



# **Beaufort College**

# **Code of Behaviour**

# **2020**

**Ratified by Beaufort College Board of Management**

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## Introduction

Beaufort College is a co-educational second level school in Navan, Co Meath, with a student population of 700 students and growing. It is under the trusteeship of the Louth Meath Education and Training Board.

Navan is the largest town in Meath with a population of almost 30,000. It is the fifth largest town in Ireland and the tenth largest urban settlement in the country. Beaufort College has responded to the changing needs of the town with vision and professionalism. Beaufort College's student population is diverse and learning through difference is a core value of the school.

Beaufort College is a DEIS School - the school is committed to delivering equality of opportunity for students. Under DEIS, the school has well defined plans under the following headings: attendance, attainment, retention, progression, liaising with parents and liaising with the community. Literacy and numeracy are also key areas for planning. The school has a fully stocked library and full-time librarian. There are a wide range of student supports including a Home School Community Teacher, School Completion Programme and Behaviour for Learning Programme.

This is the second whole school code of behaviour review since the publication of the 2008 NEWB Developing a Code of Behaviour Guidelines for Schools. The school Positive Behaviour Strategy Team (PBST) led this review supported by the National Behaviour Support Service (NBSS) over the 2016/2017 school year.

The Code of Behaviour has been drawn up in consultation with all the school partners, including the Board of Management, school management team, staff, students and parents/guardians. It takes cognisance of the responsibility of the school to ensure that all students are educated in a positive, safe, respectful and optimal learning environment. This requires balanced judgements, which are guided by the principles of natural justice and acting in the best interests of all students. Beaufort College endeavours, to the greatest

possible extent, to provide an appropriate education for all students and, in that context, the right of the overwhelming majority of compliant students to learn will not be subverted by any disruptive minority.

## **Mission Statement**

Beaufort College is committed to quality education at both Second Level and Post Leaving Certificate Level.

It seeks to enrich student's lives and empower them for life's challenges.

This is done in a caring atmosphere of good order and discipline and in partnership with parents.

*Knowledge begins with a Question*

## **Core Values**

Opportunity

Respect

Responsibility

Resilience

Standards

Difference

Leadership

Collaboration

## **Code of Behaviour Expectations Statement**

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

## **Code of Behaviour Context**

*‘The code of behaviour is the set of programmes, practices and procedures that all together, form the school’s plan for helping students in the school to behave well and learn well’ (NEWB Guidelines, 2008).*

The purpose of this Code of Behaviour is to foster an orderly, harmonious school where high standards of behaviour are expected and supported. It is the key tool in enabling the school to support the learning of every student in Beaufort College in compliance with the legislative requirements. It is also intended to inform and to clarify school’s expectations and procedures related to behaviour management.

The Code of Behaviour complies with the provisions of all related legislation and the following, listed from NEWB Guidelines is not exhaustive:

- The Constitution of Ireland
- Education Act 1998
- Education (Miscellaneous Provisions) Act 2007
- Education Welfare Act 2000
- The Equal Status Acts 200-2004
- Education of Persons with Special Needs Act 2004 (EPSEN Act)

## **Principles Underpinning the Code of Behaviour**

The following lists basic principles that underpin this code of behaviour:

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

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

## **Aims of the Code of Behaviour**

The whole school review of the Code of Behaviour aims to:

- Promote positive behaviour for learning
- Foster an orderly, harmonious school where high expectations of behaviour are evident and supported
- Enable the school to support the learning of **every student**
- Encourage and teach students to take personal responsibility for their behaviour for learning
- Support students to mature into responsible participating citizens
- Build positive relationships of mutual respect among students, staff and parents
- Implement effective procedures which allow for the day to day running of the school and which meet the demands of current legislation
- Promote positive behaviour, personal responsibility and self-discipline
- Outline the structure of fair, consistent and agreed sanctions/interventions that will be used in response to negative behaviour
- Outline how positive behaviour is encouraged
- Outline the systematic interventions to be used when a student repeatedly misbehaves.

