

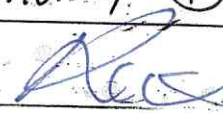


Coláiste Pobail
an Bhóthair Bhuí

Enfield
Community
College

DRAFT Code of Behaviour Updated
**BOM & LMETB Ratification/Resolution Process for
This Policy**

BOM Ratification

<i>Date Ratified by the Board of Management:</i>	08/09/2023
<i>Proposed By:</i>	TOMAS Cooney
<i>Seconded By:</i>	Aisling Dempsey
<i>Signed:</i>	 (Chairperson, BOM)
<i>Scheduled Date for Review of the Policy:</i>	September 2024

LMETB Ratification/Resolution of the ETB Board

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

1. Introduction

Enfield Community College is a multi - denominational, co –educational Post Primary School under the patronage of Louth and Meath Education and Training Board (LMETB), a leader in educational provision and the patron of the largest range of schools and educational programmes in Counties Louth and Meath. As a multi - denominational school, Enfield Community College accepts students of all faiths and of none. The medium of instruction at the school is English.

Our vision for Enfield Community College is of a welcoming, diverse and dynamic school that provides a quality learning experience with the learner as core. This vision is linked to the LMETB high level strategic goal included in LMETB's Strategy Statement 2017 – 2021 'Excellence in Education and Training to Achieve, Progress and Innovate'.

Students at Enfield Community College will feel a sense of belonging and will develop a love of learning through a positive and happy school experience. Students will be motivated and provided with opportunities to become active and responsible participants in their own learning. The school community will work with all partners and stakeholders to prepare knowledgeable and socially responsible citizens for the future.

Enfield Community College will expect all members of the school community to treat one another with respect. The school will promote high standards of behaviour centred on respect including respect for self, staff, other students, visitors to the school and respect for property.

This Code of Behaviour has been prepared to comply with Section 23 of the Education (Welfare) Act, 2000.

Our hope is that the Code of Behaviour will be followed rather than imposed because it is understood. Students are encouraged to show a deep concern and regard at all times for the high standards and reputation of the school by behaving at all times with courtesy and respect.

It is understood that the students, teachers, parents and Board of Management work together as partners in education in implementing our Code of Behaviour for the benefit of all.

All students, staff and visitors have a right to feel safe and secure in Enfield Community College. Each student is responsible for ensuring that he or she does not behave in such a way to make any student, staff member or visitors feel uncomfortable or threatened. It is imperative that students to not interfere in any way with the teaching and learning process in the classroom.

2. Section 23 of the Education (Welfare) Act, 2000 Code of Behaviour

Section 23 of the Education (Welfare) Act 2000, states that the Board of Management of a recognised school shall, after consultation with the principal, teachers, parents of students registered and the educational welfare officer assigned to that school prepare a code of behaviour in respect of the students registered at the school. The code of behaviour will specify:

- 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 the school concerned
- The grounds for removing a suspension imposed in relation to a student
- The procedures to be followed relating

The Act also states that the Principal of a recognised school shall before registering a child as a student in the school in accordance with the Act provide the parents of each child with a copy of the code of behaviour in respect of the school and may as a condition of registering the child require his or her parents to confirm in writing that they shall make all reasonable efforts to ensure compliance with such code by the child. Parents/Guardians who wish to complete an application for enrolment at Enfield Community College will be required to confirm in writing that they shall make all reasonable efforts to ensure compliance with such code by the child.

3. When the Code of Behaviour Applies

The school's Code of Behaviour applies while students are on the school premises and grounds before, during and after school hours. It applies at all co-curricular and extra curricular activities and classes, sports day, school related events, at all fundraising and social events organised by the school or the Parents Association, at school concerts and on school tours.

4. The Code of Behaviour at Enfield Community College

The Code of Behaviour at Enfield Community College has been developed to encourage positive behaviour, respect for self and respect for others. It is envisaged that by consistent implementation of the Code of Behaviour by all members of the Enfield Community College community that Enfield Community College will have the best possible environment conducive to teaching, learning and personal development of students attending the school. Student will be provided with an overview of the Code of Behaviour

at the beginning, in the middle and towards the end of each academic year or more often should the need arise in the school. Students will be provided with opportunities to clarify any aspect of the Code of Behaviour. Staff at the school will also be provided with CPD on the Code of Behaviour in order to ensure consistency in application and fair application of same within the school.

