Behaviour Code of ETSS Wicklow (ETSSW)

School Address: The Glebe, Wicklow Town

Roll number: 68345R

School Patron: Educate Together

INTRODUCTION

ETSSW is an inclusive, equality-based school operating under the patronage of Educate Together. Educate Together schools are co-educational, democratically run, child-centred and equality-based. ETSSW strives to create a safe and happy school environment promoting inclusion, honesty, dignity and respect. The quality of relationships between teachers and students is a powerful influence on behaviour in a school. In ETSS we seek to build positive relationships across the school community to provide a safe and happy learning environment where all students can thrive. We expect students to make a positive impact on the school and local community and we consider positive behaviour to be essential to a student's growth and development as a young person. We want to inspire all of our students to pursue excellence both academically and in the interests they follow. The Code of Behaviour for ETSS Wicklow is centred on **Restorative Principles** whereby students take responsibility for their actions and aim to respond to experiences in a positive fashion. This policy is also guided by relevant legislation: The Education Act (1998), The Equal Status Act (2000), The Education (Welfare) Act (2000), The Equality Act (2004), The Data Protection Acts (1988, 1998 and 2003), The Freedom of Information Acts (1997 and 2003), The Education for Persons with Special Educational Needs Act (2004), The Disability Act (2005), The Assisted Decision-Making (Capacity) Act 2015.

The mission statement of ETSSW is:

We are a school that fosters diversity and democracy, where students grow as independent thinkers and lifelong learners, as citizens promoting dignity and fairness for all.

AIMS

- To develop a caring environment, a strong sense of identification in terms of our values and a strong sense of pride in what we stand for as a school;
- To provide a framework supported by all school partners, where the principles of fairness and natural justice apply to all aspects of school life;
- To ensure the efficient and effective operation of the school;
- To promote respect for eachindividual and the school environment;
- To encourage self-discipline, consideration, respect and tolerance towards others;

- To promote interpersonal skills which help students work cooperatively, solve problems and resolve conflict situations;
- To provide clarity to everyone in the school community regarding the standards of behaviour expected by the school;
- To help students recognise the effect of their actions and behaviour on others;
- To help students understand that they have choices about their behaviour and that all choices have consequences;
- To help students learn to take responsibility for their behaviour;
- To provide a safe and secure environment where students can reach their full potential.

THE CODE OF BEHAVIOUR IS CONNECTED TO THE FOLLOWING SCHOOL POLICIES:

- Child Protection Policy
- Child Safety Statement
- Anti-Bullying Policy
- Acceptable Use Policy
- Substance Misuse Policy
- Health & Safety Policy
- Healthy Eating Policy
- Attendance Policy
- ICT Policy
- Social Media Policy
- Admissions Policy
- SEN Policy
- Homework Policy
- School Tours & Outings Policy
- Dress Code Policy
- Parental Involvement Policy

PRINCIPLES OF NATURAL JUSTICE

ETSS Wicklow is required by law to follow fair procedures - this Code of Behaviour has been drawn up with reference to the Tusla Guidelines and according to the principles of natural justice:

In the case of investigations into alleged breaches of the Code, every student will have:

(a) The right to be heard- this includes the right to know the allegations being made and any other information being taken into account. The student has the right to respond to allegations. When the possible sanction is serious, the student has the right to be heard by the decision-making body.

(b) The right to impartiality: Freedom from bias entails ensuring that a person with interest in the matter is not involved in the investigation or decision-making. An impartial process allows a decision based on an unbiased evaluation of information and evidence. If a person has preconceived opinions, a vested interest or personal involvement in the matter, they should not attempt to settle it.

BEHAVIOUR CODE PROVISIONS

Section 1.0: School Values

We ask all members of the school community to model politeness, courtesy and respect in their interactions in the school community, and we expect a strong standard of loyalty from everyone to our school values. Our school values apply at all times during school life - in the classroom, on school excursions, on the way to school, returning home and in all electronic communications on school platforms.

