Scoil O Curnáin
An Caisléan Nua
Co. Luimnigh

info@courtenayschool.ie
069 62638

Courtenay National School
Newcastle West
Co. Limerick

Principal: Laura Horgan
Deputy Principal: Annette O'Donnell

CODE OF BEHAVIOUR

INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Courtenay National School have prepared and made available a Code of Behaviour. This code was developed in consultation with pupils, staff and parents and informed by the following documents: 'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008; and "NCSE Relate: A Regulation-First Approach to Reframing Behaviour and Supporting Pupil Engagement and Participation', NCSE 2025.

A review of the policy was undertaken by staff, Board of Management and parents in May 2025.

This code of behaviour is formulated in line with the schedule for Catholic schools and the school Mission Statement.

Pupils, staff and parents model and promote a philosophy of life inspired by the Catholic faith and work to support pupils to learn in a safe, happy and inclusive environment where diversity is valued and all pupils are motivated to learn. The Board of Management and staff recognise the need to build positive relationships and set realistic expectations, by working in partnership with pupils, their families and other agencies. By engaging in positive and purposeful learning experiences, pupils are provided with opportunities to meet their full potential by recognising their unique abilities and strengths. Our aspiration is that pupils progress as confident, mature and responsible members of society. This work is guided by the core values of mutual respect, care, integrity and trust.

The Code of Behaviour details:

1. A vision for relationships and the promotion of positive behaviour in the school
2. Roles and responsibilities of staff members in relation to behaviour
3. The expectations of pupils, staff and parents in relation to behavoiur
4. The purpose and content of school rules
5. Systems for acknowledging good behaviour, progress and effort (e.g. reward systems)
6. The benefits of pupils, staff and parents working together in partnership to implement the code of behaviour
7. Procedures for parents or pupils to follow when raising a concern or bringing a complaint about a behaviour matter
8. The consequences of breaches of the Code of Behaviour

9. Reference to other school policies that support the implementation of the Code of Behaviour including Pupil Safeguarding, Supervision Policy, SPHE, Bí Cinealta, Parental Complaints Procedures, Attendance Policy and Dignity at work policy.
10. When and where behaviour will be subject to the code of behaviour
11. Procedures for notifying the school about reasons for absence from school
12. Grounds and procedures for suspension and expulsion

REVIEW OF THIS CODE OF BEHAVIOUR

On May 1st, 2025 the ISM Team of Courtenay National School met to discuss the formulation of this policy. ISM Team members reviewed the current code and agreed that a whole staff meeting should be held to update the code in line with current practice in the school which has been informed by advice and publications from the National Council for Special Education and incredible years as well as professional reports and advice issued by the National Educational Psychological Service, the Pupils's Disability Network Team and the HSE Primary Care Service. This whole staff meeting took place on 12th May 2025.

The policy was then shared with the Parents Association and the Board of Management and focus groups were held with pupils who were invited to make submissions on the content of the Code within a specified timeframe. An initial draft of the code was reviewed and where appropriate, amended in-line with the feedback received.

The code was then ratified at a Board of Management meeting on June 26th, 2025. A final draft of the policy was submitted for Patron's approval on June 27th, 2025.

AIMS & OBJECTIVES OF THE CODE

The aims and objectives of the code are:

- To ensure that the work of the school is at all times guided by our mission statement
- To allow the school to function in an orderly way where pupils can make progress in all aspects of their development
- To foster an atmosphere of mutual respect, care, integrity and trust.
- To understand and reframe behaviour, taking a regulation first approach in understanding and supporting pupils.
- To promote positive behaviour and self-discipline, recognising the differences between pupils and the need to accommodate these differences
- To ensure the safety and wellbeing of all members of the school community
- To assist school staff, parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the code of behaviour is implemented in a fair and consistent manner throughout the school.
- To have a shared approach and understanding among pupils, parents and staff that our code of behaviour is for the safety and care of, pupils and staff and the whole school community
- To use a consistent language around expectations and code of behaviour

WHOLE SCHOOL APPROACH

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the code of behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by, the principal, teachers, ancillary staff and parents in the review and operation of the code.

Shared Language

To promote a calm and predictable school environment, the following five expectations are set for pupils, staff, parents and visitors to the school. These expectations are displayed prominently throughout the school and are reinforced on a daily basis through their use on the ground.

1. Eyes on Teacher
2. Listening Ears
3. Hands to Self
4. Walking Feet
5. Inside Voice

ROLES AND RESPONSIBILITIES

The Board of Management

The overall responsibility for ensuring that a code of behaviour is prepared in the school rests with the Board of Management. The Board of Management should formally record the adoption of the code of behaviour, the commencement date and decisions about when the code will be reviewed.

