HAROLD'S CROSS
Educate Together NS

Positive Behaviour Policy
March 2026

Introduction

Harold's Cross Educate Together National School (HXETNS) is committed to providing a safe, respectful, and inclusive environment in which every child can learn, grow, and reach their potential.

This Positive Behaviour Policy sets out the school's shared approach to promoting and supporting positive behaviour in line with our Educate Together ethos. It is rooted in a partnership between staff, children, parents/guardians, and the wider school community.

The policy promotes proactive, positive strategies to foster good relationships and personal responsibility. It also outlines clear, fair, and consistent procedures for responding to behaviour that does not meet school expectations.

The policy uses the terms " pupil" and "student" interchangeably. The policy uses the term parents, but this refers to guardians as well.

Ethos and Legal Framework

HXETNS operates under the four principles of Educate Together:

- **Equality-based**
- **Child-centred**
- **Democratically-run**
- **Co-educational**

Our ethos informs every aspect of school life, encouraging kindness, respect, inclusion, and cooperation.

This policy complies with:

- The **Education (Welfare) Act 2000**, Section 23
- **Department of Education Circular 20/90**
- **Equal Status Acts 2000–2004**
- **NEWB/Tusla Guidelines: Developing a Code of Behaviour (2009)**
- **Relate Guidelines (2025)**

It specifies the standards of behaviour expected, the measures to promote them, and the procedures for addressing breaches, suspension, or expulsion, in accordance with legislation.

Aims

Through this policy, HXETNS aims to:

- Promote a safe, happy, and inclusive school where children can learn effectively.
- Encourage self-discipline, positive relationships, and personal responsibility.
- Foster respect for people, property, and the environment.
- Recognise that behaviour is a form of communication and respond appropriately.
- Ensure fairness, consistency, and restorative approaches in dealing with difficulties.
- Support partnership among staff, children, and parents/guardians in upholding school values.

Guiding Principles

Golden Rules

HXETNS promotes good behaviour through shared "Golden Rules" that are explicitly taught and revisited each year. These are grounded in mutual respect and kindness:

1. Be Safe - Act in ways that keep yourself and others safe
2. Be Respectful - Use kind words and actions, and care for property
3. Be Responsible - Be prepared, do your best, and take ownership of your actions
4. Be Kind, Caring and Honest - Help others, tell the truth, and show care
5. Be Inclusive - Include everyone and celebrate differences

These rules apply throughout the school and are reflected in class charters created collaboratively each September.

Restorative Practice

The school promotes Restorative Practice to build relationships and resolve conflict.
This approach helps children understand how their actions affect others and supports them to make things right.
Restorative conversations are guided by questions such as:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected and how?
- What could you have done differently?
- What needs to happen next?

This approach emphasises repair and reflection rather than blame or punishment.

Relate Framework

We also follow the "Regulate, Relate, Reason" framework from the new Relate Guidelines.
We recognise that a child must first feel calm and safe (regulate) before they can connect with a trusted adult (relate) and reflect on their actions (reason). This model helps staff respond to behaviour with empathy and understanding, focusing on emotional regulation and relationship-building before problem-solving. It ensures that every child's dignity is maintained and that learning from mistakes is constructive and supportive.

Additional Educational Needs

Cognisance will be taken of behavioural difficulties that arise from the Additional Educational Needs of individuals. Behavioural targets and specific strategies may be included as part of a School Support Plan/Behaviour Support Plan. It is emphasised that the Code of Positive Behaviour applies to all children in the school.

Roles and Responsibilities

Board of Management

- Ratifies and supports the implementation of the Positive Behaviour Policy.
- Ensures the policy complies with relevant legislation.
- Supports the Principal and staff in promoting a positive school climate.
- Sanctions suspension or expulsion procedures in line with legislation.

Principal and In-School Management Team

- Lead the promotion of positive behaviour across the school.
- Ensure consistent and fair application of the policy.
- Support staff in developing positive strategies and managing challenges.
- Engage with parents/guardians when behaviour concerns arise.
- Initiate suspension or expulsion procedures in line with legislation.

