ENNIS COMMUNITY COLLEGE
GAELCHOLÁISTE AN CHLÁIR

CODE OF BEHAVIOUR

Academic Year 2026/2027

Policy owner	Board of Management
Operational lead	Principal
Draft reviewed	August 2026
Proposed ratification	24/08/2026
Next formal review	Annually and sooner where legislation, Department/ETB direction or school need requires

Bord Oideachais & Oiliúna
LUIMNIGH & AN CHLÁIR
LIMERICK & CLARE
Education & Training Board

1. Purpose, ethos and legal basis

Ennis Community College / Gaelcholáiste an Chláir is committed to an inclusive, safe, respectful and orderly learning environment in which each student is cherished equally and supported to develop personally, intellectually, socially and morally. The Code is primarily preventative and educative. It promotes positive behaviour, relationships, belonging, responsibility and participation, while providing clear, fair and proportionate responses when behaviour falls below expected standards.

This Code is prepared having regard to, among other applicable requirements:

- Education Act 1998, as amended, including section 29 appeals.
- Education (Welfare) Act 2000, especially sections 18, 20–24 and the statutory requirement for a Code of Behaviour.
- Tusla/NEWB, Developing a Code of Behaviour: Guidelines for Schools.
- Equal Status Acts 2000–2018 and the school's duties to prevent discrimination and harassment.
- Education for Persons with Special Educational Needs Act 2004 and the principle of inclusive provision.
- Disability Act 2005 and applicable reasonable-accommodation duties.
- Children First Act 2015 and the Department's Child Protection Procedures for Schools 2025, once formally adopted by the school.
- Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools (2024), mandatory from 1 September 2025.
- Department Circular 0045/2025 on restricting students' use of and access to personal mobile phones during the post-primary school day.
- Current Department procedures for appeals under section 29 of the Education Act 1998.
- ETBI/LCETB governance requirements and the ETBI Patron's Framework on Ethos.

2. Scope

The Code applies during the school day, on school premises, on school transport where relevant, on tours, trips, work experience, sporting and extracurricular activities, and at other school-related events. It may also apply to behaviour outside school where there is a clear connection with school life and the behaviour has a demonstrable impact on the rights, safety, wellbeing, dignity, teaching or learning of members of the school community, or on the orderly operation of the school.

Online behaviour may fall within the Code where it has the required school connection. Bullying behaviour is addressed in accordance with the school's Bí Cineálta Policy and the mandatory Bí Cineálta Procedures.

3. Principles

- Respect for the dignity, rights and safety of every member of the school community.
- High expectations, explicitly taught and consistently reinforced.
- Positive relationships, restorative approaches and early intervention.

- Student voice and meaningful participation in matters affecting students.
- Fairness, impartiality, proportionality and natural justice.
- Consistency without rigid uniformity: relevant age, maturity, additional needs, disability, context, intent, impact, previous interventions and individual circumstances will be considered.
- Sanctions are not ends in themselves; their purpose is to protect learning and safety and to help students understand impact, repair harm and make better choices.
- Suspension and expulsion are serious measures and are used only in accordance with statutory guidance and fair procedures.
- Confidentiality and data protection will be respected, while information will be shared where necessary for safeguarding, safety, lawful school management or statutory reporting.

4. Partnership, consultation and responsibilities

The Board, school leadership, staff, students and parents/guardians share responsibility for creating a positive school culture.

4.1 Board of Management

- Ensures the Code complies with statutory requirements and current guidelines; approves, publishes and reviews it.
- Ensures fair procedures are followed in serious disciplinary matters.
- Monitors patterns of behaviour, suspension and exclusion at an appropriate governance level without compromising confidentiality.
- Ensures the Code is aligned with Bí Cineálta, child safeguarding, attendance, inclusion and other relevant policies.

4.2 Principal and school leadership

- Lead consistent implementation, support staff and students, maintain appropriate records and ensure communication with families.
- Coordinate support and intervention for students experiencing difficulty with behaviour or engagement.
- Exercise delegated disciplinary authority only within the limits formally approved by LCETB/Board of Management.

4.3 Staff

- Teach, model and reinforce expected behaviour; use positive classroom management and proportionate responses.
- Listen to students, record significant incidents appropriately and refer concerns through agreed school systems.
- Consider whether behaviour may signal an unmet educational, wellbeing, safeguarding or additional need.

4.4 Students

- Treat others with dignity and respect; allow teachers to teach and students to learn.
- Attend, participate, be punctual and prepared, follow reasonable instructions and take responsibility for choices.
- Report bullying, safety, safeguarding or serious wellbeing concerns to a trusted adult.
- Participate honestly in restorative, support or disciplinary processes.

4.5 Parents/guardians

- Support regular attendance, punctuality, preparation and the school's reasonable expectations.
- Keep contact and relevant educational/medical information up to date and communicate promptly with the school.
- Work constructively with the school where concerns arise and support agreed interventions.

