



# Coláiste Chú Chulainn

## *Code of Behaviour May 2025*

Adopted: 16<sup>th</sup> September 2025

Review due: May 2026

1. We **Plan** for Success for Every Student
2. We **Model** Success in Our Practice
3. We **Celebrate** Success
4. We are **Partners** for Success in Our Community
5. We **Deliver** Success for Students, Families and Community



## Contents

Introduction .....	3
Rationale .....	3
Fís na Scoile .....	4
Ethos .....	5
“Success For All” .....	5
Rights & Responsibilities .....	5
The behaviours that shall be observed by each student attending the school .....	5
The plan to promote good behaviours .....	7
Positive Behaviour and Rewards .....	7
The ways in which a school responds to unacceptable behaviour .....	7
Interventions, Supports and Sanctions .....	7
Suspensions and expulsion .....	9
Levelled Intervention and Support System .....	9
Bullying .....	10
Monitoring the implementation of the policy .....	10
Reviewing and evaluating the policy .....	10
Policy Formulation & Ratification/Resolution Process .....	11
Appendix 1: Code of Behaviour: 5 basic principles for learning .....	12
Appendix 2 – Ladder of Referral .....	14
Illegal Substances .....	17
Appendix 3 – Student & Parent/Guardian contract – CB1 .....	18
Appendix 4 – Student Behaviour record .....	19
Appendix 5 – LMETB Suspension & Expulsion Policy and Procedures .....	19
1. Policy Statement .....	20
2. Legal framework .....	20
3 Suspensions .....	21
4 Inappropriate use of Suspension .....	23
6 Implementing the suspension .....	24
7 Section 29 Appeal against Suspension .....	25
8 Expulsion .....	25
9 Factors to Consider before proposing to expel a student .....	26
10 Procedures in respect of expulsion .....	27

---

Definitions under the Education Act, 1998.....	33
Board of Management Policy Consultation .....	<b>Error! Bookmark not defined.</b>

## Introduction

Coláiste Chú Chulainn is a multi-denominational and co-educational post-primary school under the patronage of Louth and Meath Education and Training Board (LMETB). As such, it operates within the regulations laid down by the Department of Education and Skills and follows the curricular programmes prescribed. This Code of Behaviour was developed in accordance with the guidelines developed by the NEWB/TUSLA, provisions of the Education Act (1998), the Education Welfare Act (2000), the Equal Status Act (2000) and the Education of Persons with Special Needs Act (2004).

## Rationale

We endeavour to provide a safe and healthy environment which promotes and ensures “**Success For All.**” It is the responsibility of all members of our school community to create this environment.

The Code of Behaviour ensures all members of the school community understand and adhere to the expectations and responsibilities we share in fulfilling the school’s vision.

Its aim is to:

- Outline expected behaviour so that all members of the school community can work in a safe and orderly environment
- Identify positive behaviours which support student development and the means by which we can acknowledge and celebrate this behaviour
- Outline the interventions and sanctions should student behaviours not reach the expected standards

## Fís na Scoile

Our school's Vision Statement is built on the three strands of Vision, Values, and Behaviours as adopted by our Board of Management. This statement is central to all plans, policies and routines in school.

**Vision** Coláiste Chú Chulainn - Success for All

**Values** We **Plan** for Success for Every Student  
We **Model** Success in Our Practice  
We **Celebrate** Success  
We are **Partners** for Success in Our Community  
We **Deliver** Success for Students, Families and Community

**Behaviours** **We Plan for Success for Every Student**

We set and share learning intentions in our work  
We differentiate in our lessons  
We give formative feedback to our students on their work  
We use self and peer assessment in our lessons  
We engage all students in school life

**We Model Success in Our Practice**

We implement LMETB and Coláiste Chú Chulainn policies in all of our work  
We are prepared for our work as students and staff  
We reflect on our professional practice and strive for improvements where identified  
We share resources, knowledge and experience

**We Celebrate Success**

We praise our students for their efforts and achievements  
We hold Awards Events  
We share our stories at every opportunity  
We include the whole community in our celebrations

**We are Partners for Success in Our Community**

We collaborate with local and national enterprises  
We are active in community activities  
We invite guests to work with us in our learning  
We are inclusive of everybody

**We Deliver Success for Students, Families and Our Community**

Our students achieve the best possible grades  
Our students complete their 2nd Level education in Coláiste Chú Chulainn  
Our students progress to Higher & Further Education or employment  
Our students have excellent attendance

## Ethos

Development of the student is central to every aspect of school life. We strive to nurture students' holistic development, to cultivate a strong work ethic and to help our students develop as responsible, able and caring young people.