Section 1.1: Expectations for Students

- Work to the best of their ability
- Be guided by the advice and help of the staff and management
- Show respect for themselves and others
- Show care and respect for their property and the property of others
- Show personal responsibility
- Help create a safe and caring environment where everyone can reach their full potential
- Show kindness to others
- Be fair
- Look for respectful ways of resolving difficulties and conflict by engaging with the process of restorative practice
- Show forgiveness
- Have a good attendance record
- Be punctual
- Have all necessary materials for each class
- Work to the highest standards
- Participate in school activities and make the most of school life
- Use all school facilities respectfully (classrooms, toilets, grounds)
- ***Do not bring valuable personal objects to school*** (e.g. jewellery etc.) or large sums of money - the school will not be responsible for any such items brought to school by students

Section 1.2: Promotion of a Positive Learning Environment

ETSSW promotes self-discipline and a positive learning environment through encouraging and rewarding positive behaviour. Records of positive initiatives by students can be recorded by teachers in a number of ways through, for example, the school journal, a phone call home etc. allowing teachers to recognise the significant contributions of students to school life. This positive school environment is created by:

- Setting high expectations for student behaviour
- Encouraging students to work to the best of their ability at all times
- Nurturing students as leaders
- Fostering a happy school atmosphere
- Establishing class routines
- Providing positive feedback
- Communicating with parents/guardians
- Meetings with class groups and year groups
- Regular reports
- Celebrating with ***Awards Ceremonies*** in May
- School publications
- School website and school social media

- Celebrating student work through displays
- Provision of extra-curricular and co-curricular activities
- Requiring students to have appropriate materials for all subjects
- Rewarding and recognising good practice in numerous ways, including:
  (a) Positive comments by teachers
  (b) Notes home in the school journal
  (c) A phone call home to parents recognising students' efforts
  (d) Alternative learning and group development activities in school, e.g. quizzes, variety shows, etc.
  (e) Certificates recognising student achievement, e.g. student of the month awards
  (f) End of term celebrations
  (g) Ticket for Success Initiative

Section 1.3: Role of Parents/Guardians

ETSS Wicklow asks all families to read and confirm their agreement to the Code of Behaviour during the enrolment process.

It is essential for the success of the Code of Behaviour that families work with and support the school in implementing the Code correctly and maintaining a school climate where effective learning and teaching can take place – ETSS Wicklow relies on this support from parents and guardians.

Section 1.4: Role of the Subject Teacher

ETSSW encourages good relationships between staff and students. Teachers bring their professional abilities as teachers and classroom managers to:

- build positive relationships with students
- promote learning and positive behaviour within the school community
- provide a safe and happy learning environment where all students can thrive

Breaches of discipline such as hindering teaching and learning, failure to do homework, not bringing in the right resources and arriving late for class are dealt with by the teacher in the first instance.

In dealing with such issues, the teacher may employ strategies from the following range of options:

- A plan of measures in place to work through problems informally (e.g. informal discussions, explaining class rules, changes to seating plans, setting targets, warnings);
- Provide opportunities to make amends through extra work or school duties at lunchtime/ before/ after school;
- Teacher lunchtime detention
- Referral to Tutor;
- Referral to Student Support Co-Ordinators for continued breaches of the Code despite all reasonable efforts of subject teacher to resolve issues through informal and formal classroom management plans;
- Note sent home to their parent/guardian;
- Phone call to parents/guardians from the school;
- Immediate referral directly to Student Support Co-ordinator or Deputy Principal in the event of serious breaches of the Code of Behaviour inside or outside the classroom;

Section 1.5: Role of the Class Tutor

This is a role that is absolutely essential to creating the optimal atmosphere in class for learning and for participation in school life. The class tutor is the caring face of the school and can have a hugely positive impact on improved academic performance and behaviour in a school. The quality of the morning meetings is a huge factor in determining the effectiveness of this role. Good meetings build up morale and a good relationship with the class allows difficulties to be dealt with at an early stage.

Meetings need to be carefully planned just as classes do – there needs to be a structure: a beginning, a middle and a conclusion – there is an administrative function in this role which needs to be balanced with the motivational and inspirational components. It takes work to be a great tutor, but the payback is huge in terms of setting students up for success in their learning and school life experience.

