds for suspension. Such grounds may include

where the continued presence of the student in the school at the time would represent a serious threat to the safety or welfare of students, staff of the school or any other person.

13.3.11. A student may be suspended during a state examination and such suspension should normally be approved by the Board of Management of Coláiste Clavin This type of suspension should only be used where there is:

- A threat to good order in the conduct of the examination
- A threat to the safety or welfare of other students and personnel
- A threat to the right of the other students to do their exam in a calm atmosphere.

13.3.12. Louth and Meath ETB recognises that the Board of Management of Coláiste Clavin may decide as part of the school's policy on sanctions and following consultation process with the Principal, parents, teachers and students, that particular named behaviour incur suspension as a sanction. This does not remove the duty to follow due process and fair procedures in each case.

13.4 **Inappropriate use of Suspension**

- Rolling suspension. A student should not be suspended again shortly after they return to Coláiste Clavin unless they engage in serious misbehaviour that warrants suspension, that fair procedures are observed in full and the standard applied to judging the behaviour is the same as that standard applied to the behaviour of any other student.
- Informal / unacknowledged suspension. Exclusion of a student for part of the school day as a sanction is a suspension.
- Open-ended suspension. Students should not be suspended for an indefinite period. Any such suspension would be regarded as a defacto expulsion.

13.5 **Procedures in respect of Suspension.**

13.5.1 Louth and Meath ETB affirms that Coláiste Clavin is required to follow fair procedures when proposing to suspend a student. The school should observe the following procedures LMETB – Suspension and Expulsion Policy and Procedures

- The student and parent(s) should be informed about the complaint
- The student and parent(s) should be given the opportunity to respond
- In the case of 'immediate' suspension, a preliminary investigation should be conducted to establish the case for the imposition of the suspension. Parents must be notified, and arrangement made for the student to be collected from the school. The school must have due regard for its duty of care for the student.

13.5.2. A student should not be suspended for more than 3 days except in

exceptional circumstances. Louth and Meath ETB recognises that the Board of Management of Coláiste Clavin should provide guidance to the Principal concerning the kinds of circumstances under which suspensions of longer than 3 days might be approved. If a suspension of longer than 3 days is being proposed the matter should be referred to the Board of Management for consideration and approval. However, Louth and Meath ETB recognises that the Board of Management of Coláiste Clavin may wish to authorise the Principal, with the approval of the Chairperson of the Board of Management, to impose a suspension of up to 5 days in circumstances where a meeting of the Board cannot be convened in a timely fashion. Such authorisation must be recorded in the minutes of meeting of the Board of Management and reviewed on an annual basis.

13.5.3. Louth and Meath ETB affirms the Boards of Management of Coláiste Clavin should formally review any proposal to suspend a student where the suspension would bring the number of days for which the student has been suspended in the current school year to 20 days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998.

13.6. **Implementing the suspension**

13.6.1. The Principal of Coláiste Clavin should notify the Parent(s) and the student in writing of the decision to suspend. The letter will confirm:

- The period of the suspension and the dates on which the suspension will begin and end.
- The reasons for the suspension.
- Any study programme to be followed.
- The arrangements for returning to school, including any commitments to be entered into by the student and the parents.
- The provision for an appeal to the Department of Education, in the case of a suspension which would bring the days suspended in one academic year over 20 days. LMETB – Suspension and Expulsion Policy and Procedures.

13.6.2

In the case where Parents do not agree to meet with the Principal, Louth and Meath ETB confirms that written notice will serve as notice to impose a suspension.

13.6.3. A suspension may be removed if the Board of Management of Coláiste Clavin decides to remove the suspension for any reason.

13.7. **Section 29 Appeal against Suspension**

13.7.1 Where the total number of days for which the student has been suspended in the current school year reaches 20 days, the parent(s) or a student aged over 18 years, may appeal the suspension under Section 29 of the Education Act 1998 to the Minister for Education.

13.7.2. An appeal may be made by the parent of the student concerned, or

by the student concerned where the student has reached the age of 18 years. In accordance with section 26 of the Education (Welfare) Act, 2000, the Child and Family Agency (Tusla) may appoint a person, independent of that Agency, to appeal a decision of a board of management or person acting on behalf of the board of management to permanently exclude a student from a school.