- The Board of Management is consulted in reviewing the Code of Behaviour
- The Board of Management supports the staff in implementing the code of behaviour e.g. provision of opportunities for staff development.
- The Board of Management will be informed by the Principal of serious incidents of concerning behaviour that places the safety, health or welfare of pupils or staff at risk and the Board will follow the code of behaviour in dealing with such behaviours.

The Principal

It is the responsibility of the Principal, under the direction of the Board, to lead the audit and review of the Code of Behaviour, and to ensure that it is implemented in the school.

Teachers and other staff members

Teachers and other staff members will be involved in the review and updating of the code. They are expected to follow this code as they promote a positive school culture and interact with pupils on a day to day basis.

Parents/Guardians

Parents/Guardians will also be involved in the review and updating of the code. Upon enrolment in the school, they are required to confirm that the code of behaviour of the school is acceptable and that they shall make all reasonable efforts to ensure that pupils comply with this code.

Pupils

Pupils will be involved in the review and updating of the code. Pupils are expected to observe the following standards of behaviour:

General Behaviour

Each pupil is expected to:

- Model / Demonstrate positive behaviour and respect towards other pupils and adults
- be well behaved and to show mutual respect for other pupils and adults
- comply with the school Code of Behaviour and Bí Cinealta policy
- show respect for the property of the school, other pupils and their own belongings
- attend school on a regular basis and to be punctual
- remain under the supervision of school staff at all times during their attendance at school
- do his/her best both in school and for homework.
- Use digital devices (e.g., phones, computers, smart watches, interactive whiteboards, calculators) only under staff supervision, in line with the school's Acceptable Use Policy (AUP)
- **School Uniform**
  Pupils are expected to wear the full school uniform every day, except on designated P.E. days when they may wear their school tracksuit.
  Where it is known to school staff that a pupil requires specific clothing or fabrics due to medical, sensory, or other individual needs, reasonable adjustments will be made in consultation with parents/guardians.

Classroom Behaviour

Each pupil is expected to:

- Listen attentively when others are speaking.
- Work to the best of their ability.
- Allow others to listen and work to the best of their ability.
- Respect school property and the belongings of fellow pupils.
- Follow the directions of their teacher or SNA (under teacher guidance).
- Ask their teacher's permission before leaving the classroom.
- Show respect the teacher, other pupils and visitors to the classroom

Playground (Playing Pitches) Behaviour

Each pupil is expected to:

- Play safely and avoid rough or dangerous games.
- Follow the directions / reminders and advice of playground supervisors.
- Stay within school grounds at all times.
- Ask permission before going back into the school building during break times.

- Show respect to yard supervisors and fellow pupils.
- Use respectful language and avoid swearing, fighting, or name-calling.
- Never throw stones, rocks, or footballs in a way that could cause harm.
- Play appropriate games that are inclusive and respectful.

Behaviour in other School Areas

Each pupil is expected to:

- Have permission to leave the classroom when appropriate (e.g., toilet, delivering a message, or doing a job).
- Walk in the school corridors to ensure the safety of themselves and others.
- Model respectful behaviour and show mutual respect for others around the school building.
- Enter and exit the school / classrooms in an orderly class line, with the teacher at the front and another staff member at the end.

Behaviour during School Outings/Activities

During all school related activities both at school and on school trips, pupils are expected to:

- follow his/her teacher's or supervisors directions at all times
- remain with the teacher/supervisors and group of pupils at all times
- behave politely towards those they meet on such trips
- observe the rules of general good behavior and this code of behaviour while on school trips
- show safe and respectful behavior when on a bus, train etc taking into account road safety.

EXPECTATIONS OF STAFF

It is the responsibility of all staff to ensure the school's Code of Behaviour is implemented in a manner that is consistent and fair to all pupils.

Staff will:

- Ensure there is an appropriate level of supervision at all times adhering to the school supervision policy
- Actively work to build positive relationships with all pupils in the school
- Contribute to the creation of a positive environment that supports and promotes positive behaviour
- Regularly remind pupils of the 5 school expectations, model them for pupils, display them in the classroom and encourage pupils to use them at all times
- Employ good practice in relation to teaching and learning ensuring a variety of pedagogical approaches to sustain pupil interest and motivation. These could include, but are not limited to:
    - A clear and structured routine and timetable
    - Consistently communicating expected behaviour
    - Reducing idle time
    - Settling Activities
    - Regular movement breaks for all pupils
- Communicate clear expectations.

