



# Beaufort College

## Code of Behaviour 2024-2025

### Rationale

The code of behaviour helps the school community to promote the school ethos, relationships, policies, procedures, and practices that encourage positive behaviour and prevent unacceptable behaviour. It describes the school's expectations about how each member of the school community (students, staff, and parents/guardians<sup>1</sup>) will help to make the school a positive place for teaching and learning and outlines how the school will respond to behaviour that interrupts, diminishes, or prevents teaching and learning in the school. The code of behaviour makes clear that an orderly, harmonious school requires students to behave in accordance with the code.

### Relationship of this policy to the school ethos

*Beaufort College is committed to quality education. It seeks to enrich students' lives and empower them for life's challenges. This is done in a caring atmosphere of good order and discipline and in partnership with others.*

Beaufort College strives to create a positive and safe environment where teaching and learning takes place in a climate that encourages and reinforces positive behaviour. The code of behaviour supports the school community in achieving this goal by providing teachers, parents, and students with a shared understanding of behaviour and by providing a solid foundation for a whole-school approach to promoting positive behaviour and for responding to inappropriate behaviour.

LMETB's core values and principles<sup>2</sup> of Excellence and Innovation in Education, Care, Equality, Community and Respect underpin Beaufort College's mission statement and are embedded in all school policies, procedures, plans and practices.

### Scope of this policy

This policy applies to students<sup>3</sup> and relates to all school activities both during and outside of normal school hours. This policy outlines that if a student is recognisable as a student of Beaufort College (i.e., wearing the school uniform, at a school event, during lunch hours...etc.), then the school reserves the right to safeguard its good name. This policy also applies to students on educational outings and tours, regardless of location, time, wearing the uniform...etc. It applies to all residential trips, field trips,

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<sup>1</sup> The term Parent(s) is used throughout the remainder of this code to mean both Parent(s) and Guardian(s).

<sup>2</sup> <https://www.lmetb.ie/wp-content/uploads/2022/01/LMETB-Provider-Profile-FINAL.pdf>

<sup>3</sup> The Teaching Council 'Codes of Professional Conduct for Teachers' **and the LMETB 'Code of Conduct for LMETB Staff'** applies to all school staff.

foreign tours, adventure trips...etc. The code requires that all interactions between school staff and parents will respect the normal protocols that should apply to such interactions.

### Definition of School-Related Activities

The term 'school-related activities' applies to:

- any activities on the school premises
- travelling to and from school
- representing the school or working as part of a school programme
- educational tours, field trips, international tours, reward trips...etc.
- any activities organised by the school that take place offsite

It applies to all instances where a student is distinguishable as a Beaufort College student, i.e., when wearing the school uniform.

Beaufort College is very proud of its students and the school uniform which identifies and distinguishes them. Our school uniform is an integral part of our identity as a community of learners. Students of Beaufort College wear their uniform with pride. The way students present and conduct themselves while in uniform reflects significantly on the public image of Beaufort College. Therefore, students wearing the school uniform must always be conscious that they represent the entire school community, and as such, their conduct, attitude, and manners must reflect our school principles and values.

### Relevant Legislation

- The Constitution of Ireland
- The European Convention on Human Rights (1950)
- The UN Convention on the Rights of the Child (1989)
- Education Act 1998
- Education (Miscellaneous Provisions) Act 2007
- Education (Welfare) Act 2000
- Vocational Education Acts 1930-1999
- Vocational Education (Amendment) Act 2001
- Equal Status legislation
- Ombudsman for Children Act 2002
- Education of Persons with Special Needs Act 2004 (EPSEN Act)
- Disability Act 2005
- Non-Fatal Offences against the Person Act 1997
- Health and Safety legislation
- Data Protection Act, 1988
- Data Protection (Amendment) Act, 2003
- Age of Majority Act, 1985

### The principles underpinning the code of behaviour

- Providing clarity about expectations and responses for students
- Recognising that everyone's behaviour and learning matters
- Focusing on promoting positive behaviour
- Balancing needs
- Recognising the importance of and nurturing positive relationships
- Focusing on personal responsibility
- Ensuring fairness and equity

- Promoting equality
- Recognising educational vulnerability
- Attending to the welfare of students
- Attending to the welfare of staff
- Promoting safety and freedom from threat

## Goals of the code of behaviour

- Creating a climate that encourages and reinforces positive 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 widely known and understood.

## Understanding Behaviour<sup>4</sup>

Learning, relationships, and behaviour are inextricably linked. Positive behaviour is an outcome of effective teaching & learning, and positive relationships, as well as an influence on how students learn. It is recognised that positive acknowledgement is a very effective way of influencing and promoting positive learning behaviour and that the quality of relationships affects behaviour. This code of behaviour is based on the premise that students can manage their behaviour with support from staff and parents around the following factors: motivation, goals, skills, experience of success, adult or peer support and incentives.

## Relationship of the Code of Behaviour to other school policies & practices

Students' behaviour is influenced by school climate, values, policies, practices, and relationships. The code of behaviour, on its own, cannot create the environment that makes it possible for students to learn and behave well. Many other school policies directly relate to the Code of Behaviour<sup>5</sup> which is essential in ensuring the effective implementation of the other policies. Where the strategies implemented by each individual policy have been exhausted, issues may be referred to the Code of Behaviour for resolution. For example, where students do not comply with the school's expectations under the School Code of Dress or Anti-Bullying Policy, the issues may be referred to the Code of Behaviour.

All members of the school community understood that students choosing to enrol in the school will accept and fully comply with the policies and procedures of the school.

## Standards of Behaviour

The school's standards of behaviour express the kinds of behaviour expected of all members of the school community, and the relationships that create a positive environment for teaching and learning and ensures health & safety for all members. The identified standards reflect values of respect for self & others, kindness & willingness to help others, courtesy & good manners, fairness, readiness to use respectful means of resolving conflict and forgiveness.