Staff

- Model respectful and positive behaviour in all interactions.
- Explicitly teach, encourage, and acknowledge positive behaviour.
- Use restorative and inclusive approaches to manage difficulties.
- Recognise "behaviour as a communication" first.
- Apply the principles of Relate in relation to understanding behaviour.
- Apply agreed systems consistently and fairly.
- Communicate with parents/guardians and the Principal as appropriate.

Parents/Guardians

- Support the school's Positive Behaviour Policy.
- Encourage their child to follow school rules and model respectful behaviour.
- Communicate with the school about any issues that might affect their child's behaviour.
- Attend meetings when requested and work in partnership with staff.

Pupils/Students

- Follow the Golden Rules and contribute to their class charter.
- Treat others with respect, kindness, and fairness.
- Take responsibility for their behaviour and learning.
- Participate in restorative conversations when needed.
- Represent the school positively within and outside of school grounds.

Promoting Positive Behaviour

Positive behaviour is promoted through:

- **Explicit teaching** of expectations at the start of each year and throughout.
- **Consistent routines** and clear communication of boundaries.
- **Positive reinforcement**, focusing on effort, kindness, and inclusion.
- **Recognition and rewards**, both individual and collective (e.g. Golden Time, extra activity, positive notes, class celebrations).
- **Student voice**, through the Student Council and classroom discussions.
- **Integration with SPHE and Learn Together programmes**, which foster empathy, resilience, and social responsibility.
- **Positive Relationships:** Staff make every effort to promote positive relationships with the students. Staff work to "raise the praise, minimise the criticise" and create an atmosphere where good choices are recognised and valued.

A more detailed approach to understanding behaviour, responding to behaviour and reframing behaviour as communication is detailed in Appendix 2.

Responding to Unacceptable Behaviour

HXETNS recognises that mistakes and misbehaviour are part of learning. We also value all behaviour as a form of communication. Our approach is to intervene early, support reflection, and help children repair harm and make better choices. We must also make decisions and choices considering the impact of children's behaviour on the learning environment for the entire class group.

General Approach

1. **Regulation** throughout the day
2. **Reminder and Reflection** – verbal reminder or restorative conversation
3. **Logical Consequence** – related action (e.g. cleaning up, loss of privilege, e.g. golden time)
4. **Reflection Sheet/Time Out** – opportunity to calm and think
5. **Parent/Guardian Contact** – when behaviour is repeated or serious
6. **Referral to Principal** – for persistent or significant concerns

All interventions aim to teach, not punish, and to preserve dignity and relationships.

For **serious or gross misbehaviour** (e.g. aggression, bullying, deliberate damage), additional steps may include temporary removal from class, suspension, or other measures as outlined in Appendix 3, 4, 5 and 6.

When The Code of Behaviour Applies

The school's code of behaviour applies:

- During school hours.
- On school excursions/external classes during the school day.
- At social events organised by the school.
- All events organised by, on behalf of, or in the name of Harold's Cross ETNS.

Communication and Record-Keeping

- Records of incidents are kept by class teachers and the Principal, as appropriate.
- Yard incidents are recorded in the school's yard log (QR system).
- Parents/guardians are kept informed of concerns through Aladdin messages, calls, or meetings.
- Data protection legislation is observed in all record-keeping.
- The class teacher maintains individual records (Log of Actions) for each child regarding misbehaviour, as required. In cases referred to the Principal, documents pertaining to that case will usually be photocopied and a copy given to the Principal.
- Formal records are maintained by the Principal e.g. factual reports of particular incidents, communication between school and home, with outside agencies, Board of Management, etc.
- The Principal also maintains documentation pertaining to appeals under Section 29.

Success Criteria

Practical indicators of the success of this policy are:

- Observation of positive behaviour in classrooms, playground and school environment.
- Consistent implementation of the policy by all staff in the school. This is at the heart of successful implementation.
- Willingness among staff to discuss and modify the policy when needed.
- Positive feedback from teachers, parents and pupils.
- Parental support.

Bullying

In dealing with incidents of bullying behaviour, teachers have regard to the school's Bí Cineálta Policy.