There are four strands to the Enfield Community College Code of Behaviour:

1. School Charter
2. The Parent/ School Contract
3. Sanctions for Breach of the Code of Behaviour
4. LMETB Suspensions and Expulsions Policy and Procedures

Strand 1: School Charter

The School Charter for Enfield Community College recognises that all members of the community at Enfield Community College have rights and responsibilities. **The Charter is made up of ten core statements of expected behaviour.** These statements are in effect the school rules. They will be displayed prominently in each classroom and on corridors throughout the school. A copy of the school rules will also be included in the student diary.

The School Charter promotes positive behaviour and outlines rewards for those students who make a positive impact on school life at Enfield Community College through positive behaviour.

- At Enfield Community College there will be a strong emphasis on recognising and commending positive behaviour
- Good attendance, co-operation with students and staff, academic results, cultural and sporting achievements, involvement in school committees, fundraising for voluntary organisations will be recognised and rewarded at Enfield Community College
- Positive verbal comments of praise and encouragement are given by teachers to students when the opportunity arises
- Teachers may record positive contributions and note these on Compass
- An end of term and annual awards scheme is operated in the school which aims to give recognition to students' achievement in all areas and to encourage excellence
- Student achievements will be recorded in annual reports and school and LMETB social media pages (permission from parents/guardians will be sought)
- Senior students will have opportunities to become members of the school's mentor, prefect, head girl and head boy and all students will have the opportunity to join student council teams
- All teachers at the school have a pastoral role. In addition to this, teachers in specific pastoral roles of class tutor, SEN anchor and Guidance Counsellor seek to support and encourage students

Ten Core Statements of Behaviour:

1. **Respect:** at all times students at Enfield Community College must show respect for themselves, each other, members of staff and all visitors to the school. We expect all students of Enfield Community College to be helpful, courteous and mannerly at all times. Inappropriate language is not accepted at Enfield Community College. We expect our students to obey their teachers' instructions and not to disturb classes. We also expect students to follow any instructions given by supervising teachers and other members of the school's management and staff. Enfield Community College will not tolerate any bullying of others in any form. Bullying is a serious offence and will be dealt with in accordance with the school Anti – Bullying Policy
2. **School Uniform:** All students at Enfield Community College must wear the full school uniform at all times. Students should be proud to wear their school uniform. Details of the school uniform for Enfield Community College are included in the school's Uniform Policy. Hair must be clean and tidy. No outlandish shaved hairstyles or hair dye will be accepted. Personal hygiene must be of a high standard and your school uniform must be kept in good condition. For Health and Safety reasons, one pair of (non – hooped) small stud sized earrings is acceptable for students. Facial and tongue piercings are strictly forbidden for Health and Safety reasons. Full Enfield Community College PE Uniform must be worn for PE and all sports outings. No coat other than the school jacket may be worn. Jeans, hoodies and leggings are not allowed. The tutor is responsible for dealing with uniform issues.
3. **Attendance and Punctuality:** Students should attend school and be punctual every day during the academic year. You must come to school unless it is unavoidable due to illness or family emergency. A parent/guardian is expected to put a note on Compass in regards to any absences. You are expected to be in class on time for roll call and classes each day.

A student absenting him/herself from class or from the school without permission is in serious breach of school rules and will only be readmitted when accompanied by a parent/guardian to address this problem with their respective Year Head/Deputy Principal/Principal. It is a student's responsibility to catch up on work missed through absence.

4. **Classwork & Homework:** Students should come to school properly prepared for all classes. This includes having all books, copies, pens, pencils, colours, rulers, notebook, folders and other resources and equipment as outlined by their teachers with them at all times. Enfield Community College will operate a book rental scheme for all students. All books must be kept in good condition and free from graffiti and writing.

Students at Enfield Community College should participate fully in class. Homework should be written down in the student diary at the end of each class. Students must keep their homework diary in good condition and use it properly each day.

Homework must be completed by all students. Normal class rules apply to other after school activities.