### “Success For All”

As part of this philosophy, it is our duty to encourage all students in our care to aim high and strive to reach their full potential at all times. We provide a healthy and safe environment for them. An environment which will support them in their strides to achieve academic and all-round excellence. An environment that will help them to develop a “can do” approach to life as resilient students and positive contributors to society. This Code of Behaviour guides the entire school community as they work to create this purposeful, professional and supportive learning environment.

## Rights & Responsibilities

Students attending Coláiste Chú Chulainn will work with all staff to create:

1. An atmosphere of mutual respect which enables all students to thrive
2. A clean, safe and organised learning environment.
3. A learning environment free from interference or bullying

It is the responsibility of all members of the school community to:

1. Demonstrate respect for themselves, for all other members of the school community and for the school environment
2. Create and maintain a safe teaching and learning environment
3. Promote good behaviour, self-discipline, resilience and pride in Coláiste Chú Chulainn

## The behaviours that shall be observed by each student attending the school

### Attendance, Participation and Punctuality

Students are present before 8.50 am every morning.

Students attend every class on time and remain in class until the end of the lesson

Students remain on school grounds for the full duration of the school day. It is not permitted to leave the school grounds before the end of the school day

Students participate actively and positively in lessons and school organised activities

Student absences and late arrivals are recorded and explained by a parent / guardian in the Student Journal

In the event that a student must leave school early for an appointment etc. a parent / guardian must present to school to collect them and sign them out from school.

### Uniform and Presentation

Students wear the full and correct school uniform on the way to and from and during the school day, every day. Only school crested jackets are permitted to be worn

Students wear the PE uniform on the day of PE lesson only

Students are clean and tidy at all times

Students practice excellent personal hygiene at all times.

### Learning, Assignments and Academic Achievements

Students have all required materials for classes

Students have the Student Journal on the desk in all lessons

Students record homework, assignments, revision and study tasks in the journal in every lesson

Students complete homework, assignments and other tasks neatly and to the best of their ability, presenting it on time and in the correct format

Students follow exam rules during house exams and state examinations

### Safety and Health

Students have mobile phones switched off at all times in the school campus (outside areas and inside the building)

Students do not chew gum at any time on the school campus

Students walk on the left-hand side when in the school building

Students eat in the canteen and outdoor areas only. They do not eat or drink in classrooms

Students use / wear all required safety equipment in relevant classrooms

Students place all litter items in the correct bins

Students refrain from any activity that may cause intentional injury / harm to others

Students do not congregate in bathroom areas. They respect the privacy of others

Smoking, vaping and the use of any prohibited substances is not tolerated

### Respect for Persons and Property

Students speak with courtesy and respect to everybody they encounter in school

Students respect personal space and property of others

Students use other's property only with permission

Students do not damage take others property without express permission

Students respect the culture, religion, gender, sexuality, age, ability, and character of everybody in the school

Students do not use disrespectful language

Students do not take pictures or other recordings of others on the school campus

### Social and Sporting Settings

Students spend break times in the canteen or in assigned areas by year group

Students are encouraged to be active in sports clubs and other activities

Students behave at these events in the same manner as expected in the school and in lessons

Students play, compete and participate with respect for all and value the achievements of all

Students represent themselves and their school at all times while coming to and leaving school

