

Code of Behaviour



**SCOIL IOGNÁID DE RÍS
STEPHEN STREET
KILKENNY**

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Important areas of the Code are highlighted for your attention.

Introduction

This Code of Behaviour was devised in consultation with pupils, teachers, Parents' Council and Board of Management and was ratified at a meeting of the Board of Management on Tuesday, 1st June 2010.

We recognise that children bring a wide variety of behaviour to school. As a school we work towards standards of behaviour based on the principles of honesty, mutual respect, consideration and responsibility. Children need limits set for them in order for them to feel secure and safe while in school. In devising the Code of Behaviour we have endeavoured to ensure that the individuality of each child is accommodated while acknowledging, at the same time, the right of each child to an education in a safe and disruption free environment.

All the school community including teachers, staff members, parents and Board of Management play an important role in promoting positive behaviour in the school and to that extent we have adopted a whole school approach in implementing this Code.

In devising the Code we were guided by the school's Ethos and Mission Statement and the other school policies that relate to and support the school's Code of Behaviour such as:

- SPHE Plan.
- Anti-Bullying Policy.
- Health & Safety Plan.
- Admissions Policy.
- Homework Policy.
- Special Educational Needs Policy.

This policy applies to the following:

- Pupils.
- Teachers.
- SNAs.
- All other school staff including visiting teachers and coaches.
- Parents/Guardians.
- Board of Management.
- Visitors to the school.

All staff, including temporary and substitute teachers, will be provided with a copy of the Code of Behaviour. The school staff will be responsible for the day to day implementation of the Code of Behaviour.

School Ethos and Mission Statement

Scoil Iognáid de Rís is a Catholic Boys School inspired by the charism of Blessed Edmund Rice and the traditions of the Christian Brothers. It is a community of staff, pupils, parents and management. We endeavour to promote a school ethos where all are treated with respect, understanding and dignity. The school is part of the Edmund Rice Schools Trust and aspires to the 5 key elements of an Edmund Rice School.

- Nurturing Faith, Christian Spirituality and Gospel –based values.
- Promoting partnership in the community.
- Excelling in teaching and learning.
- Creating a caring school environment.
- Inspiring transformational leadership.

The school’s Catholic ethos and its characteristic spirit are promoted through the traditions, customs and practices of the school. The school fosters our Irish culture through language, games, music and dance. The school also supports the principles of:

- Inclusivity.
- Equality of access and participation in the school.
- Respect for the diversity of values, beliefs, traditions, languages and ways of life in society.

As a school community we:

- Respect the dignity and value of each individual.
- Foster self-esteem and a spirit of mutual respect.
- Show sensitivity to the needs and particular circumstances of the pupils.
- Develop the whole person – physically, intellectually, socially, morally, spiritually and emotionally – to their full potential in a caring atmosphere.
- Work with parents and the local community as partners – supporting and collaborating with each other in leading the pupils to their full potential.

Aims of the Code of Behaviour

The code of Behaviour is central to the efficient and safe operation of the school and reflects our ethos and mission statement. It aims to achieve the following goals of:

- Creating a climate that encourages and reinforces good behaviour.
- Creating a positive and safe environment for teaching and learning.
- Encouraging students to take personal responsibility for their learning and their behaviour.
- Helping young people to mature into responsible participating citizens.
- Building positive relationships of mutual respect and mutual support among students, staff and parents.
- Ensuring that the school's high expectations for the behaviour of all the members of the school community are known and understood.
- Creating a whole-school approach to behaviour and discipline.

General Standards of School Behaviour

The pupils will thrive and be happy in a well structured, caring environment where high standards of behaviour are expected and adhered to. The standards expected will encourage behaviour that respects self and others. The school ethos, policies and practices work to support and promote positive behaviour and prevent inappropriate behaviour.

Our behaviour will reflect the following values:

- respect for self and others.
- kindness and willingness to help others.
- courtesy and good manners.
- fairness.
- readiness to use respectful ways of resolving difficulties and conflict.
- forgiveness.