- Work as a team with the year head in planning themes for morning meetings
- Meet the class each morning at assembly
- Monitor attendance
- Monitor punctuality
- Go through the behaviour code of the school
- Celebrate birthdays of students and important occasions and events
- Organise a vote for student of the month with teachers of the class
- Edit reports
- Oversee student journal
- Monitor notes from parents
- Promote class spirit
- Encourage involvement in school activities
- Raise awareness of calendar events and promote them
- Be available to talk through any worries or issues students may have
- Contact parents to help create improvement plans for situations where students are struggling in certain aspects of school life
- Motivate students to achieve their potential
- Collecting school funds for various trips/activities and fundraising initiatives
- Support students in crisis – be an advocate for the students in the group
- Celebrate occasions and events
- Review exam results with students
- Develop leadership qualities in the class e.g. support the class representative by giving opportunities to speak to the group
- Help with exam preparation (talk about study skills)

Class spirit	• Icebreakers • Class Games • Quizzes • Artwork/Collage • Fundraisers • Sporting Activities • Social events • Talent show • Class Notice Board • Class Captain • Theme Weeks • Class outings

Academic	• Early Identification • Target Setting • Study skills • Review of reports • Subject tips from teachers • Use of assemblies • Award Structure • Planning supervised study programme/Guidance • Meet Parents/Contact parents
Behavioural	• Monitoring the student journal • Liaising with subject teachers/Year Head/Pastoral Team and Senior Management • Meeting with students individually • Linking with parents • Class meetings to review certain aspects of behaviour • Bringing recurring issues to Tutor/Year Head meetings and deciding on a common response • Positive notes in journal to parents • Nurturing positive behaviour
Administration	• Recording of attendance • Early identification of attendance and punctuality difficulties • Checking journal and signing weekly • Recording marks and discussing with student • Notes in journal to recognise achievements and record issues

Section 1.6: Role of the Student Support Co-ordinators and the Deputy Principal

The role of Student Support Co-ordinators and the Deputy Principal, in conjunction with subject teachers and the principal, is to coordinate the implementation of the ***Code of Behaviour.*** Where appropriate, the Student Support Co-ordinator and/ or Deputy Principal shall:

- Communicate with subject teachers and each other in dealing with persistent minor breaches of the **Code of Behaviour** or with a single serious breach of the Code;
- Contact previous schools (primary & secondary) and agencies involved with the student (past & present) with the permission of parents/guardians;
- Request regular progress reports/updates from subject teachers and class tutors;
- Meet parents/guardians/support services as necessary;
- Provide opportunities to make amends through extra work or school duties at lunchtime/ before/ after school;
- Refer the student(s) to the Guidance Counsellor;
- Refer the student(s) to the Deputy Principal or Principal;
- Contact parents/ guardians by phone;
- Arrange for student(s) to participate in a support program as recommended by the Student Support Team (Principal/Deputy Principal/Guidance Counsellor/ Student Support Co-ordinators);

- Employ a restorative approach to resolve difficulties and conflicts;
- Create an individual behaviour plan (IBP);
- Draw up a behaviour contract with the student;
- Put the student on a behavioural report for a period of time;
- Organise a core team of teachers to work with the student concerned;
- Organise structured breaks where free time is the central cause of problems with the Code of Behaviour;
- Organise training programmes for students aimed at (i) facilitating changes of attitude; (ii) reading the Code of Behaviour; (iii) working towards more successful educational experiences in the school; (iv) developing life skills/social skills;
- Detain with prior day notice given to parents/guardians (giving appropriate work/study with an educational basis for the period of detention);
- Conduct investigations and make recommendations about sanctions;
- Consult and inform the principal on serious issues.
- Provide attendance updates to parents/guardians in the event of students missing an excessive amount of school days or parts of school days
- Co-Ordinate Restorative Practice meetings

Section 1.7: Role of the Principal

The role of the principal is to coordinate the implementation of the Code of Behaviour as follows:

- Oversee the effective application of the Code of Behaviour throughout the school;
- Provide support and advice to the Deputy Principal, Student Support Co-ordinators and subject teachers;
- Consult with Deputy Principal and Student Support Co-ordinators about serious behavioural issues;
- Where appropriate, take a lead role in resolving serious breaches of the Code of Behaviour;
- Meet with parents/guardians/support services as required;
- Ask parents/guardians to obtain a psychological report or, with their permission, refer the student to counselling or an outside agency if this is deemed an appropriate means of supporting the student;
- In most serious cases, refer the student to the Board of Management with a recommendation for a suspension or expulsion;
- Lead the consultation process in the periodic review and development of the Code of Behaviour, including students, parents/guardians and staff, under the direction of the Board of Management.

Section 2.0: Level of Awareness of Code of Behaviour at ETSSW

Parents/guardians are asked to read the Code of Behaviour before a child joins the school and indicate their agreement. During school inductions, students are given clear guidance on classroom rules and how the Code of Behaviour works in practice through key rules included in the school journal. Additional reminders occur through information sessions during tutor times, in class assemblies and when needed in school life. Students understand that the teaching staff and school management implement an agreed approach to behaviour management.

