



Code of Behaviour

Updated September
2020

Ennis National School



Code of Behaviour

INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Ennis National School has prepared and made available a Code of Behaviour for its pupils, staff and parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school;
2. The whole school approach in promoting positive behaviour;
3. The measures that shall be taken when a pupil fails or refuses to observe those standards;
4. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
5. The grounds for removing a suspension imposed in relation to a pupil
6. The school's Anti-Bullying Policy; and
7. The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of Ennis National School has been developed in accordance with 'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008.

The staff of Ennis National School has received professional development in the Incredible Years programme. The approach to behaviour is underpinned by a school atmosphere which practices the key elements of Incredible Years

- Building Positive Relationships
- Proactive Teaching
- Giving Attention, Encouragement and Praise
- Motivating through Incentives
- Decreasing Inappropriate Behaviours
- Sparing use of negative consequences

POLICY FORMULATION

In formulating this policy, the Board of Management completed the following steps;

- i. Parents and Staff were informed that an initial draft of the Code of Behaviour was available and they were invited to make submissions on the content of the code within a specified timeframe.



- ii. Class teachers were requested to discuss the topic of 'rules' with their classes and submit a list of pupils' suggestions to the Principal.
- iii. A staff sub-committee drafted an initial Code of Behaviour which was reviewed and where appropriate amended in-line with feedback received.
- iv. The finalised draft of the policy was submitted for Board of Management Approval.
- v. The Code of Behaviour is reviewed periodically by principal and staff.

AIMS & OBJECTIVES OF THE CODE

The aims and objectives of the code are:

- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well-being 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 system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

MISSION STATEMENT

The staff of this school want to create a climate of physical, emotional, social, and intellectual safety for students, teachers and parents so that teaching and learning can occur within relationships of mutual valuing and respect.

With this in mind, the teachers of the school see education not just as providing students with knowledge and skills but also as providing for the emotional, social, sexual, physical and spiritual development of students.

In this school we want students to be self-motivated and to be at peace with themselves, others and the world. Achievement of these aspirations by the school requires the help and co-operation of students, teachers and parents.



STANDARDS OF BEHAVIOUR

Pupils

General Behaviour

- Arrive on time for school
- Wear the school uniform and have everything you need for school
- Be well behaved and be kind and mannerly to everybody
- Look after school property and the property of other children
- Do your best both in school and for homework.
- Make sure that Mobile Phones (and all other electronic devices, eg. Consoles, Ipods) remain out of sight, be turned off on entering the school grounds and remain off until leaving.
- Eat and drink at the proper times only. Chewing gum is not allowed.
- Entry to the Hall is with the teacher's permission only.

Classroom Behaviour

- Listen – to the teacher and other pupils if they are speaking
- Put up your hand if you want permission to speak (Quiet Hand)
- Work – to the best of your ability
- Follow – the directions of your teacher
- Obtain – permission to leave your seat or the classroom
- Respect – the teacher, other pupils and visitors to the classroom.

Playground Behaviour

- Ball play is not allowed on the playground unless under teacher's supervision



- Stay on your designated yard and do not leave the yard without permission
- If you need to go to the bathroom, ask for a toilet pass
- Play safely on the yard keeping your hands, feet and objects to yourself
- No rough play or 'chaintag' chasing games (bulldog etc)
- When the bell rings, stop, walk to your line and wait quietly for your class teacher

Rules for Corridors / Common Areas

- Each class must use the designated door to enter and leave the school. Children must not use the main entrance door.
- Walk on corridors on left hand side and move quietly through all areas of the school.
- Stand back for all adults.
- Entry to the Hall is with the teacher's permission only.

Behaviour during School Outings/Activities

Each pupil is expected to:

- follow – his/her teacher's 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 behaviour

Acceptable Use Policy

Personal Devices

Pupils using their own technology in school, such as leaving a mobile phone turned on or using it in class, sending nuisance text messages, or the unauthorized taking of images with a mobile phone camera, still or moving is in direct breach of the school's acceptable use policy. Misuse of the Internet may result in disciplinary action, including warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities.



Staff

It is the Principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However, each staff member has responsibility for the maintenance of discipline within common areas of the school.

Teaching staff are specifically responsible for the management of behaviour within their own class. They will:

- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year.
- Encourage self-discipline and positive Behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement *reward/sanction* scheme in a fair and consistent manner.
- Always aim for the least disruptive intervention
- Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition.
- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious misbehaviour to the Principal.

Parents/Guardians

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive Behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

The adults in the school have a responsibility to model the school's standards of behaviour, in their dealings both with students and with each other, since their example is a powerful source of learning for students. Parents should be expected to model the standards that students are asked to respect. In order to do this, they need to be familiar with the standards and to understand the importance of expecting students to behave according to these standards. The ways in which parents and teachers interact will provide students with a model of good working relationships.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns.