- Employ the principle of intrinsic motivation as opposed to sanctions.
- Exercise fairness, consistency and justice
- Explore what is working well and how the elements of successful moments can be used to further support the pupil
- Consider that behaviour is a communication of need and model co-regulation
- Regularly discuss the Code of Behaviour with pupils in an age appropriate manner
- Seek to understand pupil behaviour as well as manage it
- Keep a written record of examples of behaviours of concern as well as the investigation into why the behaviour may have occurred
- Inform pupils that observations of their behaviour are being recorded
- Report repeated instances of behaviours of concern or crisis situations to the Principal immediately with reference to written records.
- Engage with NCSE RELATE which promotes a regulation-first approach to reframing behaviour and supporting pupil engagement in support of the implementation of this Code of Behaviour

EXPECTATIONS OF PARENTS/GUARDIANS

Parents/guardians play a crucial role in shaping attitudes in their pupils which produce positive behaviour in school. Parents/guardians can assist the school by encouraging their pupils to understand and abide by the school code of behaviour, and to ensure that they attend school every day, on-time, and ready to learn. A partnership approach is encouraged through the ongoing development of positive relationships between school staff and parents/guardians.
Parents will

- Contribute to auditing and reviewing the Code of Behaviour
- Confirm that the code of behaviour of the school is acceptable and that they shall make all reasonable efforts to ensure that pupils comply with this code upon enrolment
- Cooperate with the school's system of rewards and sanctions
- Ensure pupils are at school on time, **in their school uniform** ready to learn for each day of the school calendar
- Attend meetings at the school if requested
- Help pupils with homework and ensure that it is completed
- Ensure pupils have the necessary books and materials for school

Should a parent/guardian be concerned about any aspect of their Pupil's behaviour, or if there is any reason that a pupil's behaviour may be affected, they are encouraged to contact the class teacher on Aladdin as soon as possible. If they wish to make an appointment to meet the teacher and discuss any concerns, this should be done through Aladdin In cases of an identified pattern of mis-behaviour and dysregulation, parents will be invited to participate in the formulation of a behaviour plan.

PROMOTING POSITIVE BEHAVIOUR

As a general rule the school will endeavor to create an environment where positive behaviour is reinforced through praise and modelling of co-regulation and positive behaviour. School staff will use encouraging language and gestures, both in class and around the school, so that positive

behaviour is instantly recognised and positively rewarded. Special attention will be paid to pupils who have previously been associated with poor behaviour so that not only good behaviour but also improvement in behaviour is acknowledged.

In our school, pupils are treated with respect and dignity. There is a strong sense of community, collaboration and cooperation among staff, pupils and parents which supports the promotion and recognition of positive behaviour. The following actions support a partnership approach to implementing the Code of Behaviour:

- Reviews of the school Code of Behaviour and Bí Cinealta are undertaken regularly
- The policy is regularly communicated to parents and pupils and is available on the school website
- The School Bí Cinealta and SPHE policies provide a teaching and learning programme for pupils that support the implementation of the Code of Behaviour. Through their engagement with SPHE and Bí Cinealta, pupils develop communication skills, appropriate ways of interacting and behaving and conflict resolution skills. It also aims to foster self-esteem, it helps pupils accommodate differences and develop citizenship.
- The school works in partnership with other agencies to support and promote pupil engagement with the Code of Behaviour. These include TUSLA – HSCL, EWO and SCP, NEPS, NCSE, Oide, CDNT, HSE Primary Care and other agencies that support pupils and their families.
- Classroom Support Plans are formulated for pupils significant behavioural needs arising from complex or special educational needs. These involve parents, pupil, teacher, principal and any professional body involved with the pupil working in partnership to implement the plan.

Positive Behaviour is encouraged by:

- Acknowledging positive behaviour when it occurs
- Acknowledging improvements in behaviour when it occurs
- Identifying stressors
- Reducing stressors in the school environment
- A quiet word or gesture to show approval
- A comment in a pupil's exercise book or journal.
- A visit to another member of Staff or to the Principal for commendation.
- A word of praise in front of a group or class
- A system of star charts or stickers in each classroom – **Lucky dip.**
- Delegating some special responsibility or privilege - **Golden Time.**
- A mention to parent, written or verbal communication.