Section 2.1: Unacceptable Behaviour (Non-exhaustive list)

- Hurtful and/or harmful behaviour to members of the school community (including [a] bullying in all its forms [b] harassment; [c] discrimination; [d] victimisation)
- Causing embarrassment and/or humiliation to a member of the school community
- Interfering with the quality of teaching and learning at the school
- Interfering with the ability of other students to work effectively
- Interfering with the work of other students during assessments, revision classes or exams
- Compromising the psychological and/or physical safety of others
- Attacking another person (hitting, striking, kicking) or aggressive gestures towards others, such as simulating an attack
- Bringing laser pens/pointers, pellet guns or any other instrument or device that may cause harm to a member of the school community on to school property
- Any type of behaviour that causes physical injury to others
- Damaging or attempting to damage school property or the property of any person(s) in the school community
- Truancy or leaving the school without permission
- Refusing to comply with a school policy or policies
- Possessing, consuming or distributing illegal substances
- Smoking and/or vaping
- Poor attendance and/or poor timekeeping
- Theft
- Lying or giving false information about incidents under investigation
- Bringing the school and/or the Code of Behaviour into disrepute
- Ongoing issues with homework (non-completion or partial completion

Section 2.2: Policy re. Searches

- The school reserves the right to search the possessions of any student suspected of having prohibited items such as vapes, nicotine products, drugs, weapons or alcohol (this is a non-exhaustive list).
- The school will confiscate any prohibited items and organise their disposal
- Students will be present during searches and will present their possessions (items in bag, pockets and locker)
- In cases where consent for a search is refused, parents will be contacted and authorities may be contacted and asked to carry out the search

Section 2.3: Range of Sanctions for Unacceptable Behaviour (Non-exhaustive List)

- Verbal reprimands
- Additional written tasks (with educational value)
- Removal from the group activity to individual task
- Withdrawal of privileges
- Withdrawal from the particular lesson or peer group
- Use of an individual programme for a specified time
- Carrying out a useful task in the school
- Detention
- Structured/semi-structured/semi-independent break times
- School community service
- Formal report to the Board of Management
- In-school suspension
- Out-of-school suspension
- Withdrawal of privileges e.g. representing the school at events offsite such as matches or competitions; participation in school trips at home or abroad
- Expulsion

Section 2.4: Strategies to Assist Students in Achieving Better Behaviour (Non-exhaustive List)

- Phoning parents/guardians
- Meeting parents/guardians
- Student put on report for a set time
- Development of ***Individual Behaviour Plans*** (IBPs)
- Behaviour plans for class (if the issue is a class group matter)
- Regular check-in meetings to allow opportunities to acknowledge improvements
- Training sessions
- Opportunities for the student to apply for privileges to be restored where progress is evident as a result of a plan in place
- Employing a restorative practice approach
- In-school counselling support
- Check-ins with a member of a support team
- SNA support

Section 3.0: Attendance & Punctuality

- Regular attendance is expected and encouraged
- The school authorities have the discretion to allow for extenuating circumstances that have negatively affected attendance and punctuality

- The school authorities have the discretion to develop and improve systems for encouraging better attendance and punctuality according to the needs of the school
- If a student is absent from school, families are asked to contact the school at the earliest opportunity. If no explanation has been received, the school may contact the family by SMS and/or phone. The student must provide a written note on their return to school in the space provided in the ***school journal*** – confidential information can be communicated directly to the school management by email, by sealed letter, by telephone or by contact with the school office: reception@etsswicklow.ie
- In the case of long-term absences, parents/guardians should notify school management by telephone, by email or in writing
- Students leaving the class to go to the toilet is an attendance issue if such requests are made too many times and become routine – students have access to toilets before 08.30 and at break times (morning break and lunchtime). Students with a medical condition or in urgent need can use the toilets as required. Teachers will ensure that all students have access to toilets when needed – the general rule, however, is that all students should keep visits to the toilets to break times as much as possible
- Students out of class during lessonsmust have their school journals signed and timed by the relevant staff member
- Truancy is not tolerated and is deemed a serious breach of the Code of Behaviour

