



Inver College

Code of Behaviour

2026-2028

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Inver College – Code of Behaviour (working Document) This is a draft document.4

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Inver College – Code of Behaviour.

Introduction

This Code of Behaviour was developed in **2026 – 2028** by Inver College in accordance with the guidelines Developing a Code of Behaviour: Guidelines for Schools, published by the National Educational Welfare Board, 2008 and in consultation with the members of the Board of Management, staff, students and Parents' Association. The Code of Behaviour conforms with legislation as required by Section 23 of the Education Welfare Act (2000). The Code of Behaviour will be available on the school website, in the school office, referenced in the school journal, and a copy of the Code is given to new parents at the beginning of the school year prior to enrolment.

This Code is to be read in conjunction with the CMETB Suspensions and Expulsions Policy ([Appendix 1](#))

1. Purpose and Scope

Inver College is committed to a safe, respectful, and productive learning environment. This Code sets standards of behaviour for students, the measures to be taken where standards are not observed, and fair procedures for disciplinary decisions, including suspension/expulsion, as required by **Section 23 of the Education (Welfare) Act 2000**.

The Code applies on campus, on journeys to/from school, online where actions affect school life, and at all school-related activities, events, trips, and competitions.

This policy has been drawn up following a number of consultation meetings with parents/guardians, staff, students and school partners, including the Board of Management. This policy is in line with National Educational Welfare Board guidelines. This policy should be read in conjunction with other school policies including the Bí Cineálta Policy, Child Safeguarding Statement, and Health and Safety Policy and Statement.

2. Relationship to the School's Mission Statement.

This policy has been developed in line with the mission of our school which has, at its core, "the student is at the heart at everything we do." Our school Code of Behaviour is

based on respect for oneself, for others and our environment, so that a positive and cooperative school atmosphere prevails.

Our approach is educative, preventative, consistent, and fair. It is grounded in the [NEWB Developing a Code of Behaviour: Guidelines for Schools \(2008\)](#), which emphasise whole-school collaboration, student voice, clear standards, promoting positive behaviour, proportionate responses to inappropriate behaviour, and fair procedures.

3. Goals/Objectives

The aims of our Code of Behaviour are:

- To create a climate that encourages and reinforces good behaviour
- To create a positive and safe environment for quality teaching and learning
- To build positive relationships of mutual respect and mutual support among students, staff, parents and visitors
- To encourage students to take personal responsibility for their learning and their behaviour
- To have effective procedures in place which will allow for the day to day running of the school and which meet the demands of current legislation
- To help students mature into responsible and participating citizens
- To allow for the appropriate involvement of all members of the school community
- To ensure understanding by the parents, students, staff and management of the Code of Behaviour and the reasons for it
- To outline the strategies to be used to prevent poor behaviour and the ways in which positive behaviour is acknowledged
- To outline the structure of fair, consistent, and agreed sanctions that will be used in response to negative behaviour
- To outline the interventions to be used when a student repeatedly misbehaves

4. Policies linked to the Code of Behaviour

- ICT Acceptable Use Policy, Administration of Medicines policy Admission Policy
- BÍ Cineálta Policy
- Attendance and Punctuality Policy
- Child Safeguarding Statement and Risk Assessment
- Extra-Curricular Policy
- Homework Policy
- Safety Health and Welfare Policy,

- Social Media Policy
- Substance Abuse Policy,
- Suspension and Expulsion Policy

5. Roles & Responsibilities

The school climate and atmosphere are created by the actions and the behaviour of everyone in the school. Our school acknowledges the contribution of all members of the school community. Each member has responsibility for the promotion of good behaviour and a role in strengthening positive relationships of respect and trust. The school expects that students will, always do their best to uphold the Code of Behaviour of our school. See section 8.4 of the NEWB guidelines for more information on the roles and responsibilities of adults within the school environment.