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<sup>4</sup> See section *Promoting Positive Behaviour*

<sup>5</sup> See Appendix A: List of School Policies

## Expectations for Students<sup>6</sup>

- Students comply with the Code of Behaviour and act in accordance with all school policies and procedures.
- Students treat themselves, all school staff, fellow students, visitors, and people with whom they visit, with respect and will have consideration for the rights and feelings of others.
- Students respect the right of other students to learn and do not disrupt the learning and teaching of others.
- Students show respect for all property and equipment in the school and on the school premises.
- Students attend school every day, arrive to lessons in good time with all required books and equipment, make their learning visible in class and participate positively in all school activities.

## Expectations for Staff

- Staff follow the whole school approach in helping students behave well.
- Staff adopt a solution-focussed/restorative approach to unacceptable behaviour and primarily seek to de-escalate issues.
- Staff are committed to the ideals of fairness, equality, and natural justice.
- Staff are committed to fostering relationships of trust between students and teachers and recognise that adults have more responsibility than students for building these relationships.
- Staff recognise that the adult members of the school community have a responsibility to model the school's standards of behaviour in their dealings with all other members.

## Expectations for Parents

- Parents support their student in upholding the expectations for students.
- Parents are committed to understanding the rationale for the Code of Behaviour and all related school policies and procedures.
- Parents are committed to encouraging students to take responsibility for their learning and their behaviour and to working collaboratively with the school to support behaviour for learning.
- Parents recognise that the adult members of the school community have a responsibility to model the school's standards of behaviour in their dealings with all other members.

## Communication of Expectations

School expectations are communicated to students in a variety of ways:

- Expectations are taught at the beginning of each school year.
- Aspects of the Expectations Matrix are explicitly taught during Check & Connect each morning and are reiterated during the return to school assemblies which take place after all school breaks.
- The Expectation Matrix is printed in the student learning journal.
- Expectations are reiterated at parent information evenings.
- A poster<sup>7</sup> with visual reminders of the school expectations is printed in the student learning journal and is displayed in each classroom. A pictorial version<sup>8</sup> of the same poster is also available.

<sup>6</sup> See Student Expectation Matrix pg. 5

<sup>7</sup> See Appendix B – Expectation poster

<sup>8</sup> See Appendix C – ASD Expectation poster

### Behaviour for Learning Programme<sup>9</sup>

Beaufort College offers a Behaviour for Learning Programme to Junior Cycle students which focuses on improving behaviour for learning. It is led by a Behaviour for Learning Programme teacher who is responsible for planning, implementing, and evaluating effective responses to challenging behaviour at t three different levels:

- intensive individualised intervention (NBSS Level 3 support)
- targeted support for some students (Level 2 support)
- preventive strategies and early intervention approaches (Level 1 support)

This includes working with identified students individually or in groups, targeting their social, emotional, well-being, behavioural, and academic needs to help them succeed in school.

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<sup>9</sup> <https://www.nbss.ie/home/behaviour-for-learning-programme>

## Student Expectation Matrix

To reach our potential we are **Ready, Respectful and Responsible**

	Ready	Respectful	Responsible
<b>In Our School &amp; on Campus, I Will...</b>	<ul style="list-style-type: none"> <li>Act in accordance with all school policies</li> <li>Be environmentally aware</li> <li>Follow the instructions of all staff</li> </ul>	<ul style="list-style-type: none"> <li>Treat all other members of the school community with kindness</li> <li>Have respect for school property and the property of others</li> </ul>	<ul style="list-style-type: none"> <li>Strive for excellent attendance &amp; be punctual</li> <li>Register my attendance each morning</li> <li>Explain absences</li> <li>Wear the school uniform everyday</li> </ul>
<b>In the Classroom/Library, I Will...</b>	<ul style="list-style-type: none"> <li>Have my journal &amp; class materials</li> <li>Make my learning visible</li> <li>Record and attempt all homework</li> </ul>	<ul style="list-style-type: none"> <li>Be courteous to staff &amp; peers</li> <li>Be ambitious for myself</li> <li>Take care of school resources.</li> </ul>	<ul style="list-style-type: none"> <li>Engage with the classroom rules</li> <li>Be health &amp; safety aware</li> <li>Seek help if required</li> </ul>
<b>In the Corridors, I Will...</b>	<ul style="list-style-type: none"> <li>Have my journal</li> <li>Move directly between classes</li> </ul>	<ul style="list-style-type: none"> <li>Use my indoor voice</li> <li>Be calm and patient</li> <li>Respect the personal space of others</li> </ul>	<ul style="list-style-type: none"> <li>Be mindful of others</li> <li>Walk on the left</li> </ul>
<b>At the Lockers, I Will...</b>	<ul style="list-style-type: none"> <li>Keep my locker tidy</li> <li>Arrange my books to ensure easy access</li> </ul>	<ul style="list-style-type: none"> <li>Allow other students to access lockers</li> <li>Vacate the area in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>Use my locker at assigned times only</li> <li>Ensure my locker is always secured</li> </ul>
<b>In the Canteen, I Will...</b>	<ul style="list-style-type: none"> <li>Observe the queuing protocol</li> <li>Have exact change/card ready</li> </ul>	<ul style="list-style-type: none"> <li>Follow staff instructions</li> <li>Be aware of the personal space of others</li> </ul>	<ul style="list-style-type: none"> <li>Leave no trace</li> <li>Be health &amp; safety aware</li> <li>Be kind &amp; inclusive</li> </ul>
<b>In the Toilets and Changing Areas, I Will...</b>	<ul style="list-style-type: none"> <li>Observe toilet protocol</li> <li>Have all my gear</li> <li>Put football boots on outside</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy, dignity &amp; property of others</li> <li>Help keep the changing areas tidy</li> </ul>	<ul style="list-style-type: none"> <li>Leave no trace</li> <li>Act in accordance with all school policies</li> </ul>
<b>On Trips, I Will...</b>	<ul style="list-style-type: none"> <li>Submit any required documentation as required</li> <li>Be punctual &amp; in full uniform</li> <li>Observe school expectations</li> </ul>	<ul style="list-style-type: none"> <li>Represent my school with pride</li> <li>Respect the privacy, dignity &amp; property of others</li> <li>Follow the instructions of all staff</li> </ul>	<ul style="list-style-type: none"> <li>Act in accordance with all school policies</li> <li>Be environmentally aware</li> <li>Be health &amp; safety aware</li> </ul>