General School Rules

(These can vary from time to time depending on the circumstances and situation. Parents will be informed of any changes)

1. I will show courtesy and respect for all pupils, staff and visitors to the school.
2. I will keep the school clean and tidy.
3. I will respect school property including my own and that of others.
4. I accept and will observe the school's dress code. (c.f. page 26)
5. I accept that, in the interests of Health and Safety, earrings and body piercing are not allowed.
6. I will be honest at all times.
7. I will resolve problems calmly and never use violence.
8. I will follow the orders and directions given to me by staff members.
9. Bullying in any form is totally unacceptable.

Behaviour that promotes good learning

It is the responsibility of management and teachers to maintain a classroom and school environment that is supportive of the learning of every pupil and ensures continuity of instruction for them. Pupils play an important role in creating a positive learning environment and the school expects pupils to take responsibility for their own learning and not to interfere with the learning of others. Pupils are asked to commit to this standard of behaviour by:

- attending school regularly and punctually.
- doing one's best in class.
- taking responsibility for one's work.
- keeping the rules.
- helping to create a safe and positive learning environment.
- respecting staff.
- respecting other students and their learning.
- participating in school activities.

Class and playground rules should be read in conjunction with the school rules and the school's Anti-Bullying Policy.

Class Rules

(These are the most common class rules. They can vary from class to class and as situations arise. A full list will be displayed in each classroom)

1. I will not be late for class.
2. I will show a kind, helpful and caring attitude to other pupils.
3. I will do my best at all times.
4. I will not speak out of turn or interrupt others.
5. I will not leave my seat without permission.
6. I will respect my teacher and other members of staff who help me.
7. I will not disrupt or interfere with the learning of other pupils.
8. A note from parents is required if homework is undone or incomplete.
9. I will keep the classroom rules for wet days. (These will be on display in the classroom).

The school provides adequate supervision for pupils during break times. A written record of incidents of misbehaviour and accidents is kept on a daily basis by the teachers on duty. At the end of each month pupils are rewarded for good behaviour in the yard. Serious misbehaviour and recurring minor incidents will be dealt with in line with the section of the Code dealing with unacceptable behaviour.

Playground Rules

1. I will play safely at all times.
2. I will respect the right of other pupils to a safe and happy playtime.
3. I will not leave the yard at break times.
4. I will keep the rules for playtime and understand that they can change from time to time.
5. I will report any problems, concerns, accidents to the teachers on duty.
6. I will line up promptly when the bell rings for assembly.
7. I will not play in the ramp areas of the yard.

Positive Discipline Strategy

We acknowledge that the majority of our pupils are well behaved and give of their best throughout the school year. They are co-operative, diligent, courteous and enjoy school life. In an attempt to reward their endeavours, while also encouraging those less well motivated, a positive disciplinary system is in place in our school.

The Positive Disciplinary Strategy will mean:

- Each pupil will be awarded a behaviour grade from 0 – 10 at the end of each week.
- This grade will be entered in their homework journal.
- Pupils who receive a grade 7 or more will be rewarded by the class teacher.
- Rewards will be age appropriate, vary from class to class and will be at the discretion of the teacher. A list of the most common rewards is below.
- Receiving a grade 4 or lower would be an indication of unacceptable conduct.
- A boy who repeatedly receives a grade 4 or lower will receive a letter for his parents inviting them to meet with his class teacher or the Principal.
- Pupils who maintain an average of 80% or more will be awarded a certificate at the end of each term.
- Pupils who maintain a yearly average of 90% or more will be given a special treat at the end of the year.

Parents can play an important role in supporting this Positive Disciplinary Strategy. Parents should discuss the Behaviour Grade achieved by their son and sign the journal. For pupils achieving high grades we recommend ongoing parental encouragement and periodic rewards should be considered.

Most common rewards

(These can vary from class to class and a full list will be displayed in each classroom)

1. Praise and encouragement.
2. Jobs of trust.
3. Extra free time.
4. Homework off.
5. Note in homework diary re. positive behaviour.
6. Special treats/monthly raffles.
7. Class trophy.