## The plan to promote good behaviours

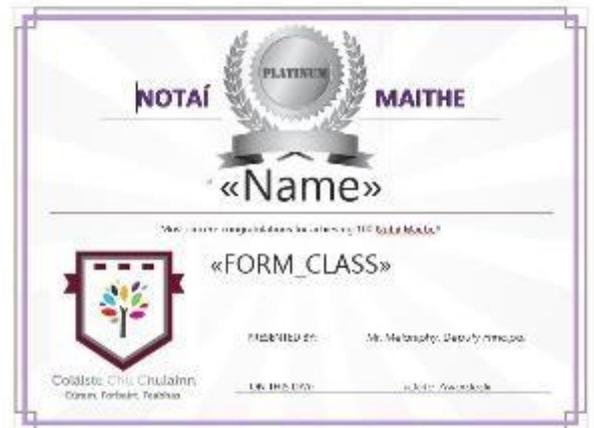
**All students and their parents/guardians must sign a contract before taking up a place in Coláiste Chú Chulainn (FORM CB1 – Appendix 3)**

### Positive Behaviour and Rewards

In Coláiste Chú Chulainn the holistic development of students is the central focus of our work. Teachers will strive to nurture students ‘holistic development’ and cultivate a strong work ethic and help our students to develop into strong, resilient, independent and caring young adults. We believe it is important to recognise and reward good behaviour to promote it within our school.

Rewards that we use to promote positive behaviour includes:

- ✓ Verbal praise for student in private/in class/at assembly
- ✓ Nótaí Maithe in the student journal
- ✓ Stamps/Stickers in the student journal
- ✓ Phone call home to parents
- ✓ In-class acknowledgements, raffles, competitions
- ✓ Small prizes throughout the year
- ✓ Feedback at Parent-Teacher-Student meetings
- ✓ Subject awards
- ✓ Attendance awards



### The ways in which a school responds to unacceptable behaviour

#### Ladder of referral

At Coláiste Chú Chulainn, we follow a system of a ladder of referral. Our ladder of referral can be viewed in Appendix 2.

### Interventions, Supports and Sanctions

In the event that a student exhibits negative behaviour or does not meet the expectations of the code of behaviour, a teacher will initially engage with the student to resolve the issue using the ladder of referral with the aim of restoring the student to positive behaviour in class and in school (see Appendix 2). The aim of this is to guide the student where needed and to assist the student in recognising the effect of their actions on others.

If no positive outcome can be achieved from the restorative practice approach to dealing with the issues, a sanction may be deemed necessary. A teacher can use the disciplinary measures outlined in the Ladder of Referral. The purpose of the sanction is to bring about a change in negative behaviour by helping students to recognise that a certain behaviour is not acceptable. Sanctions can also help students to take responsibility for their actions. The teacher, in addition to this will keep a record of the student's behaviour in the Student Behaviour Record, and liaise with the student's Tutor (see Appendix 4)

The interventions, supports and sanctions available to teachers in order to guide the student towards a more positive outcome include:

- Speaking with the student one-on-one
- Letter home
- Extra written work given
- Put "on report"
- Move position in class
- Self-evaluation form
- Moved to another class with work
- Lunchtime reflection
- Speak to student after class
- After-school reflection
- Note written in journal to be signed by parent/guardian
- Meeting with student and parent/guardian/Year Head/Deputy/ Principal
- Phone call home to parent/guardian
- Clean-up duty
- Confiscation of electronic devices/phone
- Interview student
- Meeting with student and parent/guardian

This list is not exhaustive.

Guidance on which sanctions are used in relation to the type of infringement is outlined in the Ladder of Referral (Appendix 2).

The teacher may consult with the Year Head/ Deputy Principals/Principal in order to further support and guide the student through the school's Student Support Structure. The student's needs may be assessed by liaising with school supports within the school. These supports may include:

- School Guidance Counsellor
- Student Support Team
- Check and Connect Programme

## Suspensions and expulsion

Suspension is an exceptionally severe sanction and may only be issued by the Principal or Deputy Principal. The LMETB suspension and expulsion policy and procedures are detailed in Appendix 5.

## Levelled Intervention and Support System

An intervention system is used as a means of providing students with ongoing feedback on targets to support academic progress, organisation and behavioural challenges. To facilitate these interventions, there are three different levels in operation.