5. **Mobile Phones:** Mobile phones and other such devices can act as a major distraction in the classroom environment and beyond. It is therefore strongly recommended that students at Enfield Community College do not bring them into school. Should the need arise, a student may use the school phone with the permission of a staff member to contact parents/guardians. Likewise, should parents/guardians wish to make contact with their child during the school day they should contact the school office.

Students however, are permitted to take their mobile phone to school but they must remain on silent or switched off on school property. The mobile phone must not be placed on vibrate. Full details have been included in the school's Mobile Phone policy. Phones used during school hours will be confiscated immediately and the student must hand over the phone immediately upon request. In such cases, phones will not be returned until the end of the school day on Friday afternoons when a parent/guardian of the student presents to the school office to receive the phone.

The use of mobile phones or other electronic devices for the taking of pictures or the filming of staff and students without prior permission is not allowed.

Incidents where students use mobile phones to bully other students or record students will be treated as serious breaches of the school's Code of Behaviour. It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. As such the school may consider it appropriate to involve the Gardai in such incidents. The sending of inappropriate images on a mobile phone or any device is an offence and may also be referred to TUSLA and reported to the Gardai.

Other electronic devices are not permitted in Enfield Community College during the school day.

6. **Student absences:** If a student is absent from school due to illness the parent/guardian must provide a note for the Year Head in the student diary. This will include date the note was written, date(s) of absence, reason for absence and signature of parent(s)/guardian(s). If a student misses 20 days or more in the school year, the Principal must report this to the TUSLA Education Support Service (TESS) of the Child and Family Agency (TUSLA). Likewise if the Principal is concerned that a student is missing too much school the TUSLA Education Support Service (TESS) section of TUSLA will be advised.

If a student needs to leave school early on a particular day they must present a note to their Year Head that morning. This note should include date the note was written, time student must leave school, reason for absence, signature of

parent(s)/guardian(s) and details of who will collect the student. The student must sign out at the main office before leaving the school accompanied by parent/guardian or person nominated to collect the student.

Should a student arrive late to school they must also present to the main office at the school to sign in and the student must have a note from parents/guardians which will state date the note was written, reason for lateness and signature of parent(s)/guardian(s). This note should be presented to the Year Head.

7. **School Environment:** We expect our students at Enfield Community College to respect the school environment at all times. Safe behaviour is vital both inside and outside the school building and within the school grounds. Our students must also play their part in keeping our school safe and clean. We ask our students to put their litter into the bins provided in their classroom and around the school. Recycling bins are provided in each classroom, on corridors and throughout the school grounds. Materials for recycling should be put in the appropriate bins. Students should not deface or damage school property. Any deliberate damage to school property must be paid for. Chewing gum is not permitted in Enfield Community College. No student may sell any items on the school campus.

Students must familiarise themselves with issues of Health and Safety and observe the special safety regulations as laid down by teachers in charge of Science Labs, Home Economics kitchens/rooms, Technology subject department rooms, Computer rooms, music room, Art rooms, PE Halls and other specialist rooms.

8. **Staying within School Boundaries:** Students at Enfield Community College must remain inside the school grounds at all times unless they have signed approval of their Year Head/Deputy Principal/Principal to leave the school grounds. In such a case a record of this permission should be included in the school's sign out book which is kept in the main office. In the event of a student leaving the premises without permission, parents/guardians will be contacted and the Gardai informed. Students must also ensure that they do not go into areas on school property which are out of bounds. Junior Students must stay on the school premises for lunch times
9. **Alcohol and Substance Use:** It is our aim to provide a safe environment for all students and staff of the school. Illegal drugs, unprescribed medication, medication unauthorised by parents/guardians, alcohol and tobacco are not permitted in Enfield Community College, on school grounds and in its immediate environs. You must never be in possession of these items for your own use and/or supply to others. Possession/Use/Supply of such items is a serious offence and will be dealt with in accordance with the school's Code of Behaviour which may include expulsion.

Any student who becomes aware of another student under the influence of, in possession of or supplying illegal substances is encouraged to report it immediately to a member of staff.

Parents are encouraged to report any information to the school authorities in confidence.

E-cigarettes or vapour type cigarette devices are not allowed on the campus of Enfield Community College and will be confiscated.

Staff are entitled to request that students empty their bags/pockets if they suspect that students may have illegal substances in their possession.