- **Teachers:** As part of a whole-school approach, teachers are expected to promote positive behaviour through consistent classroom management, clear expectations, and the use of positive reinforcement, while also responding appropriately and fairly to instances of misbehaviour. The guidelines emphasise that teachers play a key frontline role in creating a supportive learning environment, modelling respectful behaviour, and applying agreed procedures consistently, in collaboration with school leadership, parents, and the wider school community to maintain high standards of behaviour
- **Students:** Uphold school values, attend punctually, engage in learning, treat all with respect; follow staff instructions; care for property; use digital devices appropriately.
- **Parents/Guardians:** Support the Code, monitor attendance and progress, engage constructively with staff, ensure homework completion and uniform compliance, and use the school communication system for school communications.
- **Staff:** Build positive relationships, teach and model respectful behaviour, use consistent classroom strategies, record concerns, apply graduated responses and referrals.
- **Year Heads/Discipline Committee/Senior Leadership:** Monitor behaviour, attendance, and uniform, coordinate interventions, implement fair procedures; convene meetings, oversee suspensions/expulsions per CMETB policy.
- **Other Staff:** The school acknowledges the contribution of ancillary staff (SNAs, Secretary, Caretaker, Cleaners etc.) in the day to day running of the school. They too have a part to play in the successful operation of our Code of Behaviour.

They have a responsibility to report incidents of misbehaviour and examples of positive behaviour they witness.

- **Board of Management:** All policies are developed with the authority of the Board of Management and must be approved by its members and formally approved and confirmed by Cavan and Monaghan Education Training Board, before becoming official school policy. While members of the Board of Management are not involved in the day-to-day procedures, they are the body to whom parents and students over 18 may appeal in cases of suspension or expulsion.
- The adults in the school have a responsibility to model the school's standards of behaviour, in their dealings both with students and with each other, since their example is a powerful source of learning for students. Parents/Guardians are expected to model the standards that the students are asked to respect. The ways in which parents and teachers interact provides students with a model of good working relationships.

6. Standards of Behaviour

6.1 In line with The Attendance & Punctuality

- Be present and ready for registration; move promptly between classes. Appointments should be scheduled outside school hours where possible. Inver College recognises the importance of good student attendance and how it correlates to student success.
- If a student needs to leave the school during the school day to attend an avoidable appointment, or for any reason, a parent/guardian will collect the student. The parent/guardian will have communicated this information on the school communication platform. A parent/guardian will be present at the front office to sign a student out of school. The student or parent/guardian will note this on the sign in/out app on the school management system. A collecting parent/guardian may have their photograph taken on the app. This is to ensure that the school has a record of the student being collected and a record of the parent/guardian collecting.
- Parents/guardians record absences on the school management system. Persistent lateness/absence triggers interventions. Where a student is absent for an aggregate of 20 days in a school year, the school is statutorily obliged to notify Tusla Education Support Services.

- Suspension reporting: Schools must notify Tusla if a student is suspended for not less than 6 consecutive days. Shorter suspensions count toward the 20-day threshold.
- Reduced school day arrangements must be exceptional, time-bound, reintegrative, and not used as a de facto sanction. Schools must notify TESS of reduced days (in place since 1 January 2022).

6.2 Uniform & Appearance

- **Note:** The school uniform consists of a navy V neck jumper with school crest, navy trousers/skirt as decided by the school authority, blue shirt, Inver College tie, only white round neck T-shirt are to be visible under the school shirt, **low heeled black soft with black soled shoes (no logos on shoes)** and Inver College school jacket (non-uniform jackets are not permitted)
- The school PE uniform consists of an Inver College half zip, Inver College tracksuit bottoms, an Inver College jersey and plain black PE runners. (Hoodies cannot be worn under PE half zip and leggings are not permitted)
- Students are required to wear the full school uniform and PE uniform as specified.
- They must maintain a neat, natural looking hairstyle and limit jewellery/piercings to small stud earring/s in the ear lobe. No facial/tongue piercings are permitted. Visible tattoos are not permitted. Fingernails are to be kept short and must not interfere with teaching, and learning, or safety. Nonuniform items may be confiscated for collection by a parent/guardian at a suitable time.
- Hats and scarves are to remain in a student's school bag for the duration of the school day. Exemptions to this rule exist for head gear worn for religious/cultural purposes.
- Smoking and vaping and the use of any tobacco or nicotine product is forbidden anytime you are wearing the school uniform, when representing the school or when engaged in any school activity. When wearing the Inver College uniform, you represent our school and behaviour must reflect this.