- Level one:** Intervention by the Class Teacher, for disorganisation, poor academic progress, and lack of homework, lateness and poor uniform. Students will be monitored on this level for one week. This is a first stage intervention which aims to resolve low level issues. The class teacher will work closely with the student and parents / guardians to resolve the issues. The intervention involves strategies to restore good practice and promote achievement. Regular checks will be made with students to ensure that students are achieving their set targets.
- Level two:** Intervention by the Year Head. For incidents of a more serious nature a student may be placed on this level for persistent lack of homework, poor effort in class, poor behaviour inside and outside class or other behavioural issues. Only Year Heads can place students on this level. Parents and Year Head will communicate regularly in order to ensure the students are making progress and achieving the set targets. Students fill out restorative questions as to why they are on this level. They set their aims for the week and work towards returning to good practice. This intervention is restorative in nature and involves reflection at the end of the week. Failure to meet or engage with targets will result in the student having to complete another 5 full days at this level until targets have been achieved to a satisfactory level.
- Level three:** Intervention by the Deputy Principal and / or Principal. Students are placed at this level for serious breaches of the Code of Behaviour or following an internal suspension, external suspension or other serious breaches of the Code of Behaviour. This level involves meetings with the Principal and / or Deputy Principals, Parents / Guardians and the student where clear targets are set and reviewed on a regular basis.

A student may be placed at any of the above levels at any time depending on the level of misbehaviour; this decision will be made by school management. Following suspensions, further incidents may result in a student being referred to the Discipline Board which will make a report to the Principal on the matter.

## Bullying

**Bullying and threatening behaviour is forbidden at Coláiste Chú Chulainn and is regarded as a serious breach of the school's Code of Behaviour.** If a student is being bullied or is aware of other students who are being bullied, the student should bring the matter to the attention of a teacher. The matter is initially dealt with in line with procedures outlined in the Anti-Bullying policy. However, the sanctions outlined in the code of behaviour may be applied in relation to a bullying case.

## Monitoring the implementation of the policy

The implementation of the policy shall be monitored by the Principal.

The Board of Management will receive regular updates on the implementation of the Code of Behaviour from the Principal.

## Reviewing and evaluating the policy

The code should be reviewed and evaluated at certain pre-determined times and as necessary.

The Code of Behaviour and the behaviours and sanctions listed should not be regarded as exhaustive and may be adapted or updated between review processes.

On-going review and evaluation should take cognisance of changing information or guidelines (e.g. from the Department of Education and Skills or NEWB), legislation and feedback from parents/guardians, students, school staff and others. The code should be revised as necessary in the light of such review and evaluation and within the framework of school planning.

<b><i>Date Ratified by the Board of Management:</i></b>	<b><i>16<sup>th</sup> September 2025</i></b>
<b><i>Proposed By:</i></b>	<b><i>Yvonne Mefor</i></b>
<b><i>Seconded By:</i></b>	<b><i>Thomas White</i></b>
<b><i>Signed:</i></b>	
<b><i>Scheduled Date for Review of the Policy:</i></b>	<b><i>May 2027</i></b>

## Policy Formulation & Ratification/Resolution Process

Identify Policy to be reviewed and/or developed at school level

Commence the developmental and consultation process with all members of the school community including BOM, staff, students and Parents Association

Liaise with the Director of Schools regarding the content of the Policy and discuss Data Protection and Legal Proofing

### The BOM Meeting:

Bring the Draft Policy to the BOM for ratification.

Each Draft Policy brought to the BOM should have as the last page the '**BOM & LMETB**

**Ratification/Resolution Process for this Policy'** sheet

Each Draft Policy brought to the BOM should have a 'School Policy Consultation Confirmation Sheet'. This will provide the BOM with evidence of the dates when the draft policy was discussed with the different partners of the school community and the proposer and the seconder for the draft policy

The BOM should discuss the Draft Policy and if accepting to ratify same complete the top part of the standard last page of the policy indicating date ratified by the BOM, proposer, seconder and date for review of the policy. This should be signed by the Chairperson of the BOM

The Draft Policy (hard copy & soft pdf copy) along with the forms listed at point 4 above should be forwarded to the Director of Schools in preparation for the next LMETB Committee meeting. Please forward hard copy to LMETB Offices, Chapel Street, Dundalk, Co. Louth

Schools will be advised when the Resolution of the LMETB Board has been completed.