## Promoting positive behaviour

Promoting positive behaviour is the main goal of the code of behaviour. The school leadership team and school staff actively foster a school ethos, policies, and practices that help to promote positive behaviour and prevent inappropriate behaviour. Beaufort College acknowledges that the quality of relationships between teachers and students is one of the most powerful influences on student behaviour. As adults and professionals, school staff recognise their strong capacity to develop positive relationships with students, and that they have a greater responsibility for the relationship where warmth and empathy is balanced appropriately with objectivity, professional detachment, fairness, and consistency.

### Strategies to affirm and promote positive behaviour

The day-to-day excellence of school leadership and classroom teaching will enable most students to behave in ways that support their own learning and development. In addition, teachers and other school staff use a range of strategies for encouraging and promoting positive behaviour at class and school level. These include:

- positive everyday interactions between teachers and students
- good school and class routines
- clear boundaries and rules for students
- helping students themselves to recognise and affirm positive learning behaviour
- recognising and giving positive feedback about behaviour
- exploring with students how people should treat each other
- involving students in the preparation of the school and classroom rules.

In Beaufort College the **3R's (Ready, Respectful and Responsible)** are fundamental expectations that all students and staff are expected to develop and embody. Positive behaviour strategies are in place in Beaufort College to recognise the positive behaviour of our students. Beaufort College's whole school positive behaviour approach is based on the principle of:

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*'Catch them being good'*

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### School Attendance<sup>10</sup>

Daily attendance in school is the single biggest influence on your child's academic achievement. Attendance also plays an important role in helping your child to feel part of their school community and in developing strong friendships. Parents/Guardians show children that they value education by supporting them in attending school each day.

Authorised absences (illness, special circumstances, dental or medical appointments) must be communicated to the school office/Year Head by means of a note in the journal or emailing the Year Head/school office. Please note that unauthorised absences including unexplained absences, holidays and lateness may have a significant impact on your child's academic progress. Beaufort College does not endorse holidays during term time. After twenty days' absence, the school is obliged to notify the Educational Welfare Service.

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<sup>10</sup> The Statement of Strategy for Attendance is available in the student learning journal, on the school website and on request from the school office.

## Strategies to promote positive behaviour

### Encouragement

- Positive interactions with teachers and students
- Good school/classroom routines and structures
- Check and connect reminders daily
- Expectation reminder
- Journal on the desk
- Daily announcements
- Positive feedback
- Progress report
- Wellbeing programme
- SPHE programme
- Anti-bullying
- Student support services
- Student voice
- Formative feedback
- Model expectations
- Return to school assemblies

### Acknowledgement

- Quiet word of praise from teacher to students
- Positive reinforcement comments for effort/participation in class
- Positive comments in the Scáthán section of the school journal
- Commendation postcards home
- Positive mentions for excellent efforts during school assemblies
- Special Mentions on the school website or social media platforms
- Student's work displayed on subject noticeboards
- Positive recognition and feedback to tutors/Year Heads
- Positive phone calls home
- Attendance certificates
- Commendation awards
- Endeavour award
- Academic award
- Positive behaviour strategy team initiatives

### Reward

- Positive comments in the Scáthán section of the school journal
- Endeavour award at school assembly
- Academic awards at school assembly
- Attendance certificates
- Themed awards
- End of year whole school awards
- Extra-curricular awards
- School trips
- Contribution to school life
- Positive behaviour strategy team rewards

Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behaviour. Keep your behaviour positive because your behaviour becomes your habits. Keep your habits positive because your habits become your values. Keep your values positive because your values become your destiny.

**Mahatma Gandhi**



## Responding to Inappropriate Behaviour

Inappropriate behaviour can have damaging and long-lasting effects including disruption of the student's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers. Where a student's behaviour disrupts the teaching and learning of other students, school authorities must weigh the needs of that student with the needs of other students and staff. This can be a difficult balance, and achieving it requires the application of professional skill and judgement, in each individual case, drawing on factual and objective information about the impact of a student's behaviour. Beaufort College is committed to its responsibility to maintain a classroom and school environment which is supportive of the learning of every student in the school ensuring continuity of instruction and health & safety for all. All incidents of inappropriate behaviour are addressed using a problem-solving approach.

Elements of the whole-school approach to inappropriate behaviour include:

- agreed ways for staff to describe the nature, intensity, and persistence of the behaviour
- arrangements for recording behaviour and interventions in a systematic and consistent manner along with details of the student response.
- a ladder of intervention to ensure consistency across all staff.

### Ladder of Referral

3 levels of intervention are identified as support for all, additional support for some students and specialised support for a small minority of (few) students. Outside agencies may assist in supporting the few such as the National Educational Psychological Service, HSE Community Psychology Services, the National Behavioural Support Service, the National Council for Special Education, Children and Adolescent Mental Health Services<sup>11</sup>.

The ladder of referral operates on the principle that the more inappropriate the behaviour, the higher up the ladder it is dealt with.

- In general, the class teacher as a leader of learning, and someone with an established relationship of trust with students, will deal with routine incidents of misbehaviour through classroom management strategies, thus minimising the need for other interventions.
- Occasionally the class teacher may seek support or advice from another member of staff in managing challenging behaviour.
- If these interventions do not have the effect of changing the behaviour the student may be referred to the Year Head/Deputy Principal/Principal<sup>12</sup>.