6.3 Respect, Safety & Movement

- Students are expected to treat peers, staff, and visitors with courtesy, avoid offensive language, follow the one-way system and school boundaries where necessary, eat only in designated areas, and immediately report accidental damage and any damage they are aware of, to school personnel.

- Students are informed that strictly **no** weapons, lasers, or dangerous items are permitted. Chewing gum is not allowed at Inver College.
- All students are expected to always treat Inver College staff with respect, both in school and outside the school grounds.

6.4 Teaching & Learning

- Students are expected to listen, contribute, and not disrupt lessons. They are required to sit in assigned seats, complete homework to an acceptable standard, have the school journal, in their possession, and present it in each lesson.
- Students must obtain teacher permission to leave class and have a record of this in the school journal. Students will carry their journal with them when they have permission to be out of the classroom.
- The school journal will be kept in an acceptable condition and available throughout the school day.
- The journal is an important means of communication between school and home and is an essential school document.
- It must be signed by a parent/guardian at the end of each week.
- Students will be expected to purchase a replacement school journal should the journal not be available or not in the required condition.

6.5 Preparedness

- Students are expected to bring the required books, copies, pens, and equipment to class each day. Books/journals must be in good condition and free of graffiti.
- Personal property should be labelled with the student's name.
- Books issued to students in Inver College under the book loan scheme must be returned in the required condition at the end of the loan period.
- Property brought to school is the student's responsibility.

7. Mobile Phones and Digital Devices

- The State Examinations Commission does not allow mobile phones to be used as calculators or clocks during state examinations. This is also the school policy for inhouse tests/examinations.
- Mobile phones must be set on airplane mode and then placed in a phone pouch and immediately locked prior to entering the school. All mobile phone pouches must be locked closed.

- If a mobile phone is not in a phone pouch, it is deemed contraband and will be confiscated by teachers and left in the front office. A parent/guardian must collect the phone at the end of the school day or at a later date.
- If a phone rings or is produced in a classroom or between classes, the phone will be confiscated by the teacher/s and may be left in the front office. A parent/guardian can collect the phone at the end of the school day. Confiscated phones cannot be collected until the end of the school day.
- Further breaches of this rule may result in the prohibited item being confiscated for a longer period or more severe sanctions being imposed.
- A student whose phone has been confiscated may use the school phone, if necessary.
- Where a student is seen by a member of staff with a phone but refuses to hand it over, an investigation will take place and pending the outcome of the investigation; the student may receive an automatic sanction.
- The school accepts no responsibility for the loss, theft, or damage to a mobile phone or any electronic device in school.
- The school will not undertake an investigation should a loss, or theft occur.
- All students are reminded that videoing/recording any member of the school community during school hours or on a school related activity is strictly **forbidden and are also reminded that sharing such content on social media or closed groups bears its own legal repercussions. Students are also reminded that generating images of any member of the school community is strictly forbidden and may incur its own legal repercussions.**

8. Personal Relationships

Public displays of personal affection (e.g. kissing, hugging) are inappropriate in a school environment.

9. Substances

Alcohol, prohibited/psychoactive substances, smoking/vaping, and the use of any nicotine product/s are forbidden on school grounds, in school uniform, and at all school-related activities.

10. Boundaries, Transport, Trips & Sport

The College boundaries are clearly defined, and each student is made aware of the restrictions that apply. 'Boundaries' is taken to mean interior and exterior limits of access for students. Inver College boundaries are there for the safety and protection of the student body. The College has a responsibility for the students in its care and so must be aware of where students are always. A breach of the College boundaries will

be deemed a serious breach of the College Code of Behaviour. Junior students are not permitted to leave the school premises and Senior students are only permitted to leave school during a big lunch break and must return to school on time. Senior students who go downtown during lunch break are reminded that the Code of Behaviour standards still apply, and transgressions may be subject to school sanctions.

11. Students travelling by bus or car

Students travelling to the College by bus are not allowed to get off, or on buses up town in the morning or afternoon, respectively.

Parents are requested not to enter the school grounds for pickups unless there is a medical reason, for health and safety reasons that the school management is aware of.

Students who drive themselves to school must park outside the school grounds. Students are not allowed to carry other students in their car, apart from siblings, with parents' permission. Students driving to school must adhere to all national guidance applicable to road users. Students are not allowed to use or visit their vehicle to collect belongings during the school day.