Section 3.1: Sanctions for Issues with Attendance & Punctuality

- Students who persistently fail to produce written notes when returning from being absent will be referred to school management for sanction
- Students who arrive late consistently will be subject to sanctions - if the situation persists, serious sanctions will be considered, such as detentions/suspensions/appointments to discuss the situation with school management or the Board of Management
- If there is no improvement in attendance and/or punctuality over a prolonged time and despite the best efforts of the school to facilitate change, the **Educational Welfare Officer (EWO)** will be notified
- Truancy, as a serious breach of the Code of Behaviour, will be dealt with directly by school management

Section 4.0: Care of the School

ETSSW is committed to maintaining a pleasant environment free from litter and graffiti.
Everyone at the school shares responsibility for maintaining a clean and safe environment:

- Chewing gum is not allowed anywhere on school property
- Littering or graffiti are not acceptable
- Students are expected to respect the property of others and school property, including lockers
- Deliberate vandalism of school or student property is deemed a serious offence
- Students will have opportunities in projects and activities to help improve the school environment

Section 4.1: Sanctions for Damage to School Premises:

- Students will be required to make good any damage done to school property or the property of other students, as well as face potential serious sanctions such as suspension or even expulsion
- Attempts to damage school property will lead to serious sanctions- see section 2.3
- Students may also be asked to perform tasks in the school that deal directly with the misbehaviour (e.g. cleaning graffiti, removing chewing gum from school property)

Section 5.0: Health and Safety

School is a place of safety for all. Everyone is encouraged to create awareness of health and safety issues within the school and at school activities away from the school.

- All forms of bullying are unacceptable at school or online and should be reported to a member of staff as per the anti-bullying policy;
- Discrimination on the grounds of gender, family status, age, disability, sexual orientation, race, marital status, religion, and membership of the Traveller community is not acceptable at ETSS Wicklow;
- Safety notices are posted around the school buildings and should be observed. Students are expected to be aware of these notices;
- Students are required to follow all safety instructions given by teaching or non-teaching staff;
- Students must pay attention to and obey all safety regulations. Specialist subjects such as Home Economics and lunchtime sports activities all require a high level of awareness of safety;
- Interference with fire-fighting or any safety equipment, or any action that leads to the evacuation of the school is treated as a serious offence;
- The possession, consumption and/or supply of alcohol/vapes/nicotine products/illegal drugs is expressly forbidden at all times and in all situations connected to school life – bottles of alcohol (full or empty) are not allowed on the premises;
- Cycling, skateboarding, or using a scooter (including any e-Scooters) on the school grounds is strictly forbidden unless part of an agreed school activity – on arrival, students must walk bicycles and carry skateboards and scooters from the school gate to the storage area and again walk them from the designated area to the school gate when leaving;
- Bicycles must be locked at all times and never left in school when the school is closed
- Bicycles are parked in the school at the risk of the owners;
- Any behaviour which endangers the health and safety of any members of the school community is treated with the utmost seriousness by school management and the Board of Management;
- Any usage of technology or the internet which intrudes on the privacy and dignity of staff or the dignity of students and/or their families is expressly forbidden and deemed a serious breach of the school Code of Behaviour and/or Anti-bullying Policy. Students are reminded that posting offensive material or messages may result in the victim taking a legal case against the person who posted the material and/or the person(s) who control the account/site.

Section 5.1: Student Parking on School Grounds

ETSS Wicklow parking policy is designed to safeguard the Health and Safety of all persons on the school grounds. In light of this and the restricted space available, only Staff, Contractors/ Suppliers, Vehicles for people with disabilities and people on school business are permitted to park in the school grounds.

Students are not permitted to take cars or other motorised vehicles into the school grounds or to park in the schoolgrounds at any time.

Section 6.0: Detention

A Teacher Detention (Level One Detention) is a sanction applied by subject teachers for reasons connected to classroom management (issues with homework/lateness/ behaviour). The duration is fifteen minutes, and these detentions take place at lunchtime;
A School Detention (Level Two Detention) is a sanction applied by Student Support Co-ordinators, the Deputy-Principal or the Principal for a particular incident or particular incidents of serious misbehaviour, for patterns of misbehaviour in or out of class time, and any breaches of the Code of Behaviour judged to merit this sanction. Level two detentions take place for an hour or two hours after school on Wednesday or Friday.
A Management Detention (Level Three Detention) is a sanction applied by the Deputy Principal or Principal for persistent behavioural issues/ particularly serious breaches of the Code of Behaviour/ repeated absence from Level Two Detentions. These detentions take place on Saturday mornings and are four hours in length.