8. Video/DVD time.

Standards that signal unacceptable behaviour

There are certain behaviours that have a negative effect on school life and are unacceptable. These behaviours can be described in the following ways:

- behaviour that is hurtful (including bullying, harassment, discrimination, victimisation and inappropriate language).
- behaviour that interferes with teaching and learning.
- threats or physical hurt to another person.
- damage to property.
- theft.

Unacceptable Behaviour & Sanctions

1. It is accepted that there is a need for sanctions to register disapproval of unacceptable behaviour. Sanctions can help pupils learn that their behaviour is unacceptable, recognise the effect of their actions on others and help them to take responsibility for their behaviour.
2. Each teacher has responsibility for maintaining discipline within his/her classroom while sharing a common responsibility for good order within the school building and environs.
3. Teachers will keep a written record of serious misbehaviour and on-going minor incidents. An agreed reporting form will be used to record misbehaviour with an agreed intervention procedure in response to the inappropriate behaviour.
4. Pupils will be referred to the Principal for serious breaches of discipline and for repeated instances of minor misbehaviour when there is no sign of improvement.
5. The following strategies may be used to show disapproval of unacceptable behaviour:

- Reasoning with the pupil.
- Reprimand (including advice on how to improve).
- Temporary separation from peers, friends and others.
- Loss of privileges.
- Prescribed additional work.
- Carrying out a useful task in the school.
- Detention.

- Referral to the Principal.
- Formal report to the Board of Management.
- Suspension.

6. Sanctions will be communicated clearly to the pupils and parents. They will be consistent and part of a plan to change behaviour. They will be proportionate to the nature and seriousness of the behaviour and will take into account age, developmental stage and cultural background of the pupils.

Inappropriate Sanctions include

- Physical punishment or the threat of physical punishment.
- Ridicule, sarcasm or remarks likely to undermine a student's self-confidence.
- Public or private humiliation.
- Applying sanctions to whole groups or classes in cases of individual or small-group wrongdoing.
- Leaving a student in an unsupervised situation
- Persistent isolation of, or ignoring, a student in class.
- Sanctions that are used in a discriminatory way.
- Depriving a pupil access to an area of the curriculum.

Sanctions for behaviour outside the school

The standards and rules contained in the Code of Behaviour will apply in any situation where the pupil, although outside the school, is still the responsibility of the school. The Code of Behaviour will apply to activities such as school tours, games, and all extra-curricular activities and events organised by the school or in such instances where the pupil is representing the school. If a pupil is alleged to have engaged in serious misbehaviour outside school, though not under the care and responsibility of the school, the school's code of behaviour will apply where there is a clear connection with the school and a demonstrable impact on its work.

The school rules and students with special educational needs or English language difficulties

Class teachers with the support of specialist personnel (such as the Learning Support Teacher, Resource Teacher, English Language Support Teacher, Special Needs Assistants) will ensure that standards and rules are communicated in a

way that students with special educational needs or with English language difficulties can understand.

These students may need visual prompts or pictures and opportunities to practise observing the rules, with feedback on their progress.

Communicating with Parents

Parents will be alerted at an early stage, where there are concerns about their son's behaviour, so that ways of helping the pupil can be discussed and agreed. Communication with parents will be verbal or written, depending on the circumstances. The school already operates a yellow and red card system. These cards are not a form of punishment but simply a standardised method of communicating with the parents.

- A yellow card informs the parents of unacceptable behaviour and asks for their co-operation in remedying the matter.
- A red card requests the parents to come to the school to discuss the matter.

The Role of the Parents

1. The school needs the support of parents in order to meet legitimate expectations with regard to behaviour and discipline.
2. Parents play a crucial role in shaping the attitudes which produce good behaviour in school.
3. Parents can co-operate with the school by encouraging their children to abide by the school rules, by rewarding them for good behaviour and by visiting the school when requested to do so by the Principal or class teacher.
4. Parents should share information with the school about anything that might affect their child's behaviour in the school.
5. Parents should take advantage of all formal and informal channels of communication available.