10. **Behaviour around the Building:** Enfield Community College is a walking school. We expect our students not to be running inside the school. Our students should not climb on the walls and/or fences on the school premises and school grounds.

Strand 2: Parent/School Contract It is recognised and acknowledged that parents/guardians are the primary educators of their child. As a partner in the educational provision provided by Enfield Community College, parents/guardians should ensure that:

1. Their child attends school and is on time
2. The school is informed of reasons for absences, late arrivals or early departures by providing a note to the class teacher/Principal
3. They sign the Student Journal weekly and when their son/daughter has completed their homework
4. The child co-operates fully with the school's dress code
5. The child is supplied with all necessary books, equipment and materials for participation in all lessons
6. They, as parents/guardians, are familiar with the Code of Behaviour and other relevant policies of the school and that they understand and accept these
7. They maintain contact with the school and are supportive of school management and staff
8. They encourage their child to be supportive of and co-operative with the teaching and learning activities provided by the staff of the school
9. They make themselves available to support school management and staff when necessary
10. They sign to confirm acceptance of the Code of Behaviour of Enfield Community College

Strand 3: Procedures for responding to Inappropriate Behaviour and Sanctions for Breach of the Code of Behaviour

Class Teacher

Each teacher not only instructs students in the course content of the particular subject but works to ensure that each student is enabled to derive the maximum benefit from the class, develop a good pattern of study and homework and reach the highest standards possible. The teacher has primary responsibility for discipline within his/her own classroom and he/she may give extra work, may issue a detention or may otherwise deal with inadequate work or disruptive behaviour in his/her classroom. In general, the teacher should handle all day-to-day problems that arise in the classroom. Each teacher must apply the code of behaviour in a fair and just manner. Sanctions to be effective must be known and understood by all the class. Such sanctions should normally take the form of catching up on missed work or loss of privileges.

Students must never be put to stand outside the door of the classroom unsupervised.

The class teacher should:

- Create a classroom environment which is conducive to learning
- Ensure all students are aware and understand the rules of the classroom
- Ensure all students are aware of their responsibilities to have the required books and materials necessary for participation in class work
- Establish classroom routines which ensure good discipline
- Prepare classes and encourage students in such a way that students are academically challenged at appropriate levels by taking into account different learning styles, emotional development, rates of learning and levels of confidence
- Ensure that at all times the learning experience contributes to the development and growth of a positive self concept
- Promotes and encourages respect for self and for others

Class Tutor

The Class Tutor is assigned to a particular tutor class and has a special role in the life of that class for the entire year. He/she aims to create a well motivated, happy class group where each member is valued and where high standards in all aspects of the student's life are encouraged. In the relationship of trust and respect that develops between the Class Tutor and the tutor class, there are opportunities to discuss and deal with concerns of a general or an individual nature.

The role of the Class Tutor is primarily pastoral in nature. He/she will:

- Develop a good relationship with his/her tutor class
- Work with the tutor class to raise standards in terms of academic achievement and general behaviour
- Monitor, encourage, advise, guide and set targets to encourage success.
- Support class teacher if requested
- Give instruction on the correct use of the school journal

- Monitor the school journal on a monthly basis or more often if necessary
- Be responsible for monitoring school uniform standards during tutorial time. The class tutor will deal with any issues regarding uniform, and pass this on to students' class teachers if there is an issue.

Year Head

The Year Head has a vital function of leading, co-ordinating and inspiring the students of a particular year group and liaising with the class teachers involved as well as with the Principal and Deputy Principal.

The responsibilities of the Year Head include the following:

- Encourage all students to achieve their potential
- Acknowledge improvement and success within the Year Group
- Monitor attendance, punctuality, school uniform and general progress
- Follow up on students not making progress
- Deal with more serious or persistent breaches of discipline
- Support class tutors in relation to raising standards

SEN Anchor

Each year group will have a designated SEN anchor who will be responsible for supporting students in that year group with SEN needs and ensuring that these needs are met.

The responsibilities on the SEN Anchor include the following:

- Liaising with class tutors and subject teachers to monitor the progress of students with SEN needs.
- Follow up with students with SEN needs.
- Organise and put supports in place for students with SEN needs.
- Clearly communicate with staff regarding needs of students in their care.