## Appendix 1: Code of Behaviour: 5 basic principles for learning

### The Student's Charter

#### **We respect and care for ourselves, others and property**

- We look after each other and all school property and equipment
- We respect others and ourselves at all times
- We do not interfere with the property of other students
- We use good manners
- We are kind to others and include them at break and lunchtime
- We will place all litter in the bins
- We will not chew gum in school
- We will not smoke or vape in school
- We will not bring any high value items, excess money or dangerous items into school

#### **We accept our responsibility for coming to school and class on time and being ready to learn**

- We will be in school before 8.50 am and remain in school until 3.50pm
- We will be on time and fully prepared with the correct books and equipment for every lesson
- We will aim for excellence when we complete all activities/tasks given
- We will record all homework set in our school journals
- We will complete all homework and meet deadlines set by the teacher

#### **We respectfully listen and take turns to speak**

- We will listen carefully to the teacher so that we know what to do
- We will listen to and speak respectfully to others using appropriate language
- We will make positive and appropriate contributions to learning

#### **We move quietly, carefully and responsibly around the school**

- We walk in a respectful, responsible and orderly manner on the left side of the corridors and stairs
- When we arrive at a classroom we line up quietly
- We do not run indoors
- We will not eat and drink on the corridor. Water may be consumed in class at the discretion of the teacher
- We will not go into areas that are out of bounds, and we will not leave the school premises without permission

#### **We aim for excellence in our appearance and ensure that we are dressed appropriately for school**

- We will wear our school uniform with pride and correctly at all times. This includes while travelling to and from school

- We will project a positive image of Coláiste Chú Chulainn while in school uniform
- We will follow the school's dress code at all times
- We will take pride in our appearance

**As a school community, we are committed to preparing our students for life and work.**

This Code of Behaviour is not designed to hinder pupils, but to enhance their understanding of how to make a positive contribution to the school and society. No Code of Behaviour can cover every contingency and as a working document, further regulations/instructions/amendments may be published throughout the year.

## Appendix 2 – Ladder of Referral

Type of Infringement	Disciplinary Measure	By Whom/Method
<p><b>Stage One</b></p> <p>No Journal in class</p> <p>Disorderly in class in matters related to:</p> <ul style="list-style-type: none"> <li>- doing homework</li> <li>- paying attention</li> <li>- wearing school uniform</li> <li>- arriving on time</li> <li>- not sitting in allocated seat</li> <li>- disruption of learning and teaching</li> </ul> <p>Use of mobile phone or use of electronic device on campus without teacher authorisation</p>	<p>Talk to student</p> <p>Extra written work</p> <p>Move seated position</p> <p>Speak to student after class</p> <p>Write note in journal to be signed by parents/guardians</p> <p>Phone home</p> <p>Confiscate and submit to office for collection by parent/guardian at a time determined by teacher or staff member. Further infringements: parents meet SMT to discuss further sanctions</p>	<p>Teacher</p> <p>Incident recorded on Student Behaviour Record</p> <p>Any staff member</p> <p>Incident recorded on Student Behaviour Record</p>

<p><b>Stage Two</b></p> <p>HABITUAL disregard for class/corridor/school regulations</p> <p>HABITUAL infringements as outlined in stage one</p> <p>HABITUAL disregard for rights of others</p> <p>HABITUAL anti-social behaviour</p> <p>Regular Absence</p> <p>Severe disruption of learning and teaching</p> <p>Habitual disruption of learning and teaching</p> <p>Severe disorder</p>	<p>Extra homework</p> <p>Self-evaluation form</p> <p>Consult with class Teacher</p> <p>Speak with student in Year heads presence</p> <p>The disciplinary measures at Stage One remain available to staff to use to remedy the situation if deemed appropriate</p> <p>Interview student</p> <p>Inform parent/Phone home</p> <p>Interview parent in student's presence</p> <p>Interview parents with Deputy Principal, Year Head</p> <p>Head</p> <p>After school detention - noted in journal and reported to Year head</p> <p>Level one interventions</p>	<p>Teacher</p> <p>Incident recorded on Student Behaviour Record</p> <p>A range of these measures should be implemented before the case is passed to the Year head</p> <p>Year Head</p>
---	--	--