Communicating with the School

1. Parents are encouraged to take the opportunity of attending parent/teacher meetings.
2. At other times parents can communicate with the Principal or class teacher verbally or in writing as outlined below.
3. **Other school-time meetings, with the exception of emergencies, with the class teacher and/or the Principal are strictly by appointment only.** Parents are requested not to call unexpectedly during class time as this can cause major disruption.
4. All visitors to the school, including parents, should first call to the Secretary's office before proceeding to classrooms.
5. Under no circumstances should a parent arrive at a classroom door or walk into a classroom unannounced or uninvited.
6. Parents who arrive at the school with lunches, forgotten gear etc. should not go directly to the classroom but should leave the gear with the school secretary.
7. **Parents are requested not to approach teachers at the school gates or outside of school hours to discuss school matters.**

Dealing with Concerns and Complaints

Where parents wish to express their concerns or make a complaint regarding matters of behaviour and discipline the following procedure applies:

In the ordinary course of events concerns or complaints regarding discipline or behaviour should be raised

- Firstly with the class teacher.
- Secondly with the Principal.
- If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further he/she should lodge a complaint in writing with the Chairperson of the Board of Management.

Absences from school

Under the Education Welfare Act 2000 Section 23(2)(e) and Section 18 the school is obliged to describe the procedures to be followed by parents when they are notifying the school about their child's absence.

Attendance

Each child, to whom the Education Welfare Act applies (that is, those between the ages of 6 and 15) **is obliged by law to attend school every day on which the school is in operation unless there is a reasonable excuse for not attending.** The school authorities are obliged to notify the School Attendance Officer when a child is absent regularly or if a reasonable excuse has not been provided for an absence by the child's parents.

The following is a short summary of some of the main points of the Education Welfare Act:

- The Act provides for the appointment of Education Welfare Officers.
- The Principal has to maintain a record of attendance or non-attendance of each pupil.
- The record of non-attendance **must specify the reason for absence.**
- The Education Welfare Officer must be informed in writing by the Principal when a pupil has been absent for **more than 20 days in total** or where, in the opinion of the Principal, the student **is not attending regularly.**
- Parents will receive a warning notice when 15 days have been missed.
- They will also receive another notice when the 20 day limit has been reached.

We are therefore asking parents to comply with the following policy regarding absences from school.

ABSENCES FROM SCHOOL – SCHOOL POLICY

1. All absences from school, including half-days and appointments, should be accompanied by a written explanation to the school Principal. Explanations by phone are not acceptable.
2. Pupils who are absent, due to illness, for 5 consecutive days or more should supply a medical certificate where appropriate.
3. Where a pupil has been absent for 5 consecutive days or more and no explanation is offered to the school the school Principal will ring the parents to clarify the reason for absence.
4. Pupils who wish to leave the school for visits to doctor, dentist etc. should have a written note from parents.
5. Pupils who wish to leave the school for visits to doctor, dentist etc. should always be collected at the office by a parent. Parents are required to sign their children in and out when taking them home early for any reason.
6. If someone other than you must collect your child from class you must include that person's name in your note. The person collecting your child should be prepared to identify themselves if requested.
7. Teachers are instructed that no child is to be released from class without explanation. (written note or parent calling to collect child)
8. Parents are asked to respect the integrity of the school year and not withdraw pupils for holidays during school time. Holidays should only be taken at official school holiday time as outlined in the school calendar.

9. Children who arrive very late for school may be marked absent.
10. To encourage good attendance a Perfect Attendance Certificate will be awarded at the end of the year for full attendance and an Outstanding Attendance Certificate will be awarded to pupils who have missed 5 or fewer days during the school year.
11. Where a pupil is attending school irregularly the Principal will contact parents to ascertain the problem and give advice and guidance if required. If there is no improvement, the Principal will contact the appropriate authorities in keeping with the Education Welfare Act 2000.
12. When a pupil transfers to another school the Principal will communicate any problems relating to school attendance that the child concerned had and any other appropriate matters relating to the child's educational progress.
13. The school will not be responsible if parents or pupils disregard these rules or other school rules regarding safety and absences.

Suspension

What is Suspension?

For the purpose of this Code of Behaviour, suspension is defined as:

'requiring the pupil to absent himself/herself from the school for a specified, limited period of school days.'

During the period of a suspension, the pupil retains their place in the school.

Who has the authority to suspend?