Role of Deputy Principal

The Deputy Principal assists the principal in the day-to-day running of the school and in its internal organisation, management and discipline. In the absence of the principal, he/she takes responsibility for the day-to-day running of the school and adopts the responsibilities of the principal.

Role of Principal

The principal is responsible for the day-to-day running of the school and for its internal organisation, management and discipline. Through the Principal's leadership he/she aims to create the ethos conducive to high standards of teaching and learning so that, in line with the school's Mission Statement, every member of the school community can develop to his

or her potential within a context which values each of its members. In consultation with all the partners, he/she works for the overall good of the school community.

Disciplinary Procedures

Disciplinary procedures are organised within the context of a pastoral care system which seeks to ensure that the maximum opportunities are afforded to students to remedy any behaviours which are detrimental to themselves or to other students. In general, the vast majority of students respond to an early warning from teachers, to a reprimand or indeed a light sanction exercise. A small number of students, however, demand further action and the Disciplinary Procedures outlined below are intended as a means of dealing fairly and effectively with this group. The system involves students being referred by the Class Teacher through a process which may at different stages involve the Class Tutor, SEN anchor, Deputy Principal, Principal and Parents. At each stage of the process the emphasis will be on helping the student to understand the negative consequences of his/her behaviour and on trying to work out a programme of action which will help the student to achieve his/her academic and social potential. All disciplinary procedures are based on restorative practice and encourage the student to reflect on their behaviours and recognise the necessary changes they need to make in order to improve.

Disciplinary Process

Breach of Code of Behaviour –

Step 1- students talking in class, poor or no homework, being disrespectful, throwing litter, abuse of property (minor), causing a disturbance, being late for class, visiting lockers or toilets without permission, disrupting teaching and learning and other such offences.

Teacher Response: The class teacher will reason with student and may issue a warning or caution .

Step 2 - Reoccurrence of similar behaviours to those outlined at Step 1 above.

Teacher Response: Teacher administers a suitable punishment in line with the sanctions, from items 1-5, described in the summary of sanctions section below. Parents may be informed by the class teacher using Compass. The teacher can log an account of the misconduct on Compass which will be visible to the student's year head, school management and parents. Entries on Compass will be as clear and explicit as possible regarding the type of misconduct being reported. Parents may also be informed by a phone call depending on the nature of the incident.

Step 3 - Persistent reoccurrence of similar behaviours to those outlined at Step 1 above.

Teacher Response: □ The Class Teacher will apply a further sanction from Summary of Sanctions list from items 1-7. The Class Teacher may at this point or indeed at any stage in the Discipline Process consult with the Class Tutor who will approach the problem from a pastoral perspective. Parents may be informed as at Step 2 above.

Tutor/SEN anchor Response: Tutor/SEN anchor may administer a further sanction from the list of sanctions (items 1-13 in Summary of Sanctions) and give the Student one further opportunity to reform. Alternatively, the Tutor/SEN anchor may decide to contact parents to discuss whatever action is to be taken. The Tutor/SEN anchor may decide to invite parents to the school to discuss pupil's progress and level of cooperation and compliance with the school charter.

5. Breach of Code of Behaviour– Fifth Occasion

Teacher Response: Teacher refers student to Tutor/SEN anchor

Tutor/SEN anchor Response: Tutor/SEN anchor administers a suitable sanction from Summary of Sanctions list items 1-11. Parents will be required to attend a meeting in school to seek to resolve the current issue.

6. Breach of Code of Behaviour – Sixth Occasion

Tutor/SEN anchor Response: Tutor/SEN anchor refers Student to Deputy Principal or Principal

Deputy Principal / Principals Response: When a student is referred to the Deputy Principal/ Principal after all the previously outlined procedures has been exhausted, the following procedures will ensue: Principal/Deputy Principal will meet with the student and explain the seriousness of the situation. The student may be suspended. Parents will be required to attend a meeting comprising Principal and/or Deputy Principal and Tutor/SEN anchor and one other teacher. A Contract of Future Conduct will be negotiated and entered into, signed by all parties. If the student defaults on this contract, the student will be suspended to home until parents meet with the school. If the student's behaviour does not improve and having exhausted all possible avenues to resolve the problems, the case may be taken to the Board of Management. Should the Board of Management recommend permanent exclusion the LMETB procedures will be followed as outlined in the last section of this Code of Behaviour.