13.7.3. An appeal must be made within 42 calendar days from the date of the decision of the board of management or a person acting on behalf of the board of management.

13.7.4. Appeals must be made in writing on the Section 29 Appeal Form and submitted to the Section 29 Appeals Administration Unit which has been established within the Department of Education to provide administrative support to enable appeals committees perform their functions. The Section 29 Appeal Form may be downloaded from the Department's website or obtained directly from the Section 29 Appeals Administration Unit. Contact details for the Unit are available on the Department's website www.education.ie.

14. Expulsion Policy

14.1.1 Louth and Meath ETB has the authority to expel a student. This authority may be delegated under Section 44 (11(a)) of the Education and Training Boards Act 2013 by Louth and Meath ETB to the Board of Management of Coláiste Clavin

14.1.2. Expulsion should be a proportionate response to the student's behaviour. Coláiste Clavin acknowledges that expulsion of a student is a very serious step and one that should only be taken by the Board of Management of Coláiste Clavin in extreme cases of unacceptable behaviour.

14.1.3. The Board of Management of Coláiste Clavin affirms that Coláiste Clavin needs to have taken significant steps to address the misbehaviour and to avoid expulsion.

Such measures may include:

- Meeting with parents and students to try and find ways of helping the student to change their behaviour.
- Making sure that the student understands the possible consequences of their behaviour should it persist
- Ensuring that all possible options have been tried.
- Seeking the assistance of relevant support agencies, e.g. Child and Family Agency (Tusla) Education Welfare Services, HSE Child and Adolescent Mental Health Services. National Behavioural Support Service JLO, NEPS, NCSE.

14.1.4. A proposal to expel a student requires serious grounds such as that:

- The student's behaviour is a persistent cause of significant disruption to

the learning of others or to the teaching process

- The student's continued presence in the school constitutes a real and significant threat to the safety and welfare of others.
- The student is responsible for serious damage to property.

14.1.5 Before expulsion is considered, school authorities must satisfy themselves that all possibilities have been exhausted for changing the student's behaviour.

14.1.6. 'Automatic Expulsion'

The Board of Management of Coláiste Clavin may decide in consultation with the Principal, parents, teachers and students that particular named behaviours would result in 'Automatic' expulsion. This does not remove the duty to follow due process and fair procedure.

14.1.7. Expulsion for first or once-off offence

There may be exceptional circumstances where the Board of Management of Coláiste Clavin decides that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the Code of Behaviour could include:

- A serious threat of violence against another student or member of staff
- Actual violence or physical assault
- Supplying illegal drugs to students in the school
- Sexual assault

14.2 **Factors to Consider before proposing to expel a student**

14.2.1. The Board of Management of Coláiste Clavin should take the following factors into consideration before considering expelling a student:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions already tried to change the student's behaviour •

Whether expulsion is a proportionate response

- The possible impact of expulsion

14.2.2. Expulsion would not be appropriate for the following:

- Poor academic performance
- Poor attendance or lateness
- Minor breaches of the Code of Behaviour

However, any behaviour that is persistently disruptive to learning or dangerous can be a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

14.3 **Procedures in respect of expulsion**

14.3.1. A detailed investigation will be carried out under the direction of the Principal. The Principal should ensure that no party who has had any

involvement with the circumstances of the case is part of the investigation.

14.3.2. The Principal should inform the student and his/her parents about the specific details of the alleged breach of behaviour, how it will be investigated and that it could result in expulsion. The Principal must ensure that the student and parents are given every opportunity to respond to the complaint of serious misbehaviour. The Principal should communicate this in writing to ensure that parents have a permanent record of having been informed.

14.3.3. A meeting should be arranged between the student and their parents and the Principal of Coláiste Clavin before a sanction is imposed.

14.3.4. Should a student and their parent(s) fail to attend a meeting the Principal should write advising:

- the seriousness of the matter
- the importance of attending a re-scheduled meeting
- Failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour
- Record all correspondence

14.3.5. Where the Principal of Coláiste Clavin forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal shall make a recommendation to the Board to consider expulsion.