## Beaufort College's Expectations

*To reach our potential we are...*

### Ready, Respectful and Responsible

	<b>Ready</b>	<b>Respectful</b>	<b>Responsible</b>
<b>In Our School, I Will...</b>	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Wear the correct school uniform</li> <li>• Wear the school jacket inside the school building</li> <li>• Bring in a note to explain any absences</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others as I would like to be treated</li> <li>• Respect school property and the property of others</li> <li>• Follow my teacher's instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Watch out, Speak Up and Tell someone</li> <li>• Sign in and sign out at the office</li> <li>• Keep Beaufort College a substance free zone</li> <li>• Clean up and recycle</li> <li>• Have a refill water bottle with me.</li> <li>• Mobile devices are to be turned off at all times</li> </ul>
<b>In the Classroom/Library, I Will...</b>	<ul style="list-style-type: none"> <li>• Have all materials</li> <li>• Be attentive and try my best</li> <li>• Put my journal on the desk</li> <li>• Record and attempt all homework</li> </ul>	<ul style="list-style-type: none"> <li>• Put my hand up and wait</li> <li>• One Voice</li> <li>• Be willing to learn new things</li> <li>• Show good manners</li> <li>• Follow all safety procedures in every practical classroom</li> <li>• Use the Library purposefully during break times</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the classroom tidy and food free</li> <li>• Ensure my own safety and the safety of others</li> <li>• Let my teacher know if I need help</li> <li>• Take care of all resources used or borrowed from the school and return them in a timely fashion.</li> </ul>
<b>In the Corridors, I Will...</b>	<ul style="list-style-type: none"> <li>• Walk on the left</li> <li>• Line up outside my classroom</li> <li>• Move promptly from one class to another</li> </ul>	<ul style="list-style-type: none"> <li>• Use my indoor voice and speak in a respectful way</li> <li>• Respect Personal Space of others</li> <li>• Stay calm and patient</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the corridors food and drink free</li> <li>• Keep corridors clear and allow others to pass</li> <li>• On the corridors during class times requires me to have my journal</li> </ul>

<b>At the Lockers, I Will...</b>	<ul style="list-style-type: none"> <li>• Keep my locker tidy</li> <li>• Store my locker key in a safe place</li> <li>• Use my locker at assigned times only</li> </ul>	<ul style="list-style-type: none"> <li>• Allow other students to access lockers nearby</li> <li>• Open and close my locker carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Use the bag and coat racks for extra belongings</li> <li>• Lock my locker</li> <li>• Move away from the locker area when finished</li> </ul>
<b>In the Canteen, I Will...</b>	<ul style="list-style-type: none"> <li>• Line up and wait my turn</li> <li>• Have my order and money ready</li> <li>• Walk, stay calm and be patient</li> <li>• Listen for the school bell and go to classes promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions of all adults</li> <li>• Tidy up after myself</li> <li>• Be mannerly</li> <li>• Respect everyone's personal space</li> </ul>	<ul style="list-style-type: none"> <li>• Eat Healthily</li> <li>• Sit on seats provided while eating</li> <li>• Store bags and personal belongings safely during break times</li> <li>• Include others</li> </ul>
<b>In the Toilets and Changing Areas, I Will...</b>	<ul style="list-style-type: none"> <li>• Use toilets during break times only</li> <li>• Only enter the changing rooms to change for class or training</li> <li>• Change as quickly as possible within the allotted time</li> <li>• Leave the room as soon as I have changed</li> <li>• Have all my gear; with my shoes correctly tied</li> <li>• Wait until I am outdoors to put on football boots</li> </ul>	<ul style="list-style-type: none"> <li>• Have respect for school property</li> <li>• Respect the privacy and dignity of others</li> <li>• Respect the property of others</li> <li>• Not eat or drink in this area</li> <li>• Hand up all devices before entering the changing room</li> </ul>	<ul style="list-style-type: none"> <li>• I will only use the toilets designated to my own year group</li> <li>• Keep toilets clean</li> <li>• Leave the toilet area when I am finished using the facilities</li> <li>• Changing rooms and toilets are food free areas.</li> <li>• Be responsible for my property and hand up any valuables before hand</li> <li>• Help keep the changing areas tidy</li> </ul>
<b>On the Grounds, I Will...</b>	<ul style="list-style-type: none"> <li>• Be safe on the roads and paths to and from school</li> <li>• Use pedestrian crossings</li> <li>• Listen for the school bell and go promptly to class</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions of all adults</li> <li>• Encourage others during sport</li> <li>• Use respectful language</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in designated students' areas</li> <li>• Junior students remain on the school grounds all day. Senior students may leave at lunchtime and return.</li> <li>• Follow sign out procedures</li> </ul>

<b>On Trips, I Will...</b>	<ul style="list-style-type: none"><li>• Have consent forms and all relevant documents</li><li>• Be in full uniform unless stated otherwise</li><li>• Accept that school expectations apply</li></ul>	<ul style="list-style-type: none"><li>• Be courteous to everyone I meet</li><li>• Represent my school with pride</li></ul>	<ul style="list-style-type: none"><li>• Stay with the group</li><li>• Clean up after myself</li><li>• Follow safety instructions from all adults</li></ul>
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## Responding to students who do not meet the school expectations

The response by the teacher/Year head/Deputy Principal/Principal to address inappropriate behaviour will be based on whether the behaviour can be categorised as low, medium or high level. At each level, the professional judgement of the staff member will be used to select an appropriate and fair sanction or intervention to support the student.