The TESS, TUSLA may also be involved in working with the student, parents/guardians and the school community.

It is school policy to keep records of student behaviour throughout his/her school career.

Summary of Sanctions

1. Verbal reprimand by class teacher
2. Student will be required to stay back after school for a homework class. This is to help them in any areas they are struggling in which may be leading to misconduct in the classroom. Prior notice of this sanction must be given, and parents must be contacted.
3. Phone call or note home to parents alerting them to difficulties. Parents may be asked to attend a meeting with relevant teachers to discuss the issues.
4. Student will be put on a progress report if the above actions do not result in improvement. This will be reserved for the Class Tutor/SEN Anchor. Class teachers will fill this out after each class, in order to provide a broader view of the student's behaviour across the school day.
5. Withdrawal of privilege
6. Payment of compensation, token or in full, for unjust damage or injury
7. Detention – staying under the supervision of a teacher for a specific period. Parents will be advised regarding same
8. Letter to parents, with formal warning, requiring them to take action
9. Being sent home and/or arrange meeting with parents in to discuss behaviour
10. Refusal of character reference
11. Suspension from school (see LMETB Suspensions and Expulsions Policy below)
16. Expulsion from school (see LMETB Suspensions and Expulsions Policy below)

In some cases where more serious breaches of the Code of Behaviour might occur, students may be referred directly on a first offence to the Tutor/SEN anchor, Deputy Principal or Principal. These may include, for example, abusive behaviour towards a teacher or student, bullying, theft, causing malicious damage to property or bringing the school into disrepute.

Non - teaching staff such as SNAs, caretaker, cleaner and administration staff are asked to report any reports of inappropriate behaviour observed by them or mentioned to them, to the relevant teacher and/or the Tutor/SEN anchor / Deputy Principal/Principal

In addition to the application of sanctions for a breach of the code of behaviour support will also be offered/provided. This may include support for an individual, small group support, whole class support and/or whole school support. This could also include lessons dealing

with respect, self-esteem, bullying etc A student or students may also be referred to the Guidance Counsellor.

Strand 4: LMETB Suspensions and Expulsions Policy and Procedures

Enfield
Community
College

UNDER THE AUSPICES
OF

LOUTH AND MEATH EDUCATION AND TRAINING BOARD

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

1. Policy Statement

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

2. Legal framework

- 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 1.1. 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 *Enfield Community College* 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.

- 2.2. *Enfield Community College* 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
- 2.3. *Enfield Community College* recognises the Right to Appeal pursuant to Section 29 of the Education Act.
- 2.4. In regard to informing the Education Welfare Board, *Enfield Community College* affirms its statutory obligation pursuant to section 21 (4)(a) of the Education Welfare Act.
- 2.5. *Enfield Community College* affirms that data collected in relation to students and parents is in compliance with the Data Protection Acts and the EU General Data Protection Regulations.

3 Suspensions

- 3.1 The Board of Management of *Enfield Community College* 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.
- 3.2 Louth and Meath ETB recognises that the Boards of Management of *Enfield Community College* may delegate this authority to the Principal of *Enfield Community College*. The Board of Management should make a formal delegation arrangement taking due account of the provisions of the Education and Training Boards Act 2013.
- 3.3 *Enfield Community College* recognises that suspension is only one strategy within the *Enfield Community College* Code of Behaviour in response to inappropriate behaviour.
- 3.4 *Enfield Community College* 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. *Enfield Community College* works closely with parents to assist a suspended student to re-join the school community successfully.

3.5 *Enfield Community College* 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.
- The student's 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.)

3.6 *Enfield Community College* affirms that all suspensions must be notified to the Board of Management of *Enfield Community College*.

3.7 *Enfield Community College* affirms that the Education Welfare Services of the Child and Family Agency (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.

3.8 *Enfield Community College* 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 *Enfield Community College* 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.

3.9 The Board of Management of *Enfield Community College* affirms that students attending *Enfield Community College* 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.

3.10 *Enfield Community College* 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.