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process. Each teacher has a copy of "parent contact sheet" which should be filled in by teacher and pupil and sent home for parents to sign (*as per pathway stage 2*)



PROMOTING POSITIVE BEHAVIOUR

As a general rule the school will endeavour to create an environment where positive Behaviour is reinforced through praise and reward. 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.

A reward scheme for promoting positive Behaviour will be used. Such rewards will include;

- 'Congratulations' and 'Good News' postcards sent to parent(s)/guardian(s)
- Personalised letters to parent(s)/guardian(s) or notes in Homework Diary
- Special privileges
- Principal's Awards
- Special Mention at assemblies

In infant classes, a designated teacher visits classes on a regular basis to discuss class behaviour. Positive behaviours and good news are recorded in the Behaviour Book.

INAPPROPRIATE BEHAVIOUR

Possible strategies to tackle minor behaviour issues:

Leaning on chair

- Ignore
- Proximity praise
- Non-verbal + eye contact warning/verbal warning.

Walking in corridor

- Children should move through the corridors quietly.
- Other teachers comment when passing classes in transit.

Speaking out of turn

- Emphasise the quiet hand.
- Ignore
- Proximity praise
- Non-verbal + eye contact warning/verbal warning.



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 misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

LEVEL 1 BEHAVIOURS	
Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and playground areas.	
Typical Behaviours (not exhaustive)	Sanctions
<ul style="list-style-type: none">• Failure to prepare for class, as defined by individual teachers• Running in the hallways• Disturbing the work or play of others• Disrespectful language, tone, or manner• Ignoring staff requests• Making fun of others• Failing to complete	<ol style="list-style-type: none">1. Non-verbal sign2. Reminder of rules and verbal warning (IF THEN: IF the rule is not followed THEN a sanction will be applied3. The child will miss out on the next 'sought-after' activity4. The behaviour is recorded by teacher and the child will miss out on the next 'sought-after' activity5. Temporary separation from class or friends e.g. "Time Out" in designated space on



homework <ul style="list-style-type: none"> Failing to wear school uniform Use of profanity 	playground or 'Time Out' in another classroom at same class level <ol style="list-style-type: none"> In-school supervised Detention (one break period) with parent contact sheet. A text should be sent to advise parents to check the note.
Supportive Interventions	
<ul style="list-style-type: none"> Classroom-based interventions, such as Circle Time or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members) Discussion of behaviour with the child Informal notes regarding incident/intervention/date. This information would be useful should a problem persist. Implementation of Individual Behaviour Plan 	

LEVEL 2 BEHAVIOURS

The disciplining of students 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 are administered by the Principal.

Typical Behaviours (not exhaustive)	Sanctions
<ul style="list-style-type: none"> Repeated instances of Level 1 behaviour Behaviour which is dangerous to self or others (e.g. pushing, hitting, fighting) Intentionally damaging school or 	<ol style="list-style-type: none"> Principal meets with pupil, class teacher and parent. Following this meeting the incident is recorded on the pupil's profile on Aladdin. In-school supervised detention



<p>personal property</p> <ul style="list-style-type: none"> • Stealing • Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin • Disrespectful language or behaviour toward an adult • Possession or use of dangerous toys or sporting equipment (e.g. darts, bow and arrows, any kind of knives, etc.) • Aggressive behaviour • Interference with / Violation of the Person (clothing, inappropriate touch, etc) • Throwing objects deliberately at other pupils 	<ol style="list-style-type: none"> 3. Loss of Privileges, eg School Outings, Participation in School Teams 4. Temporarily removing a student from the classroom to a supervised location may be appropriate in the interests of classroom management in order to ensure the learning of other students and to help the individual student to recognise and learn about the impact and consequences of their behaviour. 5. Suspension from school of one to five days, depending on the severity of the Behaviour .
<p>Supportive Interventions</p>	
<ul style="list-style-type: none"> • Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal. • Implementation of extensive Behaviour Management Plan/Behaviour Contract • A reduced school day may be considered where this might prove beneficial in assisting a pupil. It should be employed with the consent of parents and be time bound and have a review mechanism. • Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education. • Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent). 	



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.

Typical Behaviours (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
- Coercing other pupils to fight or to engage in very serious misbehaviour

Sanctions

- Suspension from school for one to three days: This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity.
- Suspension from school for four 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.

SUGGESTIONS ON DETENTION/TIME OUT/STAYING IN AT LUNCH TIME

Timeout is a time for the pupil concerned to self-regulate and to be ready to re-join class

Timeout within the classroom



- Pupil to be placed in a quiet area of the classroom.
- Ignore the pupil during timeout
- Duration of timeout is approximately one minute per year old e.g ten minutes for ten years' old
- If the pupil disturbs others during timeout, increase timeout by two minutes
- A refusal to go to timeout will result in a breaktime detention. Allow pupil time to make choice

Timeout in the playground

- Pupil to walk with staff member on supervision for duration of timeout or go to designated timeout area for the relevant playground
- Designated time out zones:
 - Infants: chair on the raised area.
 - Other yards- perimeter of yard.
- Duration of 1/3/5 minutes
- If pupil interacts with other during timeout, increase timeout by two minutes
- A refusal to cooperate with timeout will result in a breaktime detention. Allow pupil time to make choice
- Use of bad language/derogatory remarks or physically hurting another child is an instant time out from yard.