*“Where a student’s behaviour disrupts the teaching and learning of other students, school authorities have to weigh the needs of that student with the needs of other students and staff. This can be a difficult balance, and achieving it requires the application of professional skill and judgement, in each individual case, drawing on factual and objective information about the impact of a student’s behaviour, and using transparent criteria for measuring that impact.”*

**(NEWB (Tusla), 2008)**

Interventions refer to the strategies used to help prevent students from re-offending and give specific help to those students who find it particularly difficult to follow or adhere by the code of behaviour. In consultation with parents/guardians/student/school support personnel/other agencies, a tailored individual behaviour for learning plan consisting of needs based interventions will be implemented.

## Low Level Behaviour –Teacher/SNA and Tutor

Low Level Behaviour	Responses
<ul style="list-style-type: none"> <li>- Talking out of turn</li> <li>- Not following instruction</li> <li>- Distracting others in class</li> <li>- Late to class</li> <li>- Not being in correct uniform</li> <li>- Not attempting homework/study</li> <li>- Not having class materials/ journal</li> <li>- Inappropriate behaviour on the corridors</li> <li>- Littering</li> <li>- Chewing gum</li> <li>- Mobile devices</li> </ul>	<ul style="list-style-type: none"> <li>- Proximity</li> <li>- Quiet word/ Expectation reminder</li> <li>- Tactical ignoring</li> <li>- Change seating</li> <li>- Conversation at the end of class</li> <li>- Exaggerated praise of other students</li> <li>- Remove distraction</li> <li>- Social skill reminder</li> <li>- Signal/gesture/look</li> <li>- Record misbehaviour in the journal grid</li> <li>- Humour</li> <li>- Model/practice expectation</li> <li>- Penalty sheet</li> <li>- Subject teacher detention</li> </ul>

## Suggested Interventions and Supports for Low Level Behaviour

- SEN supports
- Tutor support
- Consultation with Student Support Services;
  - Care team
  - HSCCL
  - SCP
  - BFL Classroom
- Belonging+ programme - 1<sup>st</sup> year students
- Explicit teaching of expectations and routines
- Differentiation to meet needs of all students
- Anti-Bullying Support

## Medium Level Behaviour–Teacher/SNA/Tutor and Year Head

Medium Level Behaviour	Responses
<ul style="list-style-type: none"> <li>- Repeated low level behaviours following appropriate sanctions/supports</li> <li>- Persistent disruption of teaching and learning</li> <li>- Inappropriate language or comments</li> <li>- Absent from class without permission</li> <li>- Verbal and/or physical aggression</li> <li>- Mobile devices</li> </ul>	<ul style="list-style-type: none"> <li>- Continued application of low level sanctions</li> <li>- Year head Detention</li> <li>- Referral Form to Year Head</li> <li>- Reciprocal teacher temporary withdrawal system</li> <li>- Phone call and/or Referral Parent/Guardian/Student Meeting(s)</li> <li>- Absence without permission form – Pink Form</li> <li>- Suspension</li> </ul>

## Suggested Interventions and Supports for Medium Level Behaviour

- SEN supports
- Restorative Approaches

What Happened?

What were you thinking/feeling at the time?

Who was affected by your behaviour?

How might you resolve this situation?

- Tracking
- Student Support Services Referral;
  - Care team
  - HSC
  - SCP
- Student Behaviour Plan (BFL Support)
- Referral to level two targeted group work (BFL)
  - Friends for Life Programme
  - Alert Programme
  - Working Things Out

## High Level Behaviour Year Head/Deputy Principal/Principal

High Level Behaviour	Responses
<ul style="list-style-type: none"> <li>- Persistent engagement in medium level behaviour following appropriate sanctions/supports</li> <li>- Fighting</li> <li>- Theft</li> <li>- Throwing an object likely to cause injury</li> <li>- Leaving school without permission</li> <li>- Behaviour that constitutes a significant threat to health and safety</li> <li>- Serious damage to property</li> <li>- Verbal and/or physical aggression</li> <li>- Smoking, possessing alcohol and/or illicit substances</li> <li>- Bullying</li> </ul>	<ul style="list-style-type: none"> <li>- Continued application of medium level sanctions</li> <li>- Tracking</li> <li>- Restorative Meetings</li> <li>- Direct referral to Year Head / DP/P</li> <li>- Referral Parent Guardian/Student Meeting(s)</li> <li>- Anti-Bullying Procedures</li> <li>- Suspension</li> <li>- Reintegration meeting attended by Parent/Guardian and Student, YH/DP/Principal</li> <li>- Referral to the Disciplinary Committee</li> <li>- Recommendation of School Expulsion</li> </ul>

## Suggested Interventions and Supports for High Level Behaviour

- SEN Supports
- Restorative approaches
- Progress reports
- Tracking
- Student Support Services
- Referral to BFL
- Student Behaviour Plan
- Referral Meeting(s)
- Reintegration Meeting(s)
- Temporary Reduced Timetable
- Individual Behaviour Agreement
- Student Behaviour Plan (BFL Support)

- Anti Bullying Policy and  
Procedures

After the above interventions and sanctions, the majority of students will respond positively and learn the skills for expected behaviour in Beaufort College. When any sanction is completed, the student is given the opportunity and support for a fresh start. Records are always kept. If a student fails to respond to all the supports and interventions Beaufort College offers and has been sanctioned through 3 Stage Suspensions, the Principal will convene a Discipline Committee Conference to plan the next steps which may include a recommendation of expulsion to the School Board of Management.