14.3.6 The Principal should:

- Inform the student and parents in writing that the Board of Management is being asked to consider expulsion.
- Ensure that parents have written records of (a) the allegation, (b) the investigation, (c) written notice of the grounds on which the Board of Management is being asked to consider expulsion.
- Provide the Board with the same comprehensive records as are given to the student and the parents.
- Notify the parents in good time of the date of the hearing with 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.
- Ensure parents are given enough notice to allow them to prepare for the meeting.

14.3.7. It is the responsibility of the Board of Management of Coláiste Clavin to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.

14.3.8. The Board of Management should undertake its own review of documentation and all circumstances of the case.

14.3.9. The Board of Management should ensure that no party who has had any involvement with the circumstances of the case is part of the Board's

deliberations.

14.3.10. Where the Board of Management of Coláiste Clavin decides to expel a student it must hold a hearing and this meeting should be properly conducted in accordance with Board procedures.

14.3.11. Parents may be accompanied at the Board hearing but, as this is a lay forum; legal representation is not the normal practice, however it may be allowed due to the potentially serious consequences for the student. The Board Secretary should be informed in writing who shall be attending this meeting at least two days prior to the meeting taking place.

14.3.12. At the start of the meeting the Chairperson shall enquire whether any member has an objective bias in respect of the matter being considered by the Board. Where the Board is satisfied that an objective bias exists, the member(s) involved shall withdraw from the meeting.

14.3.13. At the hearing the Principal and the parents, or a student aged 18 or over, put their case to the Board in each other's presence and will be available to answer questions from Board Members. Each party should be allowed question the evidence of the other party. Questions should be directed through the Chairperson at the end of each presentation.

14.3.14. Once the Principal and the Parents have made their cases, they will withdraw from the meeting.

14.3.15. Should the Board require the professional advice of the Principal, the Principal may be invited to return to the meeting briefly for that purpose. While the Principal is present, there will be no discussion on the merits of the particular case being considered.

14.3.16. In the conduct of the hearing the Board must take care to ensure 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 should facilitate this in line with good practice and Board procedures.

14.3.17. When both sides have been heard the Board should ensure that the Principal and Parents are not present for the Board's deliberations.

14.3.18. In hearing and considering a proposed expulsion the Board shall have regard to: (a) the nature, scale and persistence of any behaviour alleged to have given rise to, or contributed to, the decision made by or on behalf of the Board,
(b) the reasonableness of any efforts made by the school to enable the student to whom the appeal relates (the 'student concerned') to participate in and benefit from education,
(c) the educational interests of the student concerned and the desirability of enabling the student as far as practicable to participate in and benefit from education with his or her peers,

- (d) the educational interests of, and the effective provision of education for, other students of the school and the maintenance of a classroom and school environment which is supportive of learning among the students of the school and ensures continuity of instruction provided to students in any classroom concerned and the school,
- (e) the safety, health and welfare of teachers, students and staff of the school,
- (f) the code of behaviour under section 23 of the Education (Welfare) Act of 2000 and other relevant policies of the school and —
 - (i) in the case of that code of behaviour, the extent to which it is in compliance with that section 23 and any guidelines issued under subsection (3) of that section, and (ii) in the case of those other policies, the extent to which each of them is implemented, promotes equality of access to and participation in education and is in compliance with —
 - (I) any enactment that imposes duties on schools or their boards,
 - (II) any relevant guidelines or policies of the Minister,
- (g) the duties on schools or their boards imposed by or under any enactment,
- (h) guidelines issued pursuant to section 22(7) of the Act of 2000, and
- (i) such other matters as the Board considers relevant.

14.4. Board of Management deliberations and actions following the hearing

14.4.1. Having heard from all the parties involved it is the responsibility of the Board to decide whether or not the allegation is substantiated and if expulsion is the appropriate sanction.

14.4.2. When the Board of Management having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify the Education Welfare Officer in writing of its opinion and the reasons for this opinion pursuant to section 24(91) of the Education Welfare Act 2000. The Board should refer to the Child and Family Agency (Tusla) Education Welfare Services reporting procedures for proposed expulsions.

14.4.3. The student cannot be expelled before the passage of 20 school days from the date on which the EWO receives this written notification.

14.4.4. The Board of Management should inform the parents in writing about its conclusions and where expulsion is proposed the parents should be informed that the Board of Management will inform the Education Welfare Officer.