The Board of Management of a recognised school has the authority to suspend a pupil. The Board of Management delegates to the Principal the authority to suspend for up to 3 days. The Principal is accountable to the Board in his use of this authority and will follow the guidelines outlined in the Code of Behaviour and any relevant legal requirements.

Grounds for Suspension

Suspension can be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. Before suspension of a pupil consideration will be given to factors such as:

- The nature and seriousness of the behaviour
- The context of the behaviour
- Other interventions tried to date
- Whether suspension is a proportionate response
- The possible impact of the suspension

A pupil will be suspended on the grounds that:

- **the pupil's behaviour has had a seriously detrimental effect on the education of other pupils**
- **the pupil's continued presence in the school at this time constitutes a threat to safety**
- **the pupil is responsible for serious damage to property.**

A single incident of serious misconduct may be grounds for suspension.

Where allegations of criminal behaviour are made about a pupil, these will usually be referred to the Gardaí who have responsibility for investigating criminal matters.

Forms of Suspension

Immediate suspension

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person.

'Automatic' suspension

The Board of Management may decide, as part of the school's policy on sanctions, and following the consultation process with the Principal, parents, teachers and pupils, that particular named behaviours incur suspension as a sanction.

Rolling suspension

A pupil will not be suspended again shortly after they return to school unless:

- they again engage in serious misbehaviour that warrants suspension.

Informal or unacknowledged suspension

Exclusion of a pupil for part of the school day, as a sanction, or asking parents to keep a child from school, as a sanction, is a suspension. Any exclusion imposed by the school is a suspension, and will follow the Guidelines relating to suspension.

Procedures in respect of suspension

Schools are required by law to follow fair procedures when proposing to suspend a pupil. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

- inform the pupil and their parents about the complaint.
- give parents and pupil an opportunity to respond.

Inform the pupil and parents

The school will inform the parents about the complaint/inappropriate behaviour, how it will be investigated, and that it could result in suspension. Parents will be informed in writing.

Give an opportunity to respond

Parents and pupil will be given an opportunity to respond before a decision is made and before any sanction is imposed. A meeting with the pupil and their parents can provide an opportunity for them to give their side of the story and to ask questions. It may also be an opportunity for parents and for the school

to explore with parents how best to address the pupil's behaviour. If a pupil and their parents fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school will record the invitations made to parents and their response.

Procedures in relation to immediate suspension

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the pupil, other pupils, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. A formal investigation will immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension. In the case of an immediate suspension, parents will be notified, and arrangements made with them for the pupil to be collected.

The period of suspension

The normal period of suspension will be three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. If a suspension longer than three days is being proposed by the Principal, the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

However, the Board of Management, can authorise the Principal with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.

The Board will formally review any proposal to suspend a pupil, where the suspension would bring the number of days for which the pupil has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under Section 29 of the Education Act 1998.

Appeals

Parents have the right to appeal a decision of the Board of Management to suspend a pupil.

Section 29 Appeal

Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the parents, 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 will be told about their right to appeal to the Secretary General of the Department of Education and Science under Section 29 of the Education Act 1998, and will be given information about how to appeal.

Implementing the suspension

The Principal will notify the parents and the pupil 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 pupil and the parents.
- the provision for an appeal to the Board of Management.
- the right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, Section 29).

Where a decision to suspend has been made, the Principal will meet with the parents to emphasise their responsibility in helping the pupil to behave well when the pupil returns to school and to offer help and guidance in this.

Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

Grounds for removing a suspension

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under Section 29 of the Education Act 1998.

After the suspension ends

A period of suspension will end on the date given in the letter of notification to the parents about the suspension. Where possible, the school will arrange for a member of staff to provide support to the pupil during the re-integration process.

When any sanction, including suspension, is completed, a pupil will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school will expect the same behaviour of this pupil as of all other pupils.

Records and reports

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.

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

The Principal will report suspensions in accordance with the NEWB reporting guidelines (Education Welfare Act, 2000, Section 21(4)(a)).

Expulsion

Definition of Expulsion

A pupil 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 a recognised school has the authority to expel a pupil. That authority is reserved to the Board of Management and is not delegated.