Absences / Communication

The Education (Welfare) Act, 2000, Section 18, requires parents to notify the Principal of a school of the reasons for a child's absence. In compliance with this section, the following procedures apply:

For absences of students from school, parents will communicate via Aladdin upon the return of the child to school, outlining the reason(s) for absence.

The Education (Welfare) Act 2000, Section 21(4) requires a School Principal to inform an Educational Welfare Officer in writing if the aggregate number of school days on which a student is absent from school during a school year is 20 days or more. Additionally, Section 21(4) authorises the School Principal to notify an Educational Welfare Officer if, in the opinion of the Principal, a child "is not attending school regularly".

Contact

Where any parent has a concern about any aspect of behaviour, the school should be contacted either by phone, in person or in writing, and the matter brought to the attention of the child's teacher, followed by the principal/deputy principal as appropriate.

Review and Ratification

The implementation of the policy shall be monitored by the Principal and the Chairperson of the Board of Management.

Signature of Chairperson: John Lavelle

Signature of Principal: Aoife Quill Acting-Principal

Date: 11th March 2026

Appendices

- Appendix 1: Our Golden Rules and Our Yard Rules
- Appendix 2: Strategies for promoting positive behaviour
- Appendix 3: Minor, Serious, Gross Misdemeanors
- Appendix 4 : Logical Consequences
- Appendix 5: Parental Involvement
- Appendix 6: Suspension / Expulsion Procedures
- Appendix 7: Suspension Form

Appendix 1 : Our Golden Rules and our Yard Rules

Our Golden Rules

Be Safe

This means:

- Walk calmly inside the school building.
- Use equipment properly and safely.
- Keep hands, feet and objects to yourself.
- Tell an adult if you feel unsafe or see something unsafe.

We do this because:

- Everyone has the right to feel safe in school.
- Safe behaviour prevents accidents and injuries.
- Looking after ourselves and others helps us learn without worry.

Be Respectful

This means:

- Listen carefully when others are speaking.
- Use polite language with everyone.
- Take care of school property and belongings.
- Follow instructions from adults straight away.

We do this because:

- Respect makes our school a kind and welcoming place.
- It helps everyone to feel valued and heard.
- Respect for property keeps our school tidy and enjoyable.

Be Responsible

This means:

- Come to school on time and prepared.
- Try your best with classwork and homework.
- Look after your own belongings.
- Accept the consequences of your actions.

We do this because:

- Being responsible helps us to learn well and be independent.
- It builds trust between pupils, teachers, and parents.
- Taking responsibility helps us grow into reliable young people.

Be Kind, Caring and Honest

This means:

- Use kind words and actions.
- Help others when they need support.
- Tell the truth, even when it is difficult.
- Celebrate the achievements of others.

We do this because:

- Kindness makes everyone feel welcome and happy.

- Caring builds friendships and a strong community.
- Honesty helps people trust us and keeps our school fair.

Be Inclusive
This means:
- Play fairly and include others in games.
- Respect differences in people and cultures.
- Stand up against bullying and unkindness.
- Work well with everyone, not just your friends.

We do this because:
- Inclusion makes sure nobody feels left out.
- We learn from people who are different from us.
- Everyone deserves to belong and be valued in our school.

Yard Rules

- Pupils must remain in their appropriate designated area in the playground.
- Only games which ensure the safety of all are permitted.
- Pupils must obey the teachers at all times when out on the yard, in the playground and on the playing pitches.
- Pupils must respect teachers, assistants and fellow pupils by not using violence at any time.
- Pupils must not use bad, rude or abusive language to teachers, assistants or other pupils.
- Pupils are only permitted to re-enter the school buildings during break with the teacher's permission.
- In the morning, pupils should line up in their class lines and are not allowed in the playground or on the pitches.
- Pupils must walk to their lines when the bell sounds.
- Children are not allowed hang out of, climb over, or jump over the gates, railings, fences or goalposts

Breaking yard rules, which are explicitly taught and exist for safety reasons, results in an immediate time-out with the yard teacher.