14.5. Consultations arranged by the Educational Welfare Officer

14.5.1. Within 20 days of receipt of a notification from a Board of Management the EWO will make all reasonable attempts to hold individual consultations with the Principal, the parent and the student. The EWO will convene a meeting of those parties. LMETB – Suspension and

Expulsion Policy and Procedures. These consultations will focus on alternative educational arrangements for the student.

14.5.2. Pending the consultations in 13.12.1. the Board of Management may consider it appropriate to suspend a student during this time. This should only be considered where the continued presence of the student during this time would seriously disrupt the learning of others or represent a risk to the safety and health of students or staff.

14.6. Confirmation of the decision to expel

14.6.1 When the 20 day period following notice to the EWO has elapsed and the Board of Management remains of the view that the student should be expelled, the Board of Management should formally confirm the decision to expel. The Board of Management may delegate authority to the Chairperson and Secretary to review this decision of expulsion after the twenty days has expired.

14.6.2 Parents should be notified immediately that the expulsion will now proceed. Parents and the student must be informed of their right to appeal to the Minister for Education.

14.7. Section 29 Appeal against Expulsion

14.7.1. The parent(s) or a student aged over 18 years, may appeal the expulsion under Section 29 of the Education Act 1998.

14.7.2. Parents and the student should be informed about their right to appeal to the Minister for Education.

14.7.3. An appeal may be made by the parent of the student concerned, or by the student concerned where the student has reached the age of 18 years. In accordance with section 26 of the Education (Welfare) Act, 2000, the Child and Family Agency (Tusla) may appoint a person, independent of that Agency, to appeal a decision of a board of management or person acting on behalf of the board of management to permanently exclude a student from a school.

14.7.4 An appeal must be made within 42 calendar days from the date of the decision of the board of management or a person acting on behalf of the board of management.

14.7.5 Appeals must be made in writing on the Section 29 Appeal Form and submitted to the Section 29 Appeals Administration Unit which has been established within the Department of Education to provide administrative support to enable appeals committees perform their functions. The Section 29 Appeal Form may be downloaded from the Department's website or obtained directly from the Section 29 Appeals Administration Unit. Contact details for the Unit are available on the Department's website www.education.ie . LMETB – Suspension and

Expulsion Policy and Procedures.

14.8. **Review of use of Expulsion**

14.8.1 The Board of Management of Coláiste Clavin should review the use of expulsion in the school at regular intervals.

14.8.2 **Implementation and Review of Policy**

14.8.3 The Principal and Board of Management of Coláiste Clavin will be responsible for the implementation of this policy.

14.8.4 This policy shall be reviewed periodically, in light of emerging legislation and circulated Guidelines from the Department of Education from its official adoption by the Louth and Meath Education and Training Board and Coláiste Clavin Board of Management.

This policy was reviewed and adopted by Louth and Meath Education and Training Board on 15 November 2018 for incorporation into school's Codes of Behaviour. This policy was reviewed in November 2020 in light of commencement of changes to the Section 29 Appeals procedures under the Education (Admission to schools) Act 2018.

This policy was ratified by the Coláiste Clavin Board of Management on 21st May 2022

Definitions under the Education Act, 1998

“**parent**” includes a foster parent, a guardian appointed under the Guardianship of Children Acts, 1964 to 1997, or other person acting in loco parentis who has a child in his or her care subject to any statutory power or order of a court and, in the case of a child who has been adopted under the Adoption Acts, 1952 to 1998, or, where the child has been adopted outside the State, means the adopter or adopters or the surviving adopter;

“**Principal**” means a person appointed under section 23;

“**school**” means an establishment which—

(a) provides primary education to its students and which may also provide early childhood education, or

(b) provides post-primary education to its students and which may also provide courses in adult, continuing or vocational education or vocational training, but does not include a school or institution established in accordance with the Children Acts, 1908 to 1989, or a school or institution established or maintained by a health board in accordance with the Health Acts, 1947 to 1996, or the Child

Care Act, 1991;

“**student**”, in relation to a school, means a person enrolled at the school and in relation to a centre for education, means a person registered as a student in that centre;

15 Procedures for notifying the school about student absences.

15.1 General

15.1.1. Any absence from school should be unavoidable and for a very good reason.

15.1.2 It is advisable that parents should not take students out of school for holidays, or for other non-essential reasons.