Students must comply with bus rules and follow all instructions on trips and when attending school activities. Participation on school teams, trips, work experience and any outing may be contingent on behaviour/attendance. Supporters permitted to attend games must behave respectfully and are reminded that they are governed by the school Code of Behaviour.

12. Work Experience

Work Experience is an integral component of Transition Year (TY) and Leaving Certificate Applied (LCA) and Life Community and Work (LCW) programmes and provides students with valuable opportunities to develop personal, social, and vocational skills. While on Work Experience, students remain enrolled pupils of Inver College and are expected to always uphold the school's Code of Behaviour.

Students on Work Experience are regarded as representatives of the school and are expected to:

- Attend punctually and consistently and notify the school and employer of any absence
- Behave respectfully and responsibly towards employers, colleagues, and members of the public
- Follow all workplace rules, instructions, and health and safety procedures

- Present themselves appropriately and act in a professional manner
- Engage positively with tasks assigned and demonstrate a willingness to learn

The school is committed to an inclusive approach, ensuring that students with additional educational or support needs are appropriately prepared for and supported during Work Experience placements. Reasonable accommodations will be planned, where required, in consultation with students, parents/guardians, and relevant staff.

Any breach of the Code of Behaviour while on Work Experience will be addressed in line with the school's disciplinary procedures and may result in review meetings, early termination of the placement, or other appropriate sanctions.

13. Promoting Positive Behaviour

In Inver College students will be encouraged in their efforts to uphold the Code of Behaviour by use of the following measures:

- The Code of Behaviour will be published on the school website, and a summarised version is published in the Student Journal. Students and their parents are asked to read it and to sign their agreement with the content when registering as a student at Inver College. By doing so, they acknowledge their support and co-operation with it. This is to ensure that parents and students understand what our rules are, why they must be adhered to, and what procedures will be followed if the rules are not upheld.
- Aspects of the Code are explained at the information meeting held each year for parents of incoming First Years. Parents are encouraged to contact their son/daughter's Year Head if they wish to raise a concern about a behavioural matter. Parents are invited to get involved in the Parents' Association and attend meetings as organised by the association throughout the year.
- At the start of each school year, the Code of Behaviour is explained to all students. This is done to give students the opportunity to think and talk about behaviour, learning and rules so that they can understand what the Code of Behaviour means for them.
- The Code of Behaviour is presented to teachers the beginning of the school year. At the beginning of the school year teachers are brought through the main aspects of the implementation of the Code. This is done to promote consistency of practice. An annual Induction programme is made available to all teachers

new to Inver College, and to all student teachers availing of teaching placement in the school.

- We recognise in Inver College that effective teaching and learning is closely linked to good behaviour. When students are engaged and motivated to learn, it is more likely that their behaviour will be positive.
- If a student is in breach of a rule, he/she may be asked to explain (orally or in writing) the rule he/she has breached, to describe what effect this breach has had on members of the school community, and how he/she could act differently in the future to avoid being in breach of the rule. This is done to develop the student's sensitivity and consideration for others and to assist them in upholding school rules in future. The principles of Restorative Practice are also applied where possible. Students are encouraged to speak to their Tutor or Year Head if they wish to raise a concern about a behavioural matter.
- School rules and the reason for them are discussed as part of the school's pastoral care programme or as part of SPHE. The notion of tolerance for others, self-control, a sense of fairness and the principles of natural justice are also discussed as part of the Religious Education programme in Inver College.
- Issues such as Bullying, Racism, Sexism, Harassment, Violence, Substance Misuse are discussed with the students during their time in our school, using current legislation, current affairs, and outside speakers. This is to help the students better understand these issues so that they can base their thinking, understanding and action on information and in line with the values espoused in our school.

In Inver College our ETHOS plays an important role in our school. We incorporate the core values: Equality, Respect, Excellence in Education, Care and Community in our daily interactions. Our students are required to promote our school ETHOS in all they do.

The school's B'í Cineálta Policy, which is published on the school website and of which a summarised version is published in the Student Journal, sets out the actions taken in relation to alleged breaches of the policy.