RESPONDING TO INAPPROPRIATE BEHAVIOUR

In order to establish a common understanding and consistent response, the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the inappropriate behaviour. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

Level One

Level 1: Behaviours

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Pupils learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Pupils will be taught what is expected and how they should behave. Listed below are some examples of the types of behaviour that are included in Level 1. Please note the list is not exhaustive:

- Running that poses a health and safety risk
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Ignoring staff requests

Level 1: Disciplinary Actions

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline pupils at level 1. Some examples of Level 1 responses are:

- Verbal reprimand/reminder(s)
- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others
- Prescribing additional work
- Loss of privileges
- Parental Contact

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- Classroom-based interventions, such as Open Circle or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Discussion of behaviour with the Pupil or class.
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

Level Two

Level 2: Behaviours

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and wellbeing of the pupils and staff. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention

- Bullying behaviour: **targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society** online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment
- Behaviour which is dangerous to self or others. Aggressive or violent behavior (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Stealing
- Refusal to conform with yard rules
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful, aggressive or threatening language or behaviour toward an adult
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)
- Smoking, vaping or taking illegal substances on school grounds

Level 2: Disciplinary Actions

The disciplining of pupils for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 may include the notification of parents, with written documentation. Some examples of Level 2 responses are:

- In school supervised detention
- Report submitted in incident forms
- Meeting with parent(s)/guardian(s)
- Suspension from school of one to five days, depending on the severity of the behaviour
- Implementation of extensive behaviour management plan

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Assistant Principal or Principal.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Pupil and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Pupil displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Level Three

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal wellbeing of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which

include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Setting fires
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin

Level 3: Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

- Suspension from school for one to five days:

This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.

- Suspension from school for five to ten days:

This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

- Expulsion:

Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

PROCEDURES FOR SUSPENSIONS & EXPULSIONS

Suspension

Suspension is defined as 'requiring the pupil to absent himself/herself from the school for a specified, limited period of school days' (Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board)

Authority to Suspend:

The Board of Management of Courtenay National School formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the

severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a pupil in all other cases/circumstances.

Immediate Suspension and Automatic Suspension

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of Courtenay National School having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff

or

- Physical violence resulting in serious damage to school property

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behavior. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a pupil be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss;

- the circumstances surrounding the suspension,
- interventions to prevent a reoccurrence of such misconduct.

The Board of Management of Courtenay National School acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

Procedures in Respect of Other Suspensions

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Courtenay National School will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s)/guardian(s);

i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of Courtenay National School acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

ii. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
iii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

Expulsion

Definition of Expulsion:
'A pupil is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000'. (Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board)

Authority to Expel:
The authority to expel a pupil is reserved by the Board of Management.

Procedures in Respect of Expulsion:
Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)
   As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);
   i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
   ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond

b) The Principal (or BoM Nominee) will make a recommendation to the Board of Management
   Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.
   In this event the Principal (or nominee) will:
   i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
   ii. ensure that parent(s)/guardians have records of: the allegations against the pupil; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
   iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

c) Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

   If, having considered the Principal's report, the Board of Management decides to consider expelling a pupil a hearing will be scheduled.

   The parent(s)/guardian(s) will be notified in writing
   i. as to the date, location and time of the Hearing
   ii. of their right to make a written and oral submission to the Board of Management
   iii. that they may if they so choose be accompanied at the Hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the Hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

i. the meeting will be properly conducted in accordance with Board procedures
ii. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
iii. each party will be given the opportunity to directly question the evidence of the other party
iv. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

d) Board of Management Deliberations & Actions following the Hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion facts that the pupil should be expelled the Board

i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
ii. Will not expel the pupil before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
v. Will suspend the pupil, if it is deemed likely that the continued presence of the pupil during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

e) Confirmation of the Decision to Expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the pupil should be expelled the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of Courtenay National School acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

NOTIFICATION OF A PUPIL'S ABSENCE FROM SCHOOL

Parent(s)/guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence;

- The school should be notified of the absence on the first day of absence
- The absence should be recorded on Aladdin
- The reason for the absence should be recorded on Aladdin by the parent/guardian
- Details pertaining to the absence, such as duration and reason, should be provided

In the case of a pupil being suspended or expelled for 6 days or more, the school will inform the Education Welfare Officer in writing.

Absences of 20 or more days in a school year are reported to TUSLA as part of the termly attendance report. Students who have been absent from the school for 20 or more consecutive days, will be removed from the school roll.

POLICY RATIFICATION

This policy was reviewed by the Board of Management of Courtenay National School in Term 3 of 2025. It was ratified at its meeting held on 17th November 2025.

Signed: _____

Richard Collins, Chairperson, Board of Management

Date: 17 Nov 25

Signed: _____

Laura Horgan, Principal

Date: 17 Nov 25

PATRONS APPROVAL

This policy has been approved by St. Senan's Education Office, acting on behalf of the Patron Bishop Brendan Leahy.

Official Stamp