In the case of out of school hours detentions (Wednesdays, Fridays and Saturdays), parents/guardians will be informed of the following:

- The reason for the detention
- The date, time and location of detention

Note: failure to attend detention without a satisfactory explanation is deemed a serious offence. Parents/guardians are expected to work with the school to put in place a suitable alternative arrangement if a student is unable to attend a particular detention for genuine reasons.

Section 7.0: Suspension

Grounds for suspension include: (Non- exhaustive list)

- Serious disruption to the learning of others or the teaching process;
- Serious breach of a school policy;
- Threatening the safety of themselves and/or others (e.g. the student has assaulted another person/threatened violence ormade inappropriate physical contact/the student has misused dangerous equipment);
- Causing serious damage or attempting to cause serious damage to property;
- Theft of property;
- Bringing the reputation of the school into disrepute;
- Serious breach of the Code of Behaviour;
- Truancy, including leaving the school grounds, school building, school activities or classroom without permission or arriving excessively late to class or school activity;
- Showing gross disrespect to a member of the school community *(e.g. abusive language, intimidating behaviour, attempting to humiliate someone)*;
- Inappropriate use of technology;
- Inappropriate use of any social media platform or internet site;
- Repeatedly refusing to listen to instructions from staff;
- Smoking and/or vaping;

- Possession, consumption and/or supply of alcohol, drugs, nicotine products, vapes or evidence of consumption of the aforementioned on the premises;
- Fraud – for example, forged notes, emails or phone calls;
- Cheating in exams;
- Behaviour, inside or outside the school grounds, that affects the wellbeing and/or dignity of a member or members of the school community;
- Lying or giving false information about incidents under investigation;
- Bringing or using laser pens/pointers, knives, sharp objects, pellet guns or any other instrument or device that may cause harm to a member of the school community;
- Possession or distribution of inappropriate images.

Section 7.1: Suspension Procedures (in school suspension)

1. The principal, or in the principal's absence, the Deputy-Principal, has the authority to suspend a student. This sanction should be imposed with reference to the Code of Behaviour and the specific incident or incidents;

2. Where an assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

(a) Ensure due process is followed – the student will receive an interview and will be given the opportunity to provide a statement, written or transcribed by a member of staff;
(b) Inform the student about the complaint and provide an opportunity to respond;
(c) Inform parents and allow them to respond;
(d) Where an immediate suspension is considered by the management to be warranted due to health and safety concerns to the school community, arrangements will be made for the student to be collected immediately;
(e) Issue an official letter from the school outlining the following:
    - The reason(s) for suspension;
    - The length and dates of the suspension;
    - If applicable, the provision for an appeal to the Board of Management;
    - Expectations on work to be completed while on suspension;
    - A statement of the importance of parental assistance in resolving the matter, including any commitments to be entered into by the student;
(f) Organise a meeting with parent(s)/guardian(s) at the earliest opportunity if the facts are disputed and work out the path forward (clarifications, going through the evidence in place, further investigation, reducing the sanction);
(g) After a period of suspension, the student support co-ordinator will organize a meeting with the studenton the return day to school to clearly outline expectations about future behaviour and introduce planned supports.
(h) During in-school suspension and upon their return from in-school suspensions, the student will be on a period of structured break / community service, the length of which will be determined by their student support co-ordinator.

Section 7.2: Suspension Procedures (out of school suspensions)

1. The principal, or in the principal's absence, the Deputy-Principal, has the authority to suspend a student. This sanction should be imposed with reference to the Code of Behaviour and the specific incident or incidents;

2. Where an assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:
   (a) Ensure due process is followed – the student will receive an interview and will be given the opportunity to provide a statement, written or transcribed by a member of staff;
   (b) Inform the student about the complaint and provide an opportunity to respond;
   (c) Inform parents and allow them to respond;
   (d) where an immediate suspension is considered by the management to be warranted due to health and safety concerns, arrangements will be made for the student to be collected immediately;
   (e) Issue an official letter from the school outlining the following:
      - The reason(s) for suspension;
      - The length and dates of the suspension;
      - If applicable, the provision for an appeal to the Board of Management;
      - The expectations on work for the student while on suspension;
      - A statement of the importance of parental assistance in resolving the matter, including any commitments to be entered into by the student;
      - Arrangements for the return of the student to school;
   (f) organise a meeting with parent(s)/guardian(s) at the earliest opportunity if the facts are disputed and work out the path forward (clarifications, going through the evidence in place, further investigation, reducing the sanction);
   (g) After a period of suspension, organise a meeting with parent(s)/guardian(s) and the student on the return day for the school to clearly outline expectations about future behaviour and introduce planned supports – it is important for the family to make commitments to work with the school to ensure better behaviour in future and for restorative justice to be employed where applicable;
   (h) Following an out of school suspension, the student will be on a period of structured break/ community service, the length of which will be determined by their student support co-ordinator.