Recognising Positive Behaviour

At Inver College, we place a strong emphasis on recognising and celebrating positive behaviour as a cornerstone of our school culture. We acknowledge that effective teaching and learning are closely linked to good behaviour, and when students feel valued and motivated, they are more likely to engage positively in school life.

14. Graduated Responses

Where standards are not met, staff will respond consistently and proportionately, considering context, needs, and impact, consistent with NEWB guidance.

To address breaches to the school Code of Behaviour it may be necessary from time to time for a teacher, year head or member of school management team to ask a student to step outside of the classroom to discuss a behaviour of concern. This conversation is a means of investigating an issue, and allowing for space to give a student the opportunity to have their voice heard. This conversation seeks to make progress in reaching an inevitable resolution. Further meetings may be required to investigate and address an issue.

Level 1 – Classroom strategies

Reminder/caution; change of seat; short reflective task, note recorded on the school management system, completion of work, apology sought from student, task or suitable extra work may be assigned.

Level 2 – Recorded sanction & contact

Entry/points reduction on the school management system phone call/communication home; lunchtime detention (20 minutes), removal of a privilege, fine imposed if required to repair/replace property.

Level 3 – Escalation

After-school detention (Wednesday, 1:30–2:30pm); Yellow/Red day reports; behaviour contract; meeting with Year Head/Discipline Committee.

Level 4 – Serious or repeated breaches

In-house suspension; out-of-school suspension (per CMETB policy); removal from trips/teams; referral to external agencies where appropriate; recommendation to Board of Management in extreme cases.

Notes on recording thresholds (graded system)

Students start on **100 points**; points are deducted for minor indiscretions; at **85 points: Yellow Day report**; at **75: Discipline Committee**; at **70**: consideration of more serious

sanctions and removal from trips/teams. Opportunities exist to **redeem points** by improved behaviour.

14.1. Referrals & Fair Procedures

Referral ladder:

Breaches to the school Code of Behaviour will be referred to → Year Head → Deputy Principal/Principal → Discipline Committee → Board of Management (for suspension/expulsion decisions).

Serious matters may bypass steps if necessary to protect safety, teaching and learning and apply fair procedures.

Fair procedures

include informing the student/parents of the concern; offering an opportunity to respond; proportionate decision-making; records of actions/decisions.

14.2. Students with Additional Educational Needs

Teachers and SNAs will communicate standards in accessible ways, check understanding, and adapt strategies/sanctions to be fair, consistent, and supportive of learning needs.

15. Suspension & Expulsion (Overview)

Inver College follows the **CMETB Suspension & Expulsion Policy (Appendix)** and the legal requirements summarised by NEWB guidance. Suspensions are proportionate and recorded; **TESS must be notified** where a suspension is **≥6 consecutive days** and when the aggregate of absences, including suspensions, reaches **20 days**.

Expulsion proposals are rare and reserved for extreme cases (e.g., persistent significant disruption; serious threats to safety and to the teaching and learning). Intention to expel and confirmed expulsions must be notified to TESS; a 20-day period applies after Tusla notification before expulsion may proceed, with rights of appeal under **Section 29 of the Education Act 1998**.

16. Communication with Parents/Guardians

The **Code** is available on the school website and on request. Parents/Guardians receive the Code and confirm support on enrolment. The school management system provides

access to attendance, behaviour, reports, and timetables. Routine communication occurs via the school management system, journal, reports, meetings, letters, and school text messages.

Should a parent/guardian have a concern/query they are welcome to call the school office and the matter will be directed to the necessary staff member or Senior Management Team member as required.

Should a member of the community have a child protection concern, we encourage them to visit our school website where they can make an official report.

Should there be a concern in relation to BÍ Cinealta procedures or policies, please visit our school website where you can furnish the school with a report for consideration.

Students are advised that acceptance of the school's Code of Behaviour and all school policies signed at enrolment persist throughout the student's time in Inver College regardless of their age.

Communication with parents of students who are over 18 remains in place for school personnel in an emergency or situation where the student's vital interests need to be protected or where the wellbeing of a student is being supported.

17. Implementation & Review

Staff and students are inducted annually. The Code is monitored regularly and reviewed with the Board, staff, parents, and students. Changes reflect evolving guidance from the **Department of Education**, Tusla, and CMETB.