The grounds for expulsion

Expulsion of a pupil is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school, at this stage, will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil including, as appropriate:

- meeting with parents and the pupil to try to find ways of helping the pupil to change their behaviour.
- making sure that the pupil understands the possible consequences of their behaviour, if it should persist.
- ensuring that all other possible options have been tried.
- seeking the assistance of support agencies.

A proposal to expel a pupil requires serious grounds such as that:

- the pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- the pupil's continued presence in the school constitutes a real and significant threat to safety.
- the pupil is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, the school

will have tried a series of other interventions, and believe they have exhausted all possibilities for changing the pupil's behaviour.

Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a pupil 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 could include:

- a serious threat of violence against another pupil or member of staff.
- actual violence or physical assault.
- supplying illegal drugs to other pupils in the school.
- sexual assault.

Procedures in respect of expulsion

The school will follow fair procedures as well as procedures prescribed under the Education Welfare Act 2000, when proposing to expel a pupil. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

Step 1: A detailed investigation carried out under the direction of the Principal

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

- inform the pupil 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 pupil 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 in order to have a permanent record of having let them know. This also ensures that parents are very clear about what their child is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

Parents and the pupil will be given every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed.

If a pupil and their parents fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation issued to parents and their response.

Step 2: A recommendation to the Board of Management by the Principal

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

- inform the parents and the pupil that the Board of Management is being asked to consider expulsion.
- ensure that parents have records of: the allegations against the pupil; 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.
- ensure that parents have enough notice to allow them to prepare for the hearing.

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

It will be the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board will undertake its own review of all documentation and the circumstances of the case. It will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the pupil).

Where the Board of Management decides to consider expelling a pupil, 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, can put their case to the Board in each other's presence. Each party will be allowed to question the evidence of the other party through the Chair. The meeting may also be an opportunity for parents to make their case for lessening the sanction. Parents who wish to be accompanied at hearings will be facilitated by the Board.

After both sides have been heard, the Board will deliberate. The parents and the Principal will not be present at the Board's deliberations.

Step 4: Board of Management deliberations and actions following the hearing

Having heard from all the parties, it will be 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 pupil should be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education Welfare Act

2000, s24(1)). The Board of Management will refer to National Educational Welfare Board reporting procedures for proposed expulsions. The pupil 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)).

An appeal against an expulsion under Section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with Section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007, s4A). The Board will inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents will be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5: Consultations arranged by the Educational Welfare Officer

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

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the pupil, and anyone else who may be of assistance.
- convene a meeting of those parties who agree to attend (Education Welfare Act 2000, Section 24).

The purpose of the consultations and the meeting is to ensure that arrangements are made for the pupil to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation will focus on alternative educational possibilities.

In the interests of the educational welfare of the pupil, those concerned will come together with the Educational Welfare Officer to plan for the pupil's

future education. Pending these consultations about the pupil's continued education, the Board of Management may take steps to ensure that good order is maintained and that the safety of pupils is secured (Education Welfare Act 2000, s24(5)). The Board may consider it appropriate to suspend a pupil during this time. Suspension should only be considered where there is a likelihood that the continued presence of the pupil during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

Step 6: Confirmation of the decision to expel

Where the twenty day period following notification to the Educational Welfare Officer has elapsed and where the Board of Management remains of the view that the pupil should be expelled, the Board of Management will formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal).

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

Appeals

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 Section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a pupil.

The appeals process

The appeals process under Section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science).

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 expulsion is used appropriately.

Schools' Dress Code

1. I will wear my full school uniform. This consists of:

- CBS School Jacket.
- Maroon V-necked jumper with CBS crest.
- Cream Shirt.
- CBS tie.
- Grey trousers.
- Black shoes (runners should not be worn with the school uniform).

2. I will wear my school tracksuit on PE days only and on other days when the teacher gives permission. Gear for PE consists of:

- CBS tracksuit only.
- CBS Polo Shirt (CBS Jersey can be used instead of the polo shirt).
- Runners or football boots as appropriate.

3. I will be clean and neat & tidy in my appearance including my hair.

4. I accept that, in the interests of Health and Safety, the wearing of earrings and other body piercings is not allowed.