3. The Board of Management and Child and Family Agency (TUSLA) will be informed if the suspension is for more than six school days or if the student has been suspended for an aggregate of twenty or more days in the school year.

Section 7.3: Period and Type of Suspension

In imposing a suspension and in deciding its duration, the following factors will be considered:

(a) The seriousness of the particular breach/breaches of school regulations;
(b) The severity of the behaviour, the frequency and the likelihood of its recurring;
(c) The behaviour of the student up to the time of the suspension;
(d) Previous interventions;

(e) The age, state of health and any additional educational needs of the student;
(f) The possible negative impact of the student's behaviour on other students in the school.

Section 7.4: Grounds for Removing a Suspension

A suspension may be removed in the following situations:

(a) If the Board of Management decides to remove the suspension for any reason
(b) The Secretary-General of the Department of Education directs that it be removed following an appeal under section 29 of the Education Act 1998

Section 7.5: Appeals

- Parents/guardians (and students aged 18 years or more) may appeal a suspension to the Board of Management. They should furnish the Board in writing with full details of the appeal;
- If the parents/guardians are not satisfied with the decision of the Board of Management, they may appeal to the Department of Education under *Section 29 of the Education Act 1998*. Such an appeal regarding suspension can only be made where the suspension period brings the cumulative period of suspension to 20 school days or more in any one school year.

Section 7.6: Review of Use of Suspension

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

Section 8.0: Expulsion

- Expulsion (Permanent Exclusion) is a sanction reserved for the most extreme cases of indiscipline or misbehaviour;
- The Board of Management has the authority to expel a student. A student is expelled when the Board of Management makes a decision to permanently exclude that student from the school, having complied with the provisions of Section 24 of the Education (Welfare) Act 2000
- Expulsion is the ultimate sanction available to the school. The grounds for expulsion may be similar to the grounds for suspension. Important factors are the degree of seriousness of a particular incident or the persistence of a behaviour, or failure on the part of the student to change a behaviour following other interventions. Other considerations are the effect on other members of the school community and/or the good name of ETSS Wicklow;
- Extreme cases of unacceptable behaviour include (this is not an exhaustive list):
  (a) Persistent, significant disruption to the learning of others which has not changed despite positive initiatives to turn the behaviour around and escalating sanctions as the behaviour continued;
  (b) The student's continued presence in the school constitutes a real and significant threat to the safety and wellbeing of others;
  (c) The student is responsible for serious damage to property;
  (d) The student is responsible for serious physical, emotional or psychological harm to a

member or members of the school community (e.g. intimidation/threats/threatening behaviour)

(e) A single extremely serious breach of the Code of Behaviour - expulsion may be recommended in
the event of such behaviours as listed below:

- Violence or assault against a member of members of the school community (the school reserves the right to contact An Garda Síochána in cases of infringement against the law of the land);
- A serious threat of violence against a student or students or member(s) of staff (the school reserves the right to contact An Garda Síochána in cases of infringement against the law of the land);
- Possession, consumption and/or supply of alcohol and/or illegal drugs on the school premises or during school-related activities/excursions (the school reserves the right to contact An Garda Síochána in cases of infringement against the law of the land);
- Behaviour inside the school grounds and/or outside the school grounds that brings the name of the school into disrepute (e.g. behaviour while going to or from school, on school tours or during activities outside the school, in the use of technology inside and outside school hours);
- Disregard of the Code of Behaviour to the point of bringing it into disrepute;
- Being unmanageable to the point of undermining the ability of management to maintain order in the school;
- Any usage of technology or the internet which intrudes on the privacy and dignity of staff or the dignity of students and/or their families.
- Possession or distribution of pornographic images