This Code of Behaviour was drawn up in consultation with the parents, students, staff, and management of Inver College. The Code is monitored and reviewed on a regular basis. Aspects of the Code are discussed formally at Year Head, Staff, Department, Board of Management and Committee meetings. Teachers are encouraged to communicate concerns and suggestions to the pastoral team.

This policy was adopted by the Board of Management of Inver College at the meeting of the Board on

Signed



Chairperson

Date

26.5.26

Signed Smeed M. Wilson
Principal

Date 26.5.26

Appendix 1



INVER COLLEGE
UNDER THE AUSPICES OF
CAVAN AND MONAGHAN EDUCATION AND TRAINING BOARD
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SUSPENSION AND EXPULSION POLICY AND PROCEDURES

1. Policy Statement

- 1.1. The suspensions and expulsions policy applies to all schools established and maintained by Cavan and Monaghan Education and Training Board.

2. Legal framework

- 2.1. Cavan and Monaghan 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 Inver 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. Inver 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. Inver College recognises the Right to Appeal pursuant to Section 29 of the Education Act.
- 2.4. In regard to informing the Education Welfare Board, Inver College affirms its statutory obligation pursuant to section 21 (4)(a) of the Education Welfare Act.
- 2.5. Inver 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 Inver 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 Cavan and Monaghan ETB to the Boards of Management of each of the schools under its control.
- 3.2 Cavan and Monaghan ETB recognises that the Boards of Management of Inver College may delegate this authority to the Principal of Inver 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 Inver College recognises that suspension is only one strategy within the Inver College Code of Behaviour in response to inappropriate behaviour.
- 3.4. Inver 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. Inver College works closely with parents to assist a suspended student to re-join the school community successfully.
- 3.5. Inver 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 students 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. Inver College affirms that all suspensions must be notified to the Board of Management of Inver College.
- 3.7. Inver 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. Inver 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 Inver 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 Inver College affirms that students attending Inver 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. Inver 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 Inver 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. Cavan and Monaghan ETB recognises that the Board of Management of Inver 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 Inver 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 indefinite periods. Any such suspension would be regarded as a de-facto expulsion.

5 Procedures in respect of Suspension.

5.1 Cavan and Monaghan ETB affirms that Inver 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. Cavan and Monaghan ETB recognises that the Board of

Management of Inver 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, Cavan and Monaghan ETB recognises that the Board of Management of Inver 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 Cavan and Monaghan ETB affirm the Boards of Management of Inver 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 Inver 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 Inver College.
- The provision to appeal to Cavan and Monaghan ETB.

- 6.2 In the case where Parents do not agree to meet with the Principal, Cavan and Monaghan 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 Inver 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
- 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 Inver 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 Inver 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 Cavan and Monaghan ETB
- 10.3 Where an appeal to Cavan and Monaghan ETB is concluded, Parents and the student may appeal to the Secretary General of the Department of Education and Skills.
- 11.1 Cavan and Monaghan 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 Cavan and Monaghan ETB to the Board of Management of Inver College.
- 11.2 Expulsion should be a proportionate response to the student's behaviour. Inver 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 Inver College in extreme cases of unacceptable behaviour.

11.3 The Board of Management of Inver College affirms that Inver 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 Inver 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 Inver 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 Inver 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 Inver 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 Inver 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 Inver 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 Inver 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 Cavan and Monaghan 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 Cavan and Monaghan ETB and they should be supplied with the standard form on which to lodge an appeal.
- 17.2 Where an appeal to Cavan and Monaghan 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 Inver 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 Inver College will be 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 Cavan and Monaghan Education and Training Board and Inver College Board of Management.

This policy was adopted by Cavan and Monaghan Education and Training Board on _____

This policy was reviewed in May 2026 and adopted by Cavan and Monaghan Education and Training Board for incorporation into school's Codes of Behaviour on _____

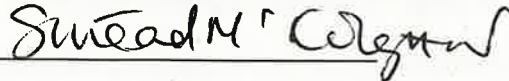
This policy was ratified by the Inver College Board of Management on 26-5-26

Signed



Chairperson of Board of Management Colm Carthy

Signed



Principal Sinead McColgan

Deputy Principals Fiona Mulholland
Pauric Finnegan

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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;