Throughout the ladder of referral but particularly for some and few, maintaining positive relationships with the student, early intervention, and the involvement of both the parent and student are prioritised to help students learn that their behaviour is unacceptable.

Most misbehaviours will be resolved at the lower stages in the ladder of referral. However, should an incident of a grave nature occur it will automatically be reported to the Year head, Deputy Principal or Principal. The matter will be dealt with through the Code of Behaviour by the Principal and/or Board of Management. The principal may consider a suspension to be necessary where the continued

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<sup>11</sup> List is not exhaustive

<sup>12</sup> See Appendix D – COB Infograph

presence of the student in the school would represent a serious threat to students, staff, or any other person, or for a serious breach of behaviour. Examples of such behaviours include:

- A threat of physical assault or incitement to physical assault against another student or member of staff
- Behaviour that constitutes a threat to health & safety
- Behaviour that has a serious detrimental effect on teaching & learning
- Bullying related behaviours
- Inappropriate social media related behaviours
- Intimidation/sexual harassment
- Leaving school without permission
- Mobile device or social media related behaviour/incident
- Non-compliance with a school policy
- Physical assault/bullying/violence 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
- Possession of an offensive weapon
- Possession/Distribution Pornographic Material
- Possession/Distribution/Use of Alcohol
- Possession/Distribution/Use of illegal Drugs
- Possession/Distribution/Use of Tobacco/ Vape products
- Racism and Discriminatory Behaviour
- Theft
- Vandalism
- Verbal Assault

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- *Examples given are intended as a guide only and are not exhaustive, the principal having considered the context and all other factors relevant to the incident/issue will make a judgement on the gravity of the incident and will apply the code of behaviour as deemed appropriate.*
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## Suspensions

The principal may apply a suspension of up to 3 school days; more serious incidents may incur a suspension of up to 5 days with the approval of the Chairperson of the Board of Management. All suspensions are notified to the Board of Management. Beaufort College affirms that the Education Welfare Services of the Child and Family Agency (Tusla) will 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.

## Suspension Rounds

### Round 1 Suspension

- The Year Head oversees this suspension.
- The student's file and progress report are reviewed by the Year Head in consultation with the Principal/Deputy Principal.

- The Year Head communicates with the student and parent(s)/guardian(s) issuing a letter of suspension signed by the principal.
- A two-day suspension is issued.
- The Year Head convenes and facilitates a reintegration meeting where the student's file and progress report are reviewed. The school expectations and reintegration agreement are signed by the student, parent(s)/guardian(s) and Year Head. The student may return to school following a successful reintegration meeting.

#### Round 2 Suspension

- The Year Head oversees this suspension supported by the Tutor and/or assistant Year Head (where applicable).
- The student's file and progress report are reviewed by the Year Head in consultation with the Principal/Deputy Principal.
- The Year Head communicates with the student and parent(s)/guardian(s) issuing a letter of suspension signed by the principal.
- A two-day suspension is issued.
- The Year Head supported by the Tutor or assistant Year Head convenes and facilitates a reintegration meeting where the student's file and progress report are reviewed. The school expectations and reintegration agreement are signed by the student, parent(s)/guardian(s) and Year Head. The student may return to school following a successful reintegration meeting.

#### Round 3 Suspension

- The Deputy Principal oversees this suspension supported by the Year Head.
- The student's file and progress report are reviewed by the Deputy Principal in consultation with the Year Head.
- The Deputy Principal communicates with the student and parent(s)/guardian(s) issuing a letter of suspension signed by the principal.
- A three-day suspension is issued.
- The Deputy Principal supported by the Year Head convenes and facilitates a reintegration meeting where the student's file and progress report are reviewed. The school expectations and reintegration agreement are signed by the student, parent(s)/guardian(s) and school authority. The student may return to school following a successful reintegration meeting.

#### Round 4 Suspension

- The principal oversees this suspension supported by the Year Head.
- The student's file and progress report are reviewed by the principal in consultation with the Year Head.
- The principal communicates with the student and parent(s)/guardian(s) issuing a letter of suspension.
- A three-day suspension is issued.
- The principal convenes a meeting of the Discipline Committee. This Committee is comprised of the Principal, Deputy Principal, Year Head, and a representative from Faoi Bhláth<sup>13</sup> (Student Support Services Team). The Committee will construct a reintegration plan to support a successful return to school.

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<sup>13</sup> Faoi Bhláth is a wrap-around support structure for students involving Guidance, Additional Education Needs (AEN), School Completion Programme (SCP), Home School Community Liaison (HSCL), Behaviour for Learning (BFL) and JCSP Librarian

- The Discipline Committee will monitor and review the student's reintegration and advise on how to proceed if behaviours of concern continue or escalate which may include a recommendation of expulsion to the school's Board of Management by the principal.

## Expulsion

Beaufort 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 Beaufort College in extreme cases of unacceptable behaviour. The Board of Management of Beaufort College affirms that significant steps will have been taken to address the misbehaviour and to avoid expulsion.

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.

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, school authorities have implemented a series of interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

## Expulsion for a first offence

There may be exceptional circumstances where the Board of Management of College decides that a student should be expelled for a first offence. Examples of behaviours that might result in a proposal to expel based on a single breach of the Code of Behaviour could include:

- A serious threat of violence or incitement to violence against another student or member of staff
- Behaviour that constitutes a threat to health & safety
- Physical assault/bullying/violence 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
- Possession of a weapon
- Possession/Distribution of Pornographic Material
- Possession/Supply/Use of Alcohol/ Illegal Drugs/Substances
- Sexual assault
- Theft
- Vandalism

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*Examples given are intended as a guide only and are not exhaustive, the principal having considered the context and all other factors relevant to the incident/issue will make a judgement on the gravity of the incident and will apply the code of behaviour as deemed appropriate.*

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Should the Principal recommend a student for expulsion the procedures as set out in the LMETB Suspension and Expulsion Policy and Procedures<sup>14</sup>, will be adhered to by the school. The LMETB Suspension and Expulsion Policy and Procedures is available on the Beaufort College website.