3.11 A student may be suspended during a state examination and such suspension should normally be approved by the Board of Management of *Enfield Community College*. 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.

3.12 Louth and Meath ETB recognises that the Board of Management of *Enfield Community College* 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.

4 Inappropriate use of Suspension

- Rolling suspension. A student should not be suspended again shortly after they return to *Enfield Community College* 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 periods. Any such suspension would be regarded as a de-facto expulsion.

5 Procedures in respect of Suspension.

5.1 Louth and Meath ETB affirms that *Enfield Community College* is required to follow fair procedures when proposing to suspend a student. The school should observe the following 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.

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 *Enfield Community College* 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 *Enfield Community College* 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.

5.3 Louth and Meath ETB affirms the Boards of Management of *Enfield Community College* 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.

6 Implementing the suspension

6.1 The Principal of *Enfield Community College* 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 Board of Management of *Enfield Community College*.
- The provision to appeal to Louth and Meath ETB.

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.

6.3 A suspension may be removed if the Board of Management of *Enfield Community College* decides to remove the suspension for any reason.

7 Appealing the suspension to the Board of Management

7.1 A parent/guardian has 7-10 days in which to lodge an appeal from the date of receipt of letter informing him/her of the suspension.

7.2 If the student appealing suspension is 18 years or older, he or she may appeal in their own right.

7.3 The grounds for the appeal must be made in writing to the Secretary of the Board of Management.

8 Procedures in respect of Suspension Appeal

8.1 Upon receipt of written correspondence concerning the suspension appeal, the Principal should:

- Inform the student and parents/guardians in writing that the Board of Management meeting is arranged to consider the suspension appeal
- Ensure that parents/guardians, or a student aged 18 or over 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 the imposed suspension.
- Provide the Board with the same comprehensive records as are given to the parents/guardians, or a student aged 18 or over.
- Notify the parents/guardians/student over 18 in good time of the date of the hearing with the Board of Management and invite them to that hearing.
- Advise the parents/guardians/student over 18 that they can make a written and oral submission to the Board of Management.

8.2 It is the responsibility of the Board of Management of *Enfield Community College* to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.

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

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

- 8.5 Where the Board of Management of *Enfield Community College* decides to consider a suspension appeal for a student, it must hold a hearing and this meeting should be properly conducted in accordance with Board procedures.
- 8.6 Parents/Guardians may be accompanied at the Board hearing. The nature of appeal hearings is such that legal representation is not required. The Board Secretary should be informed in writing who shall be attending this meeting at least two days prior to the meeting taking place.
- 8.7 At the start of the meeting the Chairperson shall enquire whether any member has a conflict of interest in respect of the matter being considered by the Board. Where the Board is satisfied that a conflict of interest exists, the member(s) involved shall withdraw from the meeting.
- 8.8 At the hearing both the Principal and the parents/guardians, or a student aged 18 or over, will 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.
- 8.9 Once the Principal and the parents/guardians, or a student aged 18 or over, have made their cases, they will withdraw from the meeting.
- 8.10 When both sides have been heard the Board should ensure that the Principal and Parents are not present for the Board's deliberations.
- 8.11 Should the Board require the professional advice of the Principal, the Principal may be invited to return to the meeting briefly for that purpose only. While the Principal is present, there will be no discussion on the merits of the particular case being considered.
- 8.12 In the conduct of the hearing the Board must take care to ensure at all times that they maintain their impartiality between the Principal and the parents/guardians, or a student aged 18 or over.
- 8.13 In hearing and determining an appeal 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.

9 Board of Management deliberations and actions following the hearing

- 9.1 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 the imposed suspension is a proportionate sanction.
- 9.2 When the Board of Management having considered all the facts of the case, is of the opinion that the student should be suspended, the Board will instruct the school principal to communicate the decision of the Board of Management to the parents/guardians, or student aged 18 or over and to uphold the decision to impose a school suspension

10 Section 29 Appeal against Suspension

- 10.1 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.
- 10.2 Parents and the student should be informed about their right to appeal to Louth and Meath ETB
- 10.3 Where an appeal to Louth and Meath ETB is concluded, Parents and the student may appeal to the Secretary General of the Department of Education and Skills.