15.1.3 It is the duty of parents to inform the school, using the school App, if their child has been absent for any period, giving the reason for the absence.

15.1.2. If a student is absent and the school has not been informed, it reserves the right to contact the parents seeking a reason for the absence.

15.1.3. Parents/guardians maybe contacted in respect of periods of unexplained absences.

15.1.4. If a student is absent for twenty or more school days in one school year, the school is legally obliged to report this to the NEWB, and to give reasons for the absences.

15.1.5. The school may notify the NEWB at any time if it has concerns about a student’s absence.

15.1.6. The NEWB has the right to investigate absence from school where it deems it appropriate.

15.1.7. The school keeps a daily attendance record of all students which is submitted to the NEWB at the end of the year.

15.2. Absence through Illness

15.2.1. If a student is absent for more than three days parents/guardians should phone/email the school with a progress report, to be given to the Deputy Principal, who will in turn pass this on to the Class Tutor.

15.3 Return after Absence

15.3.1. On a student’s return from absence, parents/guardians should complete and sign the Record of Absence form in the school App, detailing dates absent, date of return, reason for absence and the number of days absent.

15.3.2. Where there has been an absence through illness requiring the intervention of medical personnel it is advised that the student gets a medical certificate. This certificate is then handed in to the school office.

15.4 Absence during School Hours

15.4.1 If possible, all appointments, such as medical or dental appointments, should be outside of school hours.

15.4.2 If an appointment during school hours is unavoidable, a parent/guardian must personally enter the school to collect their son/daughter out using the 'sign out book'/school app form while present in reception. Students may only leave the school in the company of a parent or person previously nominated in writing to the school to collect the student. Students will not be permitted to leave the school with other unknown persons, Students are not allowed to leave the school alone.

15.4.3 If possible, the student should return to school after the appointment, parents should accompany the student to reception and sign the student back in using the school App form in the presence of the school secretary.

15.4.4 If a student feels sick at school, he / she must report to the school reception, where a parent/guardian will be contacted or where they will be permitted to use the school phone to call a parent. In all cases contact with the parent/guardian is made through the office as the school must be informed of a student's illness. When ill, students are only permitted to go home when a parent can come in to collect them.

15.4.5 A student living in the village may be allowed to go home for lunch provided their parents/guardians have signed and returned the appropriate permission document furnished to them by the school. This privilege may only be utilised by students who can walk to their homes and back in good time during the lunch period. They are not permitted to travel to any home other than their home in which they reside. The student will be required to be back in school at least 5 minutes before afternoon classes begin. Any abuse of this privilege may result in its immediate withdrawal.

15.4.6 Parents of students who are constantly late for school in the morning or afternoon will be informed of this by the school app, phone call, email or school journal.

Board of Management Policy Consultation Record

Please present this form to your BOM when considering the policy at BOM level for ratification

School:	<i>Coláiste Clavin</i>
Policy:	<i>Code of Behaviour</i>

Staff Consultation:

<i>Date of Final Consultation:</i>	
<i>Proposed By:</i>	<i>(Staff Member)</i>
<i>Seconded By:</i>	<i>(Staff Member)</i>

Student Consultation:

<i>Date of Final Consultation:</i>	
<i>Proposed By:</i>	<i>(Student)</i>
<i>Seconded By:</i>	<i>(Student)</i>

Parents Consultation:

<i>Date of Final Consultation:</i>	
<i>Proposed By:</i>	<i>(Parents Association Member)</i>
<i>Seconded By:</i>	<i>(Parents Association Member)</i>

BOM & LMETB Ratification/Resolution Process for This Policy

BOM Ratification

<i>Date Ratified by the Board of Management:</i>	
<i>Proposed By:</i>	
<i>Seconded By:</i>	
<i>Signed:</i>	<i>(Chairperson, BOM)</i>
<i>Scheduled Date for Review of the Policy:</i>	

LMETB Ratification/Resolution of the ETB Board

<i>Date of Resolution of ETB Board</i>	
<i>Signed</i>	<i>(Chairperson)</i>