### Bullying & Harassment

All bullying related behaviours is expressly prohibited in Beaufort College. The school takes its professional duty of care to address bullying<sup>15</sup> very seriously. In addition, there is range of legislation and guidance on harassment and sexual harassment in schools and places of employment that protect students, staff, and all members of the school community from these behaviours. The code of behaviour will be applied up to and including expulsion, to all incidents of bullying and harassment; however, the school recognises that bullying and harassment may lead to inappropriate behaviour by the victim and will consider such provocation when applying the code.

### Social Media/Mobile Devices

The sharing of unauthorised or explicit text, images and/or videos of students is absolutely prohibited and will be dealt with through the code of behaviour up to and including expulsion. All incidents involving creating, storing, or sharing of explicit text, images and/or videos of students will be reported to the Gardai and TUSLA, where appropriate.

### Interventions and Sanctions

Interventions and Sanctions are used to support students in the following ways:

- To help a student to learn that their behaviour is unacceptable
- To give the student an opportunity to reflect on and take responsibility for their personal actions
- To help a student to recognise the effect of their actions and behaviours on others
- To help students to understand that they have choices about their own behaviours and that all choices have consequences
- To reinforce the boundaries set out in the code of behaviour
- To signal to other students and to staff that their well-being is protected
- To prevent serious disruption to teaching and learning
- To keep the student, or other students or adults, safe.

The factors that are considered in deciding the appropriate and proportionate intervention or sanction are: the nature of the behaviour (on a minor to serious continuum), the context, the frequency, and the impact of the behaviour.

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*A referral to Faoi Bhláth may occur at any time where a need is identified.*

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### Class Teacher

Class teachers may use some or all the following interventions/sanctions<sup>16 17</sup> in response to inappropriate behaviour and to promote positive behaviour for learning.

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<sup>14</sup> See appendix J

<sup>15</sup> The Anti-Bullying Policy is available in the student learning journal, on the school website and on request from the school office.

<sup>16</sup> Responses listed are suggestive, but not exhaustive.

<sup>17</sup> See Appendix E-G: Levels 1-3 Intervention Infographics

- Expectation Reminder
- Conversation at the end of class
- Change seating
- Note in the Scáthán section of the student journal
- Reflection Sheet
- Penalty work
- Subject teacher detention
- Reciprocal teacher temporary withdrawal system
- Subject Teacher Rolling Referral
- Phone Call Home

A range of these measures must be implemented before the student is referred to the Year Head.

#### Year Head

The Year Head may use any of the previously identified interventions/sanctions plus those listed<sup>18</sup> below when responding to persistent minor, or more serious, behaviours:

- Withdrawal of privileges
- Behaviour for Learning Reflection Sheet
- Teacher Observation and Feedback Form
- Year Head Detention
- Phone call home
- Letter Home
- Restorative meetings
- Referral Parent/Guardian/Student Meeting(s)
- Progress Report
- Referral to Behaviour for Learning Programme
- Direct referral to Deputy Principal or Principal

#### Deputy Principal/Principal

The Deputy Principal or Principal may use any of the previously identified interventions/sanctions plus those listed<sup>19</sup> below when responding to more serious, behaviours:

- Deputy Principal/ Principal Tracking/Detention
- Referral Parent Guardian/Student Meeting(s)
- Suspension
- Reintegration meeting attended by Parent/Guardian and Student, DP/Principal
- Referral to external agencies
- Supervised temporary removal of a student from their regular classroom setting
- Principal referral to the Discipline Committee
- Principal recommendation of expulsion

## Parent/Student Contract

A Parent/Student contract<sup>20</sup> is published in the student learning journal which must be completed by both parties and returned to the Year Head for inclusion in the student file at the commencement of each academic year.

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<sup>18</sup> Responses listed are suggestive, but not exhaustive.

<sup>19</sup> Responses listed are suggestive, but not exhaustive.

<sup>20</sup> See Appendix H – Parent/Student Contract

## Appendix A – List of School Policies & Procedures<sup>21</sup>

- Admissions Policy
- Anti-Bullying Policy\*<sup>22</sup>
- Assessment Policy
- Child Safeguarding Statement
- Code of Behaviour\*
- Code of Dress\*
- Communication with Parents
- Complaints Procedure
- Data Protection
- DEIS Plan 2022-25
- Dignity at Work
- Educational Tours & Field Trips
- Healthy Eating Policy
- Health & Safety Statement
- Homework Policy
- ICT Acceptable Use Policy
- Inclusion Policy
- LMETB Suspension & Expulsion Policy & Procedures
- Long-Term Absence Protocol
- Critical Incident Management Plan
- Mobile Devices Policy\*
- Statement of Strategy for Attendance\*
- Substance Misuse Policy
- Teaching, Learning & Assessment Policy

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<sup>21</sup> All school policies are published on the school website and are available from the school office on request.

<sup>22</sup> All policies marked with an asterisk \* are published partially/wholly in the student learning journal.

## Appendix B – Expectations Poster



# BEAUFORT COLLEGE EXPECTATIONS

 **Attend school every day**

**Be on time** 

**Wear the full school uniform**

**Have all materials and homework**

**Journals on desk and as corridor pass**

 **Phones turned off and put away**

To reach our potential,  
We are **READY, RESPECTFUL** and **RESPONSIBLE.**



## Appendix C – Expectations ASD Poster



The poster features a dark red background with a white rounded rectangle in the center. At the top left is the Beaufort College logo on a notepad, showing a fish and the text 'Coláiste Beaufort' and 'Tosach feasa físiúil'. To the right, the title 'BEAUFORT COLLEGE EXPECTATIONS' is written in large, bold, black letters. Below the title are six icons in a 3x2 grid: a list of days (Mon-Fri) with a checkmark, a clock, school uniforms, an open book, two books, and a smartphone with a red prohibition sign over it. At the bottom, the text 'To reach our potential, We are READY, RESPECTFUL and RESPONSIBLE.' is displayed in bold black font.