Type of Violation	Disciplinary Measure	By Whom
<p><b>Stage Three</b></p> <p>Anti-social behaviour.</p> <p>Disrespectful to Staff/ bad language to Staff</p> <p>Vandalism</p> <p>Smoking</p> <p>Truancy from class/from school</p> <p>Violence towards other students</p>	<p>Speak with student</p> <p>Phone home</p> <p>Interview with parents in student's presence</p> <p>After school detention (1hr/2hr)</p> <p>Behavioural contract</p> <p>Suspension</p> <p>Suspension until parents come in to discuss matter</p> <p>Refer to school counsellor/Student Support Team if appropriate</p> <p>Level 2 interventions.</p>	<p>Year Head</p> <p>Matter reported to Year Head on Incident Report Form</p>

<p><b>Stage Four</b></p> <p>Further serious violations</p> <p>Further recurrence of above</p> <p>If still unsatisfactory</p>	<p>After school detention</p> <p>Suspension on a work programme followed by interview with parents</p> <p>Referral to Deputy Principal</p> <p>Referral to School Discipline Board</p> <p>Report from Discipline Board to Principal</p> <p>Suspension on a work programme with referral to Principal or Deputy Principal at Level 3 intervention</p>	<p>Year Head</p> <p>Deputy Principal</p> <p>School Discipline Board</p> <p>Matters reported via Incident Report forms</p>
<p><b>Stage Five</b></p> <p>Assault/Threatening a Teacher</p> <p>Extreme Vandalism</p> <p>Obscene language to staff</p> <p>Extreme impertinence to staff</p>	<p>Refer to Year Head, Deputy Principal or Principal</p> <p>Suspension followed by interview with parents and student</p> <p>Referral to School Discipline Board</p> <p>Report from Discipline Board to Principal</p> <p>Refer case to Board of Management which may include permanent expulsion as per LMETB suspensions and expulsion policy and procedures</p>	<p>Teacher</p> <p>Year Head</p> <p>Deputy Principal</p> <p>Principal</p> <p>Matter reported to Year Head on Incident Report Form</p>

Type of Violation	Disciplinary Measure	By Whom
<p><b>Stage Six</b></p> <p>Substance Abuse</p>	<p>Refer to Deputy Principal/ Principal</p> <p>Contact parents</p> <p>Suspension – inform parents</p> <p>Refer to Counsellor/Student Support Team</p> <p>Referral to School Discipline Board with report issued to Principal</p> <p>Refer case to Board of Management</p>	<p>Any staff member</p>

## **Illegal Substances**

Possession or use of drugs, tobacco, electronic cigarettes, vape fluid and alcoholic beverages is strictly prohibited on the school premises, school grounds, while students are wearing the school uniform or attending school events.

It may be required that parents/guardians and students are asked to attend a meeting with the Board of Management.

---

## Appendix 3 – Student & Parent/Guardian contract – CB1

### Student Contract

I understand fully and agree to abide by the Code of Behaviour.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

### Parent/Guardian Contract

As parent(s)/guardian(s) We/I have read and fully accept the Code of Behaviour of Coláiste Chú Chulainn.

We/I agree to meet the expectations in so far as possible of my/our child and school by:

- Ensuring excellent attendance and punctuality and informing the school promptly about any reason for absence.
- Encouraging and supporting our/my daughter/son in regard to school work.
- Supporting the policies of the school to maintain good order and a positive working environment for teaching and learning.
- Attending Parent/Teacher meetings and school functions in which our/my daughter/son is involved, and attending any special appointments if requested.
- Checking homework and signing any notes sent by teachers.
- Providing her/him with the required equipment, uniform and accessories.