Appendix 2: Strategies for Promoting Positive Behaviour

A - Across the school (all teachers and ANAs)

Language towards students used throughout the school by all staff	• The language used by the staff is clear, courteous, respectful, articulate and direct; e.g. 'please,' 'thank you' and 'excuse me' are used regularly. • Value judgements such as 'good,' 'bad,' 'bold' are not used • Focus is on behaviour, whether affirming the positive or remediating the negative, and not on the individual child's personality
Explicit teaching and modelling of desired behaviour	"What, Why, Next Time" when dealing with issues as they arise. Social stories e.g. YouTube videos to view and discuss Restorative Practice and RP circles taught and utilised
Choice	The language of choice…" if you choose to continue talking, that means X" Or You have a choice: "finish your work or X" Or First-then: "first finish your work, then you can read/colour/sit in quiet corner…"
Minimise use of rewards and sanctions insofar as possible so that motivation for positive behaviour is intrinsic and self-regulated	Important application of and distinction between rewards and sanctions: *Rewards:* Golden Time on Fridays (this is a teacher-organised, station-type set of activities using school equipment/resources - no toys from home; could be chess/art/construction activities/games such as scrabble etc.)
Classroom Noise Levels	Quiet Zone/desk in each class (children can choose to work there or be directed to work there) Colour-coded voices for managing noise levels (red – no voice, orange – whisper, green – group voice, blue – sharing voice)
Token boards for specific behaviours for specific children (designed in conjunction with the child themselves to promote self-regulation)	Explicit (class/group/individual) teaching of emotions (on-going throughout the year via SPHE and other subject areas) and the ability to name an emotion to develop self-regulation
Restorative Practice	Questions to address harm: 1. What happened? 2. What were you thinking at the time? 3. What have you thought about since? 4. Who has been affected, and in what way? 5. How could things have been done differently? 6. What do you think needs to happen next?
Zones of Regulation	Zones taught in all classes and a range of strategies for getting "back to green"

<table>
<tr><td></td><td>Eg: Movement breaks, brain breaks, breathing breaks, time in library / calm corner</td></tr>
<tr><td>Non judgemental approach

Always ask what the function of the behaviour, pattern of behaviours is. Use this as a jumping-off point for your response to each behavior.</td><td>Four functions of Behaviour

<table>
<tr><th>Sensory</th><th>Escape</th><th>Connection</th><th>Tangibles</th></tr>
<tr><td>Behaviours that are performed to gain sensory input or stimulation such as rocking, foot tapping, touching items. These behaviours can be a form of self-stimulation or self-soothing.</td><td>Behaviours that are performed to escape or avoid a situation or activity that is perceived as unpleasant, uncomfortable or undesirable. It is important to remember this can include escaping a task that you are unable to do.</td><td>These behaviours are performed in order to receive social interaction from others and can be either positive or negative attention. It is considered connection seeking, not attention seeking.</td><td>Behaviours that are performed to gain access to items or preferred activities. Tangibles and escape often occur together.</td></tr>
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B - Classroom

Establish structured classroom routines	• Establish procedures for orderly, calm entry to and exit from the classroom and for subject transitions – e.g. junior songs/rhymes e.g. 'Walking, walking, one, two, three…'; tidy-up song; 'Every time I stand in line' rhyme • Clear procedures for collecting books, sharpening pencils etc.
Teach listening skills	Call and response "Hands on top….That means stop" etc. Practice listening exercises, e.g. by means of 'Show and Tell,' and P.E. games such as 'Traffic lights.' What does a good listener look like? (social stories) How can we show people we are listening?
Clean and orderly classroom environment	• Neat and organised desks • Neat organisation of readers, books, copies etc. • Clear, stimulating, regularly updated wall displays • Visual timetable, colour-coded groups and activity rotations, clearly explained and displayed
Have learning materials prepared. Include differentiated and advanced work.	Clarify learning expectations by giving instructions as follows: • Clear children's tables and seek and gain full attention (Jenny Mosley's hand up without speaking, waiting for calm, focused attention) • Short, clear and specific instructions • Expressed in positive terms • Followed by time for the children to comply • Followed by positive reinforcement of children who have unhesitatingly followed the instruction(s) • Reinforced by giving further signals to non-compliant children, such as standing close, using eye-contact and using their name(s)
Clarify high level of self-regulated behaviour expectation	• Display and refer to Golden Rules daily • Children are made aware that inappropriate behaviour has clear, consistent consequences