11 Expulsion

- 11.1 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 *Enfield Community College*.
- 11.2 Expulsion should be a proportionate response to the student's behaviour. <Insert Name> College acknowledges that expulsion of a student is a very serious step and one that should only be taken by the Board of Management of *Enfield Community College* in extreme cases of unacceptable behaviour.
- 11.3 The Board of Management of *Enfield Community College* affirms that *Enfield Community College* 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 Education Welfare Services, HSE Child and Adolescent Mental Health Services. National Behavioural Support Service JLO, NEPS, NCSE.
- 11.4 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.
- 11.5 Before expulsion is considered school authorities must satisfy themselves that all possibilities have been exhausted for changing the student's behaviour.

11.6 'Automatic Expulsion'

The Board of Management of *Enfield Community College* 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.

11.7 Expulsion for first or once-off offence

There may be exceptional circumstances where the Board of Management of *Enfield Community College* 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

12 Factors to Consider before proposing to expel a student

12.1 The Board of Management of *Enfield Community College* 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

12.2 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.

13 Procedures in respect of expulsion

13.1 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.

13.2 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.

13.3 A meeting should be arranged between the student and their parents and the Principal of *Enfield Community College* before a sanction is imposed.

13.4 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

13.5 Where the Principal of *Enfield Community College* 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.

13.6 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.

13.7 It is the responsibility of the Board of Management of *Enfield Community College* to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.

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

13.9 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.

13.10 Where the Board of Management of *Enfield Community College* decides to expel a student it must hold a hearing and this meeting should be properly conducted in accordance with Board procedures.

13.11 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.

- 13.12 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.
- 13.13 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.
- 13.14 Once the Principal and the Parents have made their cases, they will withdraw from the meeting.
- 13.15 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.
- 13.16 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.
- 13.17 When both sides have been heard the Board should ensure that the Principal and Parents are not present for the Board's deliberations.
- 13.18 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 Board of Management deliberations and actions following the hearing

14.1 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.

14.2 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 Education Welfare Services reporting procedures for proposed expulsions.

14.3 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 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.

15 Consultations arranged by the Educational Welfare Officer

15.1 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. These consultations will focus on alternative educational arrangements for the student.

- 15.2 Pending the consultations in 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.

16 Confirmation of the decision to expel

- 16.1 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.
- 16.2 Parents should be notified immediately that the expulsion will now proceed. Parents and the student must be informed of their right to appeal to Louth and Meath ETB.

17 Section 29 Appeal against Expulsion

- 17.1 The parent(s) or a student aged over 18 years, may appeal the expulsion under Section 29 of the Education Act 1998.
- 17.1.1 Parents and the student should be informed about their right to appeal to Louth a and Meath ETB and they should be supplied with the standard form on which to lodge an appeal.
- 17.2 Where an appeal to Louth and Meath ETB is concluded, Parents and the student may appeal the decision to the Secretary General of the Department of Education and Skills.

18 Review of use of Expulsion

- 18.1 The Board of Management of *Enfield Community College* should review the use of expulsion in the school at regular intervals.

19 Implementation and Review of Policy

- 19.1 The Principal and Board of Management of *Enfield Community College* will responsible for the implementation of this policy.
- 19.2 This policy shall be reviewed periodically, in light of emerging legislation and circulated

Guidelines from the Department of Education and Skills from its official adoption by the Louth and Meath Education and Training Board and *Enfield Community College* Board of Management.

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;

5. Consistency in Application of the Code of Behaviour at Enfield Community College

If it is important that the Code of Behaviour is applied consistently by all staff at the school. Training on the Code of Behaviour will be provided to Students/staff and parents/guardians regularly. Discussions on implementation of the Code of Behaviour will take place at staff meetings. Written reports and records will be kept of incidents reported using a standard template form.

Underlying this reporting should be an ongoing positive two way relationship between parents/guardians and the school that fosters good communications and maintains high levels of parental involvement in the interests of the child.

6. Accessing copies of the school's Code of Behaviour

A copy of the school's Code of Behaviour will be available to download on the school's website. A hard copy of this policy will also be available on request from the school's main office.

7. Monitoring and Review of this Policy

This policy will be reviewed every two years, or earlier, where deemed necessary or as required by legislation or Department of Education and Skills Circular.

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