**BEAUFORT COLLEGE  
EXPECTATIONS**

Mon  
Tue  
Wed  
Thu  
Fri

Mon  
Tue  
Wed  
Thu  
Fri

Mon  
Tue  
Wed  
Thu  
Fri

Mon  
Tue  
Wed  
Thu  
Fri

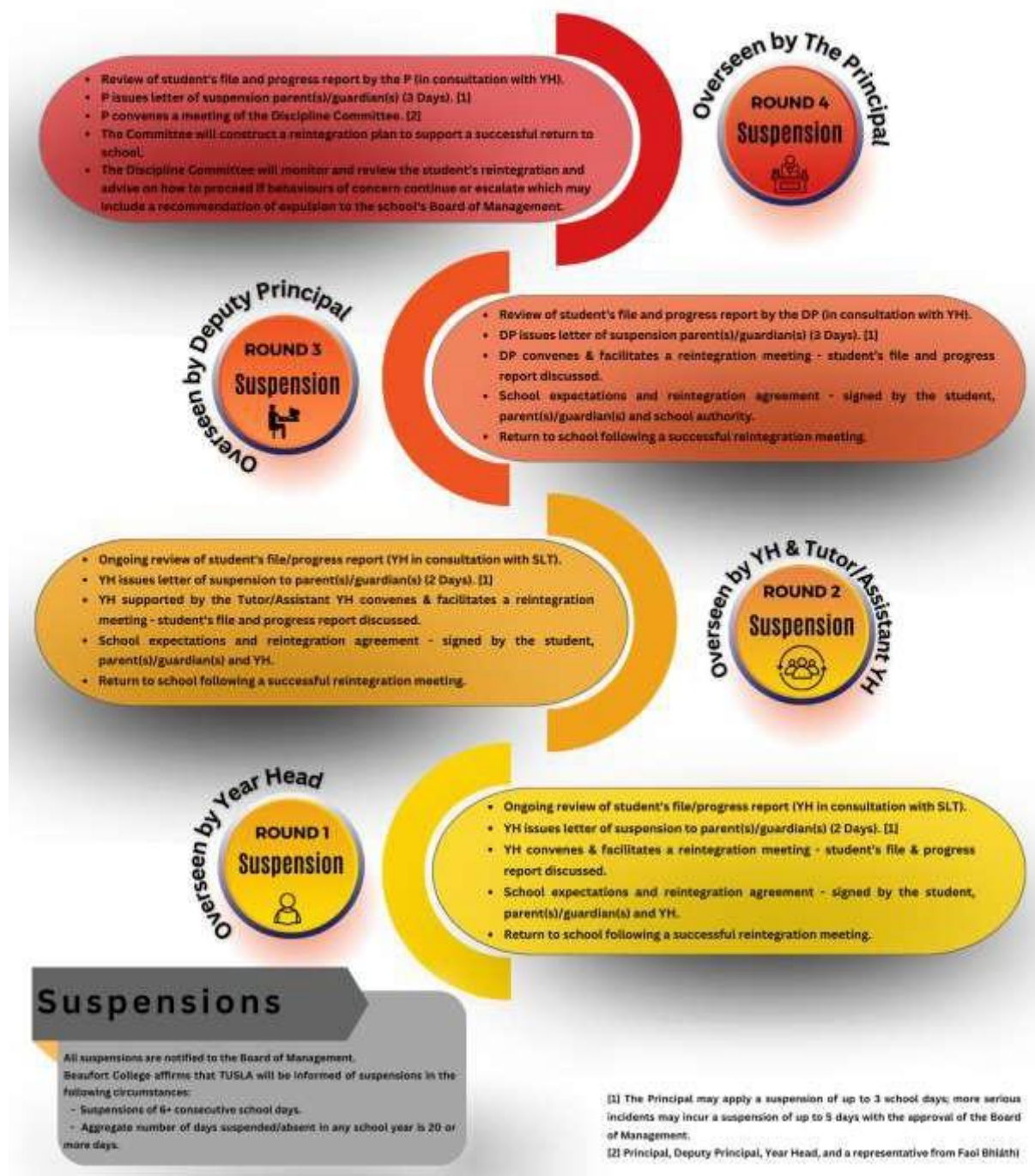
Mon  
Tue  
Wed  
Thu  
Fri

Mon  
Tue  
Wed  
Thu  
Fri


**To reach our potential,  
We are **READY, RESPECTFUL** and **RESPONSIBLE.****

## Appendix D – COB Infographic

# Code of Behaviour Rounds 1-4



## Appendix E – Level 1 Behaviour Intervention Infographic



**BEAUFORT COLLEGE EXPECTATIONS**  
Level 1: Behaviour dealt with by the Classroom Teacher

**Classroom Expectations**

1. Attend all classes
2. Be on Time
3. Journal and materials on desk
4. Follow the classroom routines
5. Respect people and property
6. Listen
7. Make learning visible
8. Be calm and patient
9. Ask for help
10. Record and attempt homework

**Inappropriate Behaviour**

- Late to Class
- Missing materials
- Mobile devices visible
- Disrupting teaching & learning
- Not making learning visible
- Non-compliance with school policies

**Classroom Interventions**

- Expectation Reminder
- Conversation at end of class
- Change seating
- Note in the Scáthán section of student journal
- Reflection Sheet
- Penalty Work
- Subject Teacher Detention
- Reciprocal teacher temporary withdrawal system
- Class teacher rolling referral
- Phone call home
- Referral to Year Head
- Sanction according to policy
- Other

**Corridor Expectations**

- Move directly between classes
- Walk on the left
- Respect people and property
- Journal with permission note
- Follow staff instructions

**Inappropriate Corridor Behaviour**

- Out of class without permission (no journal)
- Running
- Messing

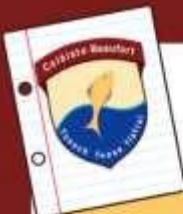
**Corridor Interventions**

- Expectation Reminder
- Withdrawal of Privileges
- Other

Level 1 behaviour issues will be dealt with by the staff member who encounters them.