## Ladder of Referral

It is the responsibility of every member of our school community to maintain a classroom and whole school environment that is supportive of the learning of **every student**. The procedures for dealing with incidents of unacceptable behaviour/breaches of the school expectations are referred to as our 'ladder of referral'. The basic principle is that the more serious the incident/misbehaviour, the higher up the ladder it is dealt with through Referral Reports and Staged Suspensions supported wholly by intervention-based strategies.





## Beaufort College Referral Form

Name of Pupil: \_\_\_\_\_ Class: \_\_\_\_\_

Date of issue: \_\_\_\_\_ Time of issue: \_\_\_\_\_

### BE READY, BE RESPECTFUL, BE RESPONSIBLE

Failure to meet expectations					
In our school		In the classroom		In the corridors/stairwells	
At the lockers		In the canteen		In the toilets	
On the school grounds		On school trips		Through use of mobile devices	

Date	Interventions	Details	Year Head/tutor

Student Comment – optional

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Student \_\_\_\_\_

Teacher \_\_\_\_\_

## Promoting Positive Behaviour

*“Positive acknowledgement is a very effective way of influencing and promoting good learning behaviour” (NEWB (Tusla), 2008)*

Encouragements	Acknowledgements	Rewards
<ul style="list-style-type: none"> <li>• Positive everyday interactions between teachers and students</li> <li>• Classroom routines</li> <li>• Tracking Booklet</li> <li>• Expectation Reminders</li> <li>• Clear boundaries and rules</li> </ul>	<ul style="list-style-type: none"> <li>• A quiet word of acknowledgement by a teacher</li> <li>• Praise for effort, participation or achievement in class</li> <li>• A positive note in the student’s journal</li> <li>• Letter/Postcard home</li> <li>• A special mention of achievements at Positive Assembly</li> <li>• Special mention on daily intercom announcements</li> <li>• Special mention on school website/ twitter</li> <li>• Positive reports of students given to parents/guardians at parent teacher</li> <li>• Display of student’s work</li> <li>• A positive comment about the student to Tutor/Year Head</li> </ul>	<ul style="list-style-type: none"> <li>• Note in the journal</li> <li>• Phone call home</li> <li>• Positive Assemblies</li> <li>• Announcements</li> <li>• Attendance, punctuality, organisation and academic achievement rewarded through certificates/ small rewards</li> <li>• PBST Initiative rewards</li> <li>• Student Commendation and letter home from Principal</li> <li>• End of year awards</li> <li>• PBST Reward based initiatives</li> </ul>

**The promotion of positive behaviour is the fundamental aim of the Code of Behaviour. In the promotion of positive behaviour, the school has clearly outlined the expectations of students. Students will be encouraged to meet these expectations through encouragement/acknowledgments and rewards both formally and informally.**

## Factors to consider before suspension of a student

<b>The nature and seriousness of the behaviour</b>
<ul style="list-style-type: none"><li>• What is the precise description of the behaviour?</li><li>• How persistent has the unacceptable behaviour been?</li><li>• Has the problem behaviour escalated, despite the interventions tried?</li></ul>
<b>The context of the behaviour</b>
<ul style="list-style-type: none"><li>• What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a teacher's class, in the yard, in a group)?</li><li>• What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?</li><li>• What is the age, stage of development and cognitive ability of the student?</li><li>• Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?</li></ul>
<b>The impact of the behaviour</b>
<ul style="list-style-type: none"><li>• How are other students and staff affected by the student's behaviour?</li><li>• What is the impact of the behaviour on the teaching and learning of the class?</li><li>• Does the behaviour have a particular or greater impact on some students or teachers?</li><li>• Does the student understand the impact of their behaviour on others?</li></ul>
<b>The interventions tried to date</b>
<ul style="list-style-type: none"><li>• What interventions have been tried? Over what period?</li><li>• How have the interventions been recorded and monitored?</li><li>• What has been the result of those interventions?</li><li>• Have the parents been involved in finding a solution to the problem behaviour?</li><li>• Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?</li><li>• Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?</li><li>• Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?</li><li>• Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent services)?</li></ul>

**Whether suspension is a proportionate response**

- Is the student's behaviour sufficiently serious as to warrant suspension?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

**The possible impact of suspension**

- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the student to change the inappropriate behaviour?
- How will suspension help teachers or other students affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?