	• Discuss misbehaviour as it arises using ABC (antecedent, behaviour, consequence leading to discussion of 'what, why, next time…' to create better decision-making and choosing of positive options. • Be explicit about expectations • Present choices and options to hold children accountable for choosing behaviour • Consequences/sanctions are consistent, brief, promptly applied, reasonable and proportionate to the behaviour concerned • Intrinsic rather than extrinsic rewards, e.g. extra Golden Time/reading of a novel/construction activity/quiet time/movement break (no 'traffic lights' or other extrinsic sanction which can lead to a negative reputation for a child). • Colour-coded voices • Hands up, look and listen to the speaker • Courtesy and civility when addressing each other, "Excuse me" etc.

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Appendix 3: Minor, Serious and Gross Misdemeanours

Minor Misdemeanours

- pushing in the line, verbal disruptions.
- breaking the agreed class rules, including during lunchtime.
- Interrupting class work, which prevents others from learning.
- leaving seat without permission at lunch time.
- running in school building.
- having chewing gum.
- not responding to the school bell in a timely manner.
- failing to line up correctly when requested to do so.
- being discourteous and unmannerly/ use of unsavoury language.
- not completing class work without a good reason.
- isolated acts of disrespect/unkindness to any staff member/pupil/parent/visitor.

Minor Misdemeanours Steps and Sanctions	
STEP 1	Verbal reminder and use of restorative questions
STEP 2	If behaviour persists after the verbal reminder and restorative questions, an immediate logical consequence is put in place, e.g. removal from the activity for a period of time, time out during yard, etc.
STEP 3	Parents & Principal Informed

Serious Misdemeanours

Verbal, physical or emotional abuse, defiance/cheek, continuous breach of minor misdemeanours, not complying with teacher instructions or continual non-completion of classwork, constantly disturbing the learning of others and their ability to concentrate on class work.

- Regular acts of disrespect/unkindness to any member of the school community.
- Regular instances of speaking out of turn, interrupting others and being inattentive.
- Regularly preventing others from learning.
- Deliberately refusing to co-operate with instructions.
- Using a mobile phone during school hours.
- Vandalism of school property.
- Repeated answering back to any staff member/pupil/parent/visitor.

- Constantly disruptive in class.
- Persistent minor misbehaviours.
- Stealing.
- Deliberately endangering oneself or fellow pupils during all school activities.
- Willful damage to the property of another child/children.
- Frequenting school premises after school hours without appropriate permission.
- Leaving the school premises during the school day without appropriate permission.
- Using 'targeting' language.
- Verbal abuse or discriminatory remarks.
- Inappropriate touching and displaying of body parts (age appropriate).

Serious Misdemeanours Steps and Sanctions	
STEP 1	Behaviour discussed with the pupils involved. Relate Stressor Tool filled out, and parents informed. The child will lose a privilege e.g. choice of seat or working with a preferred partner/group, access to free choice during class time, use of additional classroom resources (e.g. iPads), and extra breaktime activities linked to positive behaviours. Loss of privileges will be proportionate to the behaviour, time-limited, and explained clearly to the student. The child will complete a 'Reflection Sheet' during this time, which will be signed by parents Reflection sheets will be based on the restorative practice questions and are suitable for children in 2nd class – 6th class.
STEP 2	Incident referred to Principal. Any incident of intentional physical aggression towards a staff member or another child in the class will result in parents being called and asked to collect their child from school.
STEP 3	Parents invited in for meeting.

Gross Misdemeanours

- . Wilful and deliberate failure of a student to obey a school staff member's direction during an aggressive incident towards a staff member.
- Deliberate continued defiance.
- Any physical abuse of anyone or persistent fighting.
- Repeated incidents of deliberate, verbal or non-verbal abuse, sexist, homophobic or racist remarks.