**READY, RESPECTFUL, RESPONSIBLE**

## Appendix F - Level 2 Behaviour Intervention Infographic



**BEAUFORT COLLEGE EXPECTATIONS**  
Level 2: Behaviour dealt with by the Classroom Teacher supported by Year Head

**Classroom Expectations**

1. Attend all classes
2. Be on Time
3. Journal and materials on desk
4. Follow the classroom routines
5. Respect people and property
6. Listen
7. Make learning visible
8. Be calm and patient
9. Ask for help
10. Record and attempt homework

**Inappropriate Behaviour**

- Repeated level 1 behaviours
- Persistent disruption
- Inappropriate comments
- Verbal and/or physical aggression
- Intentional defiance
- Horseplay endangering others
- Absence without permission
- Non-compliance with school policies

**Classroom Interventions**

- Continued application of low level interventions
- Withdrawal of Privileges
- Behaviour for learning Reflection Sheet
- Note in the Scáthán section of the student journal
- Year Head Involvement
- Teacher observation/ feedback
- Year Head Detention
- Phone Call Home
- Letter Home
- Restorative meeting
- Referral meeting
- Progress Report
- Behaviour Support Plan
- Sanction according to school policies
- Other

**Corridor Expectations**

- Move directly between classes
- Walk on the left
- Respect people and property
- Journal with permission note
- Follow staff instructions

**Inappropriate Corridor Behaviour**

- Out of class without permission (no journal)
- Running
- Horseplay endangering others


**Corridor Interventions**

- Expectation Reminder
- Withdrawal of Privileges
- Referral to Year Head, DP or Principal

Key to understanding level 2 behaviours is the planned, purposeful and deliberate way the student behaves having received repeated behaviour interventions.

**READY, RESPECTFUL, RESPONSIBLE**

## Appendix G - Level 3 Behaviour Intervention Infographic

 **BEAUFORT COLLEGE EXPECTATIONS**  
Level 3: Behaviour dealt with by Year Head, Deputy Principal and Principal as part of a whole school approach

### School Expectations

1. Attend school and all classes
2. Be on time
3. Co-operate
4. Be Ready
5. Be respectful
6. Be responsible
7. Be kind
8. Be environmentally aware
9. Be a proud member of our school community
10. Comply with all school policies

*You have a right to a safe school and you have a responsibility to make it safe.*

### Inappropriate Behaviour

- A threat of physical assault or incitement to physical assault against another student or member of staff
- Behaviour that constitutes a threat to health & safety
- Behaviour that has a serious detrimental effect on teaching & learning
- Bullying related behaviours
- Inappropriate social media related behaviours
- Intimidation/sexual harassment
- Leaving school without permission
- Mobile device or social media related behaviour/incident
- Non-compliance with a school policy
- Physical assault/bullying/violence 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
- Possession of an offensive weapon
- Possession/Distribution Pornographic Material
- Possession/Distribution/Use of Alcohol
- Possession/Distribution/Use of illegal Drugs
- Possession/Distribution/Use of Tobacco/ Vape products
- Racism and Discriminatory Behaviour
- Theft
- Vandalism
- Verbal Assault

### Interventions

- Year Head/ Deputy Principal/ Principal Involvement
- Continued application of medium level interventions
- Deputy Principal / Principal Detention
- Referral meetings
- Suspension
- Reintegration meetings
- Referral to student supports
- Referral to external agencies
- Principal referral to the school Discipline Committee
- Principal recommendation of expulsion
- Other

Key to understanding level 3 behaviours is the planned, purposeful and deliberate way the student behaves having received repeated behaviour interventions.

**READY, RESPECTFUL, RESPONSIBLE**

## Appendix H: Student-Parent/Guardian Contract



### Student – Parent/Guardian Contract

I have read, understand and agree to abide by Beaufort College Code of Behaviour.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

As parent/guardian of the above student, I have read and understand the Code of Behaviour/Policies set out in this journal as well as those on the school website.

**I HERE BY ACCEPT:**

- All parts of the school's Code of Behaviour
- the school's Mobile Devices Policy
- the school's Anti-Bullying Policy
- the school's ICT Acceptable Use Policy. I give my child permission to use the internet and the ICT facilities in the school. I accept that the school cannot be held responsible if students access unsuitable website, but that every precaution is taken to ensure online safety.

I agree to support the school in upholding the standards set out in all the above.

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix I: LMETB Suspension & Expulsion Policy & Procedures



### **LOUTH AND MEATH EDUCATION AND TRAINING BOARD**

#### **SUSPENSION AND EXPULSION POLICY AND PROCEDURES**

##### **1. Policy Statement**

- 1.1. 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 acknowledge the duty of schools under its control to publish their policy concerning admission and participation in the school, including the policy of the school relating to the expulsion and suspension of students pursuant to Section 15 (d) of the Education Act 1998 and Section 23 of the Education Welfare Act 2000. The Code of Behaviour in Beaufort 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. Beaufort 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. Beaufort College recognises the Right to Appeal pursuant to Section 29 of the Education Act.
- 2.4. In regard to informing the Education Welfare Board, Beaufort College affirms its statutory obligation pursuant to section 21 (4)(a) of the Education Welfare Act.
- 2.5. Beaufort College affirms that data collected in relation to students and parents is in compliance with the Data Protection Acts 1988 to 2018.