## Staged Suspension

Suspensions are normally 3 school days in duration at each stage. The student along with his/her parent/guardian must attend a reintegration meeting before returning to school. This meeting will normally be scheduled during day 2 of the suspension period.

### **Suspension 1**

The Year Head oversees this suspension.

The student's file is reviewed by the Year Head in consultation with the Principal/Deputy Principal.

The Year Head communicates with the students and parent(s)/guardian(s).

The Year Head writes the letter of suspension which is to be signed by the Principal/Deputy Principal.

The Year Head convenes and facilitates a reintegration meeting.

The school expectations are signed by the student, parent(s)/guardian(s) and year head.

A reintegration agreement is signed.

### **Suspension 2**

The Deputy Principal oversees this suspension.

The Deputy Principal communicates with the student and parent(s)/guardian(s).

The Deputy Principal writes the letter of suspension.

The Deputy Principal convenes and facilitates a reintegration meeting.

The school expectations are signed by student, parent(s)/guardian(s) and Deputy Principal.

A reintegration agreement is signed.

**Suspension 3**

The Principal oversees this suspension.

The Principal communicates with the student and parent(s)/guardian(s)

The Principal writes a letter of suspension.

The Principal convenes a conference of The Discipline Committee. This Committee is comprised of the Principal, Deputy Principal, Year Head and a representative from the student services team.

The Committee works as an advisory forum to the Principal and constructs the reintegration plan.

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

## **Automatic Suspensions – Named Behaviours**

The Principal/Deputy Principal may deem it necessary to automatically suspend a student when investigating the following:

- For Assault
- For direct verbal assault of staff member
- For 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 vandalism of any property
- For behaviour(s) causing serious Health & Safety risk
- For the supply/possession /use of tobacco including e-cigarettes/alcohol and /or illegal drugs
- For the supply /possession /use of weapons/ hazardous materials
- For intimidation / sexual harassment and/or the possession/supply or use of pornographic material.

### **Automatic Suspensions**

The Principal/Deputy Principal oversees this suspension.

The Principal/Deputy Principal communicates with the student and parent(s)/guardian(s).

The Principal/Deputy Principal writes letter of suspension.

The Principal/Deputy Principal convenes and facilitates a reintegration meeting.

The school expectations are signed by student, parent(s)/guardian(s) and Principal/Deputy Principal.

A reintegration agreement is signed.

Refer to the Substance Misuse Policy / Anti-Bullying Policy / Acceptable Usage for Mobile Devices Policy

Beaufort College Board of Management authorise the Principal/Deputy Principal, with the approval of the Chairperson, to impose a suspension of up to 5 school days as a consequence for serious concerning behaviours that merit an automatic suspension.

## Factors to consider before proposing to expel a student

<b>The nature and seriousness of the behaviour</b>
<ul style="list-style-type: none"><li>• What is the precise description of the behaviour?</li><li>• How persistent has the unacceptable behaviour been and over what period of time?</li><li>• Has the problem behaviour escalated, despite the interventions tried?</li></ul>
<b>The context of the behaviour</b>
<ul style="list-style-type: none"><li>• What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a teacher's class, in the yard, in a group)?</li><li>• What factors may have triggered or provoked incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?</li><li>• Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?</li></ul>
<b>The impact of the behaviour</b>
<ul style="list-style-type: none"><li>• How are other students and staff affected by the student's behaviour?</li><li>• What is the impact of the behaviour on the teaching and learning of the class?</li></ul>
<b>The interventions tried to date</b>
<ul style="list-style-type: none"><li>• What interventions have been tried? Over what period?</li><li>• How have the interventions been recorded and monitored?</li><li>• What has been the result of these interventions?</li><li>• Have the parents been involved in finding a solution to the problem behaviour?</li><li>• Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?</li><li>• Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?</li><li>• Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?</li><li>• Is the Board satisfied that no other intervention can be tried or is likely to help the student to change their behaviour?</li></ul>

**Whether expulsion is a proportionate response**

- Is the student's behaviour sufficiently serious to warrant expulsion?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

**The possible impact of expulsion**

- To what extent may expulsion exacerbate any social or educational vulnerability of the student?
- Will the student be able to take part in, and benefit from, education with their peers?
- In the case of a student who is in care, what might be the implications of expulsion for the care arrangements?



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

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



# **BEAUFORT COLLEGE**

## **UNDER THE AUSPICES OF**

### **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 Beaufort College specifies:
  - The standards of behaviour that shall be observed by each student attending the school
  - The measures that may be taken when a student fails or refuses to observe those standards
  - The procedures to be followed before a student may be suspended or expelled from a school
  - The grounds for removing a suspension imposed in relation to a student
  - The procedures to be followed relating to notification of a child's absence from school.
- 2.2. Beaufort College affirms that its Code of Behaviour is prepared in accordance with the Guidelines issued by the Education Welfare Board 2008. The Code of Behaviour addresses:
  - The standards of behaviour expected in the school
  - The plan for promoting good behaviour
  - The ways in which a school responds to unacceptable behaviour
  - The plan for implementing the code of behaviour
  - School procedures for the use of suspension and expulsion
- 2.3. Beaufort College recognises the Right to Appeal pursuant to Section 29 of the Education Act.