- Deliberate damage to property, whether personal or school.
- Swearing, spitting, or biting.
- Using or carrying prohibited drugs.
- Smoking, consuming alcohol.
- Bringing weapons to school or using objects as weapons in school e.g. knives.

Procedure for Gross Misdemeanours	
Step One	Removal from area for Health and Safety reasons.
Step Two	Referral to Principal/Deputy Principal, who will complete ABC with relevant staff.
Step Three	Parents notified of gross misdemeanour and are invited in to discuss sanction with Principal.
All Gross Misdemeanours are grounds for implementing a suspension.	

Appendix 4 : Logical Consequences

HXETNS uses **logical consequences** to help children understand the link between their actions and outcomes. A logical consequence is directly related to the behaviour, for example, cleaning up a mess that was made, apologising for hurtful words, or losing a privilege connected to the behaviour. These consequences are calm, respectful, and instructional rather than punitive. They help children learn responsibility, repair relationships, and make better choices in the future.

Appendix 5: Parental Involvement

Involving Parents in the Management of Problem Behaviour

In the case of persistent misbehaviour or a serious incident of misbehaviour, generally the class teacher will contact parents, either verbally or in writing. The Principal may also contact the parent. In the case of gross misbehaviour, the Principal, Deputy Principal, class teacher or Special Educational Needs teacher will contact parents/guardians either verbally or in writing.

Teachers will be mindful of the sensitivities of parents when meeting to discuss their child's behaviour. The Principal may also be present, and the child may be included at some stage of the meeting.
Parents are encouraged to contact the class teacher if they have concerns. This may be done by making an appointment with the class teacher via Aladdin, as per the school's Communication Policy.

Appendix 6: Suspension / Expulsion procedures

The Board of Management has the authority to suspend a student.

Grounds for Suspension:

- 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 or injury to another person/child.

Note: A single incident of serious misconduct may be grounds for suspension.

For gross misbehaviour or repeated instances of serious misbehaviour, suspension will be considered.

Aggressive, threatening, or violent behaviour towards a member of staff or another pupil will be regarded as serious or gross misbehaviour.

The Board of Management has authorised the Principal and/or the Chairperson to exclude a student from the school for a maximum initial period of three school days.

Procedures that ensure fairness when excluding a pupil will include:

- Ensuring other means of intervention and dealing with the behaviour have been tried.
- Parents will have been invited to the school to discuss the intention to exclude.
- A fair investigation will have taken place, taking both parents' and pupils' perspectives into account.
- Parents and student will be informed about the complaint.
- Parents and student will be given the opportunity to respond

Parents may be informed by phone or in writing.

- The BOM, before reaching the decision to exclude a pupil, will ensure its decision will be treated in an unbiased manner. Suspension will be in accordance with the terms of Rule 130(5) of the Rules of National Schools.
- Following suspension, a plan to reintegrate the student will include, where possible, an arrangement for a member of staff to provide support during the re-integration process. Student/ behaviour support plans will, if necessary, be put in place for the student and his or her parents. This will enable the school to set behavioural goals with the student and parent/s. All efforts will be made to support the student in adhering to this contract. It will be expected that the parent/s will support and maintain support at all times for their child.
- When an immediate suspension is considered by the Principal, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. The formal investigation will immediately follow the imposition of the suspension. In the case of immediate suspension, the parents/guardians will be notified, and arrangements made with them for the student to be collected.
- HXETNS Suspension Form will be filled in, noting which parent/guardian collected the

student, what time the student was collected, the place and time of supervision and the personnel supervising whilst awaiting the arrival of parents/guardians.

- The Parent/Guardian will sign the HXETNS suspension form (see Appendix 5).
- The Board of Management has authorised the Principal, with the approval of the chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion.
- The National Education Welfare Board will be notified by phone, or email and using the standard form if a student is suspended for a cumulative total of six or more days.

Implementing the Suspension

The Principal has been authorised in writing to impose an automatic suspension. The following behaviours will result in immediate suspension:

- Verbal abuse or threat of a staff member (1 day suspension).
- Initiating a physical fight (2 day suspension).
- Participating in a physical fight (1 day suspension).
- Persistent Insubordination i.e. refusing to follow the instructions of a staff member repeatedly during the school day (1 day suspension).
- Gross Insubordination i.e. refusing to follow the instructions of a staff member during an incident of violence or aggression (2 day suspension).
- Absconding (3 day suspension) for first incidence.
- Physical violence to a staff member (5 day suspension).