We/I understand that in accordance with the Education Welfare Act 2000 the Principal of the school shall inform the Educational Welfare Officer if our/my daughter/son is absent for more than 20 days in a year.

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

---

The Code of Behaviour can be accessed on the school website [www.colaiстеcc.ie](http://www.colaiстеcc.ie). Hard copies are available from the school office.

This form is to be returned to the student's Year Head within the first week of each new academic year or within the first week of starting school.

### Appendix 4 – Student Behaviour record

#### STUDENT BEHAVIOUR RECORD

Name: ..... Form Tutor: .....

Class: ..... Subject: ..... Teacher: .....

Date	Comment	Strategy
Further info/comments		

#### STRATEGY LIST

1. Tactical ignoring
2. One to one discussion
3. Time out in class
4. Time out/peer support
5. Extra work
6. Extra time to complete task
7. Given responsibility role
8. Parents contacted
9. Alter seating plan
10. Note in Journal
11. Break Detention
12. Lunch Detention
13. Limited Choices
14. Other strategy

#### FURTHER ACTION RECORD

Further action: 1. After School Detention .....  
2. Progress Report .....  
3. Parent Meeting .....  
4. Assistant Year Head Report .....  
5. Year Head Report .....  
6. Deputy Principal Report .....



Coláiste Chú Chulainn  
Queen's Park, Dublin 15

Additional information and comments.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

### Appendix 5 – LMETB Suspension & Expulsion Policy and Procedures

---

**Coláiste Chú Chulainn. Dundalk, Co. Louth**

**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 acknowledges the duty of schools under its control to publish their policy concerning admission and participation in the school, including the policy of the school relating to the expulsion and suspension of students pursuant to Section 15 (d) of the Education Act 1998 and Section 23 of the Education Welfare Act 2000. The Code of Behaviour in Coláiste Chú Chulainn 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. Coláiste Chú Chulainn 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. Coláiste Chú Chulainn College recognises the Right to Appeal pursuant to Section 29 of the Education Act.

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

2.5. Coláiste Chú Chulainn 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 Coláiste Chú Chulainn 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

Coláiste Chú Chulainn College may delegate this authority to the Principal of Coláiste Chú Chulainn 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 Coláiste Chú Chulainn College recognises that suspension is only one strategy within the Coláiste Chú Chulainn College Code of Behaviour in response to inappropriate behaviour.

3.4. Coláiste Chú Chulainn 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. Coláiste Chú Chulainn College works closely with parents to assist a suspended student to rejoin the school community successfully.

3.5. Coláiste Chú Chulainn 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. Coláiste Chú Chulainn College affirms that all suspensions must be notified to the Board of Management of Coláiste Chú Chulainn College.

3.7. Coláiste Chú Chulainn 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. Coláiste Chú Chulainn 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 Coláiste Chú Chulainn 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 Coláiste Chú Chulainn affirms that students attending Coláiste Chú Chulainn 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. Coláiste Chú Chulainn 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 Coláiste Chú Chulainn 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 Coláiste Chú Chulainn 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 Coláiste Chú Chulainn 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 defacto expulsion.

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

5.1 Louth and Meath ETB affirms that Coláiste Chú Chulainn 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 Coláiste Chú Chulainn 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 Coláiste Chú Chulainn 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 Boards of Management of Coláiste Chú Chulainn 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 Coláiste Chú Chulainn College should notify the Parent(s) and the student in writing of the decision to suspend. The letter will confirm:

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

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

6.3 A suspension may be removed if the Board of Management of Coláiste Chú Chulainn 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 Coláiste Chú Chulainn College.

8.2 Expulsion should be a proportionate response to the student's behaviour. Coláiste Chú Chulainn 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 Coláiste Chú Chulainn College in extreme cases of unacceptable behaviour.