- 2.4. In regard to informing the Education Welfare Board, *Beaufort* College affirms its statutory obligation pursuant to section 21 (4)(a) of the Education Welfare Act.
- 2.5. *Beaufort* College affirms that data collected in relation to students and parents is in compliance with the Data Protection Acts 1988 and 2003.

### **3 Suspensions**

- 3.1 The Board of Management of *Beaufort* College holds the authority to suspend a student. This authority is devolved under Section 44 (11(a)) of the Education and Training Boards Act 2013 by Louth and Meath ETB to the Boards of Management of each of the schools under its control.
- 3.2 Louth and Meath ETB recognises that the Boards of Management of *Beaufort* College may delegate this authority to the Principal of *Beaufort* College. The Board of Management should make a formal delegation arrangement taking due account of the provisions of the Education and Training Boards Act 2013.
- 3.3 *Beaufort* College recognises that suspension is only one strategy within the *Beaufort* College Code of Behaviour in response to inappropriate behaviour.
- 3.4 *Beaufort* College recognises that when all other strategies have been exhausted, suspension affords a student time to reflect on their behaviour, to acknowledge and accept responsibility for their behaviour and to accept the need for the behaviour to change. *Beaufort* College works closely with parents to assist a suspended student to re-join the school community successfully.
- 3.5. *Beaufort* College acknowledges that suspension should be a proportionate response to the behaviour that is causing concern. The decision to suspend a student requires serious grounds such as that:
  - The student's behaviour has had a seriously detrimental effect on the education of other students.
  - The student's continued presence in the school at this time constitutes a threat to safety.
  - The student is responsible for serious damage to property.
  - The student breaches the Code of Behaviour. (At the discretion of the Principal.)
- 3.6. *Beaufort* College affirms that all suspensions must be notified to the Board of Management of *Beaufort* College.

- 3.7. Beaufort College affirms that the Education Welfare Services of the Child and Family Agency (Tusla) should be Informed of suspensions in the following circumstances:
- Where the period of suspension is for 6 or more consecutive school days.
  - Where the aggregate number of days on which a student has been suspended /absent in any school year is 20 or more days.
- 3.8. Beaufort College affirms that suspension may occur after the following factors have been considered:
- The nature and seriousness of the behaviour
  - The impact and context of the behaviour
  - The interventions tried to date
  - That all discipline options under the Beaufort College Code of Behaviour have been applied and documented
  - That all actions /decisions taken are recorded and all correspondence copied.
  - Discussion has occurred with the student and parent(s) regarding the specific behaviour which the school considers unacceptable, and which may lead to suspension.
- 3.9. The Board of Management of Beaufort College affirms that students attending Beaufort College may be suspended as follows pending investigation and /or discussion with parents. The following list is not exhaustive:
- For serious misbehaviour
  - For an unacceptable level of repeated misbehaviour
  - For bullying, insulting, aggressive or violent behaviour towards others whether in person, by mobile phone or via social media or other electronic means; in the school, or when identifiable with the school
  - For the supply/possession /use of alcohol and /or illegal drugs
  - For the supply /possession /use of weapons/ hazardous materials
  - For behaviour that may be a danger to self or others
  - For racist behaviour /supply of racist behaviour/use of racist material
  - For behaviour that is contrary to the terms of the Equal Status Act 2000
  - For sexual harassment and/or the possession/supply /use of pornographic material.
- 3.10. Beaufort College acknowledges that a single incident of serious misconduct may be grounds for suspension. Such grounds may include where the continued presence of the student in the school at the time would represent a serious threat to the safety or welfare of students, staff of the school or any other person.

- 3.11. A student may be suspended during a state examination and such suspension should normally be approved by the Board of Management of Beaufort College. This type of suspension should only be used where there is:
- A threat to good order in the conduct of the examination
  - A threat to the safety or welfare of other students and personnel
  - A threat to the right of the other students to do their exam in a calm atmosphere.
- 3.12. Louth and Meath ETB recognises that the Board of Management of Beaufort College may decide as part of the school's policy on sanctions and following consultation process with the Principal, parents, teachers and students, that particular named behaviour incur suspension as a sanction. This does not remove the duty to follow due process and fair procedures in each case.