Other serious misbehaviours may warrant an immediate suspension if they put the health and safety of students or staff at risk.

When an assessment of the facts confirms serious misbehaviour that warrants suspension, the Principal will:

- Remove the student from the class.
- Inform the student of the suspension.
- Inform the parents/guardians of the suspension and need to collect the student from school.
- Ensure that the HXETNS Suspension Form is filled in noting which parent/guardian collected the student, what time the student was collected, the place and time of supervision and personnel supervising whilst awaiting the arrival of parents/guardians.
- Ensure that the Parent/Guardian signs the HXETNS suspension form (see Appendix 5).
- Arrange for a meeting with the parents/guardians on arrival to outline the behaviour and suspension. This meeting should be attended by the Principal and the parents/guardians of the student. During this meeting, a plan to reintroduce the child to school should be decided upon.

Period of Suspension

A student will not be suspended for more than 3 days, except in exceptional circumstances where the principal recommends to the Board of Management that a period of suspension longer than 3 days is needed to achieve a particular objective.

The Board of Management considers the following circumstances are ones where the principal would consider recommending more than 4 days as an appropriate suspension. Any one of the following on its

own may be considered appropriate to warrant a recommendation of a longer suspension:

- When the student fails to recognise or acknowledge the seriousness of the events leading to a proposed suspension.
- Where injury has been inflicted on another person to such a degree of severity as to warrant medical attention and/or a visit to a doctor.
- Where the student continues to display belligerence, hostility or aggression.

If a suspension longer than 4 days is being recommended by the principal the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

The Board of Management has authorised the Principal in writing, with the approval of the Chairman of the Board of Management, to impose a suspension of up to 5 days in circumstances where a meeting of the Board of Management cannot be convened in a timely fashion, subject to the guidance already provided to the principal concerning such suspensions.

The Board of Management will formally review any proposal to suspend a student, where the suspension would bring the number of days for which a student has been suspended in the current school year to 20 days or more.

Expulsion (Permanent Exclusion)

The Board of Management has the authority to expel a student. As a matter of best practice this should be reserved for the BOM and not be delegated.

Grounds for Expulsion

Before a student is expelled:
A meeting is held with parents and student to try to find ways of helping the student to change her/his behaviour.

- Ensuring the student understands the consequences of his/her behaviour, should it continue.
- Ensuring all possible options have been tried.
- Seeking the assistance of support agencies.

Serious grounds are:

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The student's presence constitutes a real and significant threat to safety.
- The student is responsible for serious damage to property or injury to another person/child.

The kinds of behaviour that might result in expulsion for first offence:

- ✔ A serious threat of violence against another student or member of staff.
- ✔ Actual violence or physical assault.
- ✔ Supplying illegal drugs to other students in the school.
- ✔ Sexual assault.

Suspension / Expulsion Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Youth against some decisions of the Board of Management, including:

(1) Permanent exclusion from a school and

(2) Suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

Note:

- Parents/Guardians will be informed in writing by the Principal of the decision of the Board of Management to permanently exclude or suspend the student.
- Parents/Guardians will be informed of their right of appeal, the associated time frame of 42 calendar days from the date of decision of the school is notified to the parents and student.
- Parents will be given a copy of the Circular 22/02.
- The Board of Management will prepare an appeal if the school's decision is being investigated by the Dept of Education and Youth.

Appendix 8: Suspension Form

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This form is completed on a Suspension of a student from Harold's Cross Educate Together National School.

Student Name: _____ Date of Birth: _____

PPS Number: _____

Class: _____

Names of Parent/Guardian Collecting Student from School: _____

Time Collected from School: _____

The student was supervised in _____(place in school) from _____to _____ (times). The student was supervised by _____.

Additional Information:

Parent/Guardian Signature/s: _____

Principal's Signature: _____

Time: _____ Dated: _____