### **3 Suspensions**

- 3.1 The Board of Management of Beaufort 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 Beaufort College may delegate this authority to the Principal of Beaufort 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 Beaufort College recognises that suspension is only one strategy within the Beaufort College Code of Behaviour in response to inappropriate behaviour.
- 3.4. Beaufort 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. Beaufort College works closely with parents to assist a suspended student to re-join the school community successfully.
- 3.5. Beaufort 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. Beaufort College affirms that all suspensions must be notified to the Board of Management of Beaufort College.
- 3.7. Beaufort College affirms that the Education Welfare Services of the Child and Family (Tusla) should be Informed of suspensions in the following circumstances:
- Where the period of suspension is for 6 or more consecutive school days.
  - Where the aggregate number of days on which a student has been suspended /absent in any school year is 20 or more days.
- 3.8. Beaufort 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 Beaufort 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 Beaufort College affirms that students attending Beaufort 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. Beaufort 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 Beaufort 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 Beaufort 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 Beaufort 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 period. Any such suspension would be regarded as a de- facto expulsion.

#### **5 Procedures in respect of Suspension.**

- Louth and Meath ETB affirms that Beaufort 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 Beaufort 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 Beaufort 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. Such authorisation must be recorded in the minutes of meeting of the Board of Management and reviewed on an annual basis.

- 5.3 Louth and Meath ETB affirms the Board of Management of Beaufort 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 Beaufort 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.
- 6.2 The provision for an appeal to the Department of Education, in the case of a suspension which would bring the days suspended in one academic over 20 days.
- 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 Beaufort College decides to remove the suspension for any reason.

## **7 Section 29 Appeal against Suspension**

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

- 7.2 An appeal may be made by the parent of the student concerned, or by the student concerned where the student has reached the age of 18 years. In accordance with section 26 of the Education (Welfare) Act, 2000, the Child and Family Agency (Tusla) may appoint a person, independent of that Agency, to appeal a decision of a board of management or person acting on behalf of the board of management to permanently exclude a student from a school.
- 7.3 An appeal must be made within **42 calendar days** from the date of the decision of the board of management or a person acting on behalf of the board of management.
- 7.4 Appeals must be made in writing on the Section 29 Appeal Form and submitted to the Section 29 Appeals Administration Unit which has been established within the Department of Education to provide administrative support to enable appeals committees perform their functions. The Section 29 Appeal Form may be downloaded from the Department's website or obtained directly from the Section 29 Appeals Administration Unit. Contact details for the Unit are available on the Department's website [www.education.ie](http://www.education.ie).

## **8 Expulsion**

- 8.1 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 Beaufort College.
- 8.2 Expulsion should be a proportionate response to the student's behaviour. Beaufort 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 Beaufort College in extreme cases of unacceptable behaviour.
- 8.3 The Board of Management of Beaufort College affirms that Beaufort 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 (Tusla) Education Welfare Services, HSE Child and Adolescent Mental Health Services. National Behavioural Support

Service JLO, NEPS, NCSE.

- 8.4 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.

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

#### 8.6 'Automatic Expulsion'

The Board of Management of Beaufort 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.

#### 8.7 Expulsion for first or once-off offence

There may be exceptional circumstances where the Board of Management of Beaufort 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

### **9 Factors to Consider before proposing to expel a student**

9.1 The Board of Management of Beaufort 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

9.2 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.

## **10 Procedures in respect of expulsion**

10.1 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.

10.2 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.

10.3 A meeting should be arranged between the student and their parents and the Principal of Beaufort College before a sanction is imposed.

10.4 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

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

10.6 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.

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

10.8 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.

- 10.9 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.
- 10.10 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.
- 10.11 Once the Principal and the Parents have made their cases, they will withdraw from the meeting.
- 10.12 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.
- 10.13 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.
- 10.14 When both sides have been heard the Board should ensure that the Principal and Parents are not present for the Board's deliberations.
- 10.15 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 section 23 and any guidelines issued under subsection (3) of that section, and 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.

## **11 Board of Management deliberations and actions following the hearing**

11.7 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.

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

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

11.10 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.

## **12 Consultations arranged by the Educational Welfare Officer**

12.7 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.

- 12.8 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.

### **13 Confirmation of the decision to expel**

- 13.7 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.

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

### **14 Section 29 Appeal against Expulsion**

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

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

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

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

- 14.11 Appeals must be made in writing on the **Section 29 Appeal Form** and submitted to the Section 29 Appeals Administration Unit which has been established within the Department of Education to provide administrative support to enable appeals committees perform their functions. The Section 29

Appeal Form may be downloaded from the Department's website or obtained directly from the Section 29 Appeals Administration Unit. Contact details for the Unit are available on the Department's website [www.education.ie](http://www.education.ie).

#### **15 Review of use of Expulsion**

15.7 The Board of Management of Beaufort College should review the use of expulsion in the school at regular intervals.

#### **16 Implementation and Review of Policy**

16.7 The Principal and Board of Management of Beaufort College will responsible for the implementation of this policy.

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

This policy was reviewed and adopted by Louth and Meath Education and Training Board on 15 November 2018 for incorporation into school's Codes of behaviour.

This policy was reviewed in November 2020 considering commencement of changes to the Section 29 Appeals procedures under the Education (Admission to schools) Act 2018.

This policy was ratified by the Beaufort College Board of Management on 17/08/2023

#### **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.



## Policy for Resolution/Ratification by LMETB Board

School	Beaufort College
Policy Title	Code of Behaviour 24-25
Date of School Board of Management Meeting	29/08/2024
Please confirm if a quorum was present at the meeting (4)	Yes
Please confirm if the completed Policy Consultation Record was presented at the meeting	N/A
Policy Proposed By	Ian Lafford
Policy Seconded By	Tricia Murray
Signed Acting Chairperson	
Date	29/08/2024
Signed Principal/Secretary	
Date	29/08/2024