#### **4 Inappropriate use of Suspension**

- Rolling suspension. A student should not be suspended again shortly after they return to Beaufort College unless they engage in serious misbehaviour that warrants suspension, that fair procedures are observed in full and the standard applied to judging the behaviour is the same as that standard applied to the behaviour of any other student.
- Informal / unacknowledged suspension. Exclusion of a student for part of the school day as a sanction is a suspension.
- Open-ended suspension. Students should not be suspended for an

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

- 5.1 Louth and Meath ETB affirms that Beaufort College is required to follow fair procedures when proposing to suspend a student. The school should observe the following procedures
- The student and parent(s) should be informed about the complaint
  - The student and parent(s) should be given the opportunity to respond
  - In the case of 'immediate' suspension, a preliminary investigation should be conducted to establish the case for the imposition of the suspension. Parents must be notified and arrangement made for the student to be

- collected from the school. The school must have due regard for its duty of care for the student.
- 5.2 A student should not be suspended for more than 3 days except in exceptional circumstances. Louth and Meath ETB recognises that the Board of Management of Beaufort College should provide guidance to the Principal concerning the kinds of circumstances under which suspensions of longer than 3 days might be approved. If a suspension of longer than 3 days is being proposed the matter should be referred to the Board of Management for consideration and approval. However Louth and Meath ETB recognises that the Board of Management of Beaufort College may wish to authorise the Principal, with the approval of the Chairperson of the Board of Management, to impose a suspension of up to 5 days in circumstances where a meeting of the Board cannot be convened in a timely fashion.
- 5.3 Louth and Meath ETB affirms the Boards of Management of Beaufort College should formally review any proposal to suspend a student where the suspension would bring the number of days for which the student has been suspended in the current school year to 20 days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998.

## **6 Implementing the suspension**

- 6.1 The Principal of Beaufort College should notify the Parent(s) and the student in writing of the decision to suspend. The letter will confirm:
- The period of the suspension and the dates on which the suspension will begin and end.
  - The reasons for the suspension.
  - Any study programme to be followed.
  - The arrangements for returning to school, including any commitments to be entered into by the student and the parents.
  - The provision for an appeal to the Board of Management of Beaufort College.
  - The provision to appeal to Louth and Meath ETB.
- 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 Beaufort College decides to remove the suspension for any reason.

## **7 Appealing the suspension to the Board of Management**

- 7.1 A parent/guardian has 7-10 days in which to lodge an appeal from the date of receipt of letter informing him/her of the suspension.
- 7.2 If the student appealing suspension is 18 years or older, he or she may appeal in their own right.
- 7.3 The grounds for the appeal must be made in writing to the Secretary of the Board of Management.

## **8 Procedures in respect of Suspension Appeal**

- 8.1 Upon receipt of written correspondence concerning the suspension appeal, the Principal should:
  - Inform the student and parents/guardians in writing that the Board of Management meeting is arranged to consider the suspension appeal
  - Ensure that parents/guardians, or a student aged 18 or over 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 the imposed suspension.
  - Provide the Board with the same comprehensive records as are given to the parents/guardians, or a student aged 18 or over.
  - Notify the parents/guardians/student over 18 in good time of the date of the hearing with the Board of Management and invite them to that hearing.
  - Advise the parents/guardians/student over 18 that they can make a written and oral submission to the Board of Management.
- 8.2 It is the responsibility of the Board of Management of Beaufort College to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.
- 8.3 The Board of Management should undertake its own review of documentation and all circumstances of the case.
- 8.4 The Board of Management should ensure that no party who has had any involvement with the circumstances of the suspension is part of the Board's deliberations.
- 8.5 Where the Board of Management of Beaufort College decides to consider a suspension appeal for a student, it must hold a hearing and this meeting should be properly conducted in accordance with Board procedures.
- 8.6 Parents/Guardians may be accompanied at the Board hearing. The nature of appeal hearings is such that legal representation is not required. The

- Board Secretary should be informed in writing who shall be attending this meeting at least two days prior to the meeting taking place.
- 8.7 At the start of the meeting the Chairperson shall enquire whether any member has a conflict of interest in respect of the matter being considered by the Board. Where the Board is satisfied that a conflict of interest exists, the member(s) involved shall withdraw from the meeting.
- 8.8 At the hearing both the Principal and the parents/guardians, or a student aged 18 or over, will 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.
- 8.9 Once the Principal and the parents/guardians, or a student aged 18 or over, have made their cases, they will withdraw from the meeting.
- 8.10 When both sides have been heard the Board should ensure that the Principal and Parents are not present for the Board's deliberations.
- 8.11 Should the Board require the professional advice of the Principal, the Principal may be invited to return to the meeting briefly for that purpose only. While the Principal is present, there will be no discussion on the merits of the particular case being considered.
- 8.12 In the conduct of the hearing the Board must take care to ensure at all times that they maintain their impartiality between the Principal and the parents/guardians, or a student aged 18 or over.
- 8.13 In hearing and determining an appeal 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.