Section 8.1: Expulsion Procedures

1. A detailed investigation will be carried out under the direction of the school management;
2. Parents/guardians will be informed in writing that the alleged misbehaviour could result in expulsion;
3. Both parents/guardians and students will be given the opportunity to respond;
4. Where expulsion may result from an investigation, a meeting with the student and their parents/ guardians will be arranged to allow them to give their side and ask questions, especially where there is a dispute about the facts. It may also be an opportunity for parents/guardians to make their case for modifying the sanction, and for the school to explore with parents/guardians how best to address the student's behaviour;
5. If parents/guardians and the student fail to attend a meeting, the principal will write advising them of the gravity of the matter and reschedule the meeting - if this plan does not work out, the family will be informed that the school authorities have to make a decision in response to the inappropriate behaviour;
6. Where school management forms a view that expulsion may be warranted, a recommendation to expel the student will be made to the Board of Management;
7. School management will inform the parent(s)/guardian(s) and the student that the Board of Management is being asked to consider expulsion and ensure the following:
   (a) that the parent(s)/guardian(s) has/have all documentation related to the upcoming hearing;
   (b) that the parent(s)/guardian(s) know the date of the hearing and are invited to attend;
   (c) that the parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing;
   (d) that the parent(s)/guardian(s) are aware they are entitled to make written and oral submissions.

Section 8.2: Expulsion Hearings

1. When a hearing is requested by school management, the Board should review all documentation connected to the case;
2. The Board will ensure that no injured party from any case or person involved in the investigation of that case will be part of the Board's deliberations in deciding whether to go ahead with the expulsion hearing;
3. The Board of Management will consider the recommendation for expulsion in the light of this review and decide whether to proceed with a hearing or return the matter to school management;
4. In the event of a hearing, the following protocols will apply:
    - Chairperson will check that all parties are present
    - Chairperson will point out important rules (e.g. listening to the person who is speaking without interruption, being respectful at all times)
    - Chairperson will check that both parties have had access to all documents
    - The school management representative will present the case for expulsion
    - The family can respond with any questions
    - The family will be asked to present to the Board - this can be a written statement, an oral submission, a character reference, making a case for a lesser sanction, pointing out any mitigating circumstances, explaining any initiatives which have been taken that are likely to improve behaviour in future or any other evidence that is helpful for the Board in making its determination
    - The school management representative can respond with any questions
    - The Board of Management can ask questions of both parties
    - Both parties will be asked whether they feel it has been a fair hearing and offered an opportunity for any last clarifications/questions. Both parties and any party on the Board who has had any involvement in the case (e.g. where a teacher representative on the Board was involved in the investigation) will be asked to leave while the Board deliberates
5. For students aged eighteen or over, they have the right to put their cases to the Board if they choose;
6. The key requirement for the Board of Management is to be impartial and to be seen to be impartial in such hearings;
7. Parents may wish to be accompanied at hearings, and the Board will facilitate this, in line with good practice and Board procedures.

Section 8.3: Board of Management Deliberations and Actions Following a Hearing

1. In the deliberations, the Board has to decide whether or not the allegation(s) is/are substantiated and if so, whether or not expulsion is the appropriate sanction;
2. Where the Board of Management, having considered all the facts of the case, believes that the student should be expelled, the Board will communicate its decision in writing to the parents and outline the next phase of the process involving the ***Educational Welfare Officer (EWO)***;
3. The Board must notify the Educational Welfare Officer immediately in writing of its opinion, and the reasons for this opinion as per ***The Education (Welfare) Act 2000, section 24 (1)***
4. The Board of Management will not affect exclusion within 20 days of the Educational Welfare Board being notified. Suspension may be applied for this period. Work will be provided for the student during any suspension period;
5. Following the twenty-day notification period and intervention of the EWO, and where the Board remains of the view that the student should be expelled, the Board will formally

confirm the decision to expel in writing;

6. Parents/guardians and the student will be informed of the right to appeal under ***The Education Act 1998 Section 29*** and supplied with the standard form

Section 8.4: Section 29 Appeals

A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary-General of the Department of Education *(**Education Act 1998 Section 29**).*

Section 8.5: Review of Use of Expulsion

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

Section 9.0: School Records

Information relating to students is kept in a secure location in accordance with ***The Data Protection Act 1988*** and ***The Data Protection (Amendment) Act 2003***.

Section 10.0: Review and Evaluation of Code of Behaviour

Date of last review: 13/10/26

To be reviewed: annually