Detention: A child earns detention for repeated offences both in class and on yard.

(While the position of Deputy Principal is administrative, detention will be supervised by the Deputy Principal.)

- 4 steps:
 1. Time out in another classroom (ideally at the same level)
 2. Lunch time detention to be recorded on Aladdin
 3. In class detention (a full day spent in another room).
 4. Suspension
- There should be a designated class room.
- Class teacher has to assign work for pupil in detention.
- A text to be sent home if a child is to receive detention informing parents of the detention and the reasons for same with accompanying Parent Contact think sheet.



Pathway of Sanctions

The following is suggested as a 'Pathway of Sanctions' for instances of Serious Misbehaviours as defined in our Code of Behaviour (Level 2 and 3 behaviours)

Ennis National School recognises that every case is different and the discretion of the Class teachers and Principal is important. For example, a pupil may progress to Stage 3 or 4 of the Pathway, but if he/she maintains good behaviour for a period of time there is flexibility to move him/her back to a previous stage.

Stage 1: Warning

Pupil sent to Principal and receives a verbal warning as to future conduct.

Parent Contact Sheet to be filled in by the pupil, signed by parent(s) and returned.

Stage 2: Detention

Class/Yard Duty teacher/Principal recommends detention (e.g. full lunchtime 12.30 to 1.10).

Also, Parent Contact Sheet to be filled in and signed by parent(s) and returned.

Stage 3: Detention and Contract

If a pupil receives 2 detentions over a short period of time (at the discretion of the teacher involved) the class teacher and pupil go to the Principal's office and draw up a Contract of Behaviour. This contract will be signed in the presence of the Principal and the parents.

Stage 4: Suspension

This procedure is used in the case of gross misbehaviour and/or health and safety grounds.

- If Stage 3 is exhausted or there is a single incident of gross misbehaviour the Principal requests a meeting with the parents. If considered warranted the Principal reserves the right to fully suspend the pupil for 1 to 3 days initially. This power of suspension is delegated to the Principal by the school BOM.



- A meeting of the BOM may authorise further suspension up to a maximum of 10 days. Suspension will be in accordance with Section 23 of the Education Welfare Act 2000.

Appeal

Parents of a pupil who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.

Stage 6: Expulsion

This procedure may be considered in an extreme case, in accordance with Section 23 of the Education Welfare Act 2000.

Grounds for Expulsion

- Behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- Continued presence of the pupil constitutes a real and significant threat to safety.
- Pupil responsible for serious damage to property.

Immediate Expulsion

BOM may sanction automatic expulsion for certain prescribed behaviours

- Sexual Assault.
- Possession of illegal drugs.
- Supplying illegal drugs to other pupils in the school.
- Actual violence or physical assault.
- Serious threat of violence against another pupil or member of staff.

Procedures in respect of Expulsion

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

These procedures assume that the Board of Management is the decision-making body in relation to expulsions.



PROCEDURES FOR SUSPENSIONS & EXPULSIONS

Suspension

Definition of Suspension:

'requiring the student 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 Ennis National School has formally 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 3 school days.

The Board retains its authority to suspend a student 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 Ennis 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 towards a pupil or member of staff
- Physical violence resulting in serious damage to school property
- Threatening or abusive behaviour (including verbal abuse) towards a member of staff
- Running away from school during school contact time without parental consent



An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour.

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 student 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 recurrence of such misconduct.

The Board of Management of Ennis 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 Disciplinary Committee of Ennis 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 Ennis 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 suspension of longer than three days is recommended, the Board of Management will hold a meeting to authorise the decision and where necessary to determine the length of suspension.

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 provided with information on the submission of such an appeal.

Expulsion

Definition of Expulsion:

'A student 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.

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

- iii. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- iv. 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 will make a recommendation to the Board of Management

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal 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 student; 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 Recommendations & the Holding of a Hearing

If, having considered the Principal's report, the Board of Management decides to consider expelling a student 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 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 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 student 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 student, if it is deemed likely that the continued presence of the student 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 student 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 provided with information on the submission of such an appeal.

The Board of Management of Ennis 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.



Covid 19 Control Measures

The Board of Management has, under guidance from the Department of Education, implemented a number of measures intended to control the spread of Covid-19. These measures are detailed in the school's response plan and the Covid-19 risk assessment.

All pupils are required to comply with any Covid-19 control measures that the school has in place.

These measures may change from time to time, according to advice received from the Department of Education and the public health authorities. Any changes will be communicated to parents. Pupils will be supported in adhering to the measures by their class teachers and other school personnel.

Pupils who persistently fail to comply with the measures may be subject to disciplinary action under this policy.

Policy Approval

This policy has been reviewed and accepted by the Board of Management of Ennis Primary School

Chairperson of BOM

Date: - 2nd November 2020

Next Policy Review Date