8.3 The Board of Management of Coláiste Chú Chulainn College affirms that Coláiste Chú Chulainn 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 Coláiste Chú Chulainn 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 Coláiste Chú Chulainn 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 Coláiste Chú Chulainn 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 Coláiste Chú Chulainn 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

- 
- Failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour

Record all correspondence

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

10.6 The Principal should:

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

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

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

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

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

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

- 10.12 At the start of the meeting the Chairperson shall enquire whether any member has an objective bias in respect of the matter being considered by the Board. Where the Board is satisfied that objective bias exists, the member(s) involved shall withdraw from the meeting.
- 10.13 At the hearing the Principal and the parents, or a student aged 18 or over, put their case to the Board in each other's presence and will be available to answer questions from Board Members. Each party should be allowed question the evidence of the other party. Questions should be directed through the Chairperson at the end of each presentation.
- 10.14 Once the Principal and the Parents have made their cases, they will withdraw from the meeting.
- 10.15 Should the Board require the professional advice of the Principal, the Principal may be invited to return to the meeting briefly for that purpose. While the Principal is present, there will be no discussion on the merits of the particular case being considered.
- 10.16 In the conduct of the hearing the Board must take care to ensure they are and are seen to be impartial as between the Principal and the student. Parents may wish to be accompanied at hearings and the Board should facilitate this in line with good practice and Board procedures.
- 10.17 When both sides have been heard the Board should ensure that the Principal and Parents are not present for the Board's deliberations.
- 10.18 In hearing and considering a proposed expulsion the Board shall have regard to:
- (a) the nature, scale and persistence of any behaviour alleged to have given rise to, or contributed to, the decision made by or on behalf of the Board,
  - (b) the reasonableness of any efforts made by the school to enable the student to whom the appeal relates (the 'student concerned') to participate in and benefit from education,
  - (c) the educational interests of the student concerned and the desirability of enabling the student as far as practicable to participate in and benefit from education with his or her peers,
  - (d) the educational interests of, and the effective provision of education for, other students of the school and the maintenance of a classroom and school environment which is supportive of learning among the students of the school and ensures continuity of instruction provided to students in any classroom concerned and the school,
  - (e) the safety, health and welfare of teachers, students and staff of the school,

- (f) the code of behaviour under section 23 of the Education (Welfare) Act of 2000 and other relevant policies of the school and —
- (i) in the case of that code of behaviour, the extent to which it is in compliance with that section 23 and any guidelines issued under subsection (3) of that section, and
- (ii) in the case of those other policies, the extent to which each of them is implemented, promotes equality of access to and participation in education and is in compliance with —
- (I) any enactment that imposes duties on schools or their boards,
- (II) any relevant guidelines or policies of the Minister,
- (g) the duties on schools or their boards imposed by or under any enactment,
- (h) guidelines issued pursuant to section 22(7) of the Act of 2000, and (i) such other matters as the Board considers relevant.

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

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

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

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

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

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

12.1 Within 20 days of receipt of a notification from a Board of Management the EWO will make all reasonable attempts to hold individual consultations with the Principal, the parent and the student. The EWO will convene a meeting of those parties. These consultations will focus on alternative educational arrangements for the student.

12.2 Pending the consultations in 12.1 the Board of Management may consider it appropriate to suspend a student during this time. This should only be considered where the continued presence of the student during this time would seriously disrupt the learning of others or represent a risk to the safety and health of students or staff.

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

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

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

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

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

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

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

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

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

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

15.1 The Board of Management of Coláiste Chú Chulainn College should review the use of expulsion in the school at regular intervals.

## 16 Implementation and Review of Policy

16.1 The Principal and Board of Management of Coláiste Chú Chulainn College will be responsible for the implementation of this policy.

16.2 This policy shall be reviewed periodically, in light of emerging legislation and circulated Guidelines from the Department of Education from its official adoption by the Louth and Meath Education and Training Board and Coláiste Chú Chulainn 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 in light of commencement of changes to the Section 29 Appeals procedures under the Education (Admission to schools) Act 2018.

This policy was ratified by the Coláiste Chú Chulainn College Board of Management on 24th May 2021

### **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;