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

- 9.1 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 the imposed suspension is a proportionate sanction.
- 9.2 When the Board of Management having considered all the facts of the case, is of the opinion that the student should be suspended, the Board will instruct the school principal to communicate the decision of the Board of Management to the parents/guardians, or student aged 18 or over and to uphold the decision to impose a school suspension

## **10 Section 29 Appeal against Suspension**

- 10.1 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.
- 10.2 Parents and the student should be informed about their right to appeal to Louth and Meath ETB
- 10.3 Where an appeal to Louth and Meath ETB is concluded, Parents and the student may appeal to the Secretary General of the Department of Education and Skills.

## **11 Expulsion**

- 11.1 Louth and Meath ETB has the authority to expel a student. This authority may be delegated under Section 44 (11(a)) of the Education and Training

Boards Act 2013 by Louth and Meath ETB to the Board of Management of Beaufort College.

- 11.2 Expulsion should be a proportionate response to the student's behaviour. Beaufort College acknowledges that expulsion of a student is a very serious step and one that should only be taken by the Board of Management of Beaufort College in extreme cases of unacceptable behaviour.
- 11.3 The Board of Management of Beaufort College affirms that Beaufort College needs to have taken significant steps to address the misbehaviour and to avoid expulsion.

Such measures may include:

- Meeting with parents and students to try and find ways of helping the student to change their behaviour.
- Making sure that the student understands the possible consequences of their behaviour should it persist
- Ensuring that all possible options have been tried.
- Seeking the assistance of relevant support agencies, e.g. Child and Family Agency Education Welfare Services, HSE Child and Adolescent Mental Health Services. National Behavioural Support Service JLO, NEPS, NCSE.

- 11.4 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.

- 11.5 Before expulsion is considered schools authorities must satisfy themselves that all possibilities have been exhausted for changing the student's behaviour.

11.6 'Automatic Expulsion'

The Board of Management of Beaufort College may decide in consultation with the Principal, parents, teachers and students that particular named behaviours would result in 'Automatic' expulsion. This does not remove the duty to follow due process and fair procedure.

11.7 Expulsion for first or once-off offence

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

- A serious threat of violence against another student or member of staff

- Actual violence or physical assault
- Supplying illegal drugs to students in the school
- Sexual assault

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

12.1 The Board of Management of Beaufort College should take the following factors into consideration before considering expelling a student:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions already tried to change the student's behaviour
- Whether expulsion is a proportionate response
- The possible impact of expulsion

12.2 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.

## **13 Procedures in respect of expulsion**

13.1 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.

13.2 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.

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

13.4 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
- 13.5 Where the Principal of **Beaufort** 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.
- 13.6 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.
- 13.7 It is the responsibility of the Board of Management of Beaufort College to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.
- 13.8 The Board of Management should undertake its own review of documentation and all circumstances of the case.
- 13.9 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.
- 13.10 Where the Board of Management of **Beaufort** College decides to expel a student it must hold a hearing and this meeting should be properly conducted in accordance with Board procedures.
- 13.11 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.

- 13.12 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 an objective bias exists, the member(s) involved shall withdraw from the meeting.
- 13.13 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.
- 13.14 Once the Principal and the Parents have made their cases, they will withdraw from the meeting.
- 13.15 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.
- 13.16 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.
- 13.17 When both sides have been heard the Board should ensure that the Principal and Parents are not present for the Board's deliberations.
- 13.18 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.

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

- 14.1 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.
- 14.2 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 Education Welfare Services reporting procedures for proposed expulsions.
- 14.3 The student cannot be expelled before the passage of 20 school days from the date on which the EWO receives this written notification.
- 14.4 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.

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

- 15.1 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.

- 15.2 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.

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

- 16.1 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.
- 16.2 Parents should be notified immediately that the expulsion will now proceed. Parents and the student must be informed of their right to appeal to Louth and Meath ETB.

## **17 Section 29 Appeal against Expulsion**

- 17.1 The parent(s) or a student aged over 18 years, may appeal the expulsion under Section 29 of the Education Act 1998.
- 17.1.1 Parents and the student should be informed about their right to appeal to Louth and Meath ETB and they should be supplied with the standard form on which to lodge an appeal.
- 17.2 Where an appeal to Louth and Meath ETB is concluded, Parents and the student may appeal the decision to the Secretary General of the Department of Education and Skills.

## **18 Review of use of Expulsion**

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

## **19 Implementation and Review of Policy**

- 19.1 The Principal and Board of Management of Beaufort College will responsible for the implementation of this policy.
- 19.2 This policy shall be reviewed periodically, in light of emerging legislation and circulated Guidelines from the Department of Education and Skills from its official adoption by the Louth and Meath Education and Training Board and Beaufort College Board of Management.

This policy was adopted by Louth and Meath Education and Training Board for incorporation into school's Codes of Behaviour on the 23<sup>rd</sup> March 2017.

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## **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;