5. Standards of behaviour

Students are expected to:

1. Attend every school day unless absence is unavoidable, arrive on time, attend all timetabled classes and follow sign-in/sign-out procedures.
2. Be ready to learn: bring required materials, complete assigned work, participate appropriately and catch up on learning missed through absence or approved activities.
3. Show respect in words, actions and online conduct; do not intimidate, harass, discriminate against, threaten, humiliate or deliberately exclude others.
4. Follow reasonable instructions from staff and behave safely and calmly in classrooms, corridors, stairs, social areas, specialist rooms and school grounds.
5. Respect school property and the property of others; do not steal, damage, deface or interfere with safety equipment.
6. Comply with the school uniform/dress requirements as separately communicated and with reasonable health-and-safety requirements for specialist activities.
7. Comply with the school's mobile-phone and digital-technology rules and never photograph, film, record or share material involving another person in breach of school rules, privacy, dignity or law.
8. Remain free from alcohol, illegal drugs, unauthorised intoxicating substances, tobacco, nicotine and vaping products while under the authority of the school; do not possess, use, supply or facilitate supply of prohibited substances or paraphernalia.
9. Never bring or possess a weapon or any item intended or likely to cause injury, fear or serious disruption.
10. Behave in a manner that supports the good order, safety and reputation of the school when participating in school-related activities.

6. Attendance and punctuality

Parents/guardians must provide the school with the reason for a student's absence using the school's approved communication system. Students arriving late must follow the school sign-in procedure. A student leaving during the school day must have appropriate permission and must sign out; return during the same day must be recorded.

The school will monitor attendance, intervene early where concerns arise and make statutory notifications to Tusla Education Support Service (TESS), including required reporting in respect of cumulative absences, reduced school days, suspensions and expulsions. Poor attendance in itself is not an appropriate ground for suspension.

7. Mobile phones, smart devices and digital conduct

In accordance with Department Circular 0045/2025, the school will operate a consistent whole-school policy restricting students' use of and access to personal mobile phones for the duration of the school day. The operational storage arrangement (for example secure pouch, locker or other approved system), exemptions and responses to breaches are set out in the school's Mobile Phone Policy.

- Limited exemptions may be approved for medical or compassionate reasons in accordance with school procedures.
- Urgent parent/student communication during the school day should normally take place through the school office.
- Unauthorised recording, photography, filming, livestreaming or sharing is prohibited and may constitute a serious breach.
- School responses to digital incidents will be proportionate and will respect privacy, data protection, safeguarding obligations and fair procedures.
- Staff should not routinely search the content of a personal device. Where there is a serious safety, safeguarding or legal concern, the matter will be managed by school leadership in accordance with applicable law, policy and, where appropriate, Garda/Tusla advice.

8. Bullying behaviour — Bí Cineálta

The school's separate Bí Cineálta Policy to Prevent and Address Bullying Behaviour forms part of the school's overall behaviour framework. The 2013 anti-bullying procedures are no longer the operative procedures. From 1 September 2025, bullying prevention and response must comply with the Bí Cineálta Procedures.

Under Bí Cineálta, bullying is targeted behaviour, online or offline, that causes harm; the harm may be physical, social and/or emotional. Bullying behaviour is repeated over time and involves an imbalance of power. Certain one-off online behaviours may be treated as bullying under the Procedures where the harmful message, image or content is posted or shared and is likely to be re-shared or viewed repeatedly.

- Reports of bullying will be addressed under the Bí Cineálta Policy rather than by relying solely on the general sanctions ladder.
- The school will consider cyberbullying, racist bullying, sexist bullying, sexual harassment, bullying related to disability/SEN, gender identity, sexual orientation, religion, family status, Traveller/Roma identity and other protected or vulnerable characteristics.
- Student voice, parent partnership, prevention education, recording, follow-up and Board oversight will operate as required by Bí Cineálta.

9. Promoting positive behaviour

Positive behaviour is promoted through clear routines, respectful relationships, explicit teaching of expectations, high-quality teaching and learning, pastoral care, student support, restorative practice, SPHE/wellbeing, student leadership and recognition of effort, improvement, attendance, contribution and achievement.

- Specific verbal and written praise and positive feedback.
- Positive notes/messages/postcards home and recognition through VSware or the school's current information system.
- Class, year-group and whole-school recognition.
- Certificates, awards, leadership opportunities and celebration of achievement.
- Restorative conversations and opportunities to repair harm.
- Individual student support/behaviour plans with achievable targets and regular review where needed.

10. Responding to behaviour of concern

Responses will normally begin at the least intrusive level likely to be effective. The sequence below is not automatic: serious incidents may require an immediate higher-level response, while individual circumstances may require a different or additional support.

Level	Examples of response	Purpose
1 — Classroom/low-level	Reminder; redirection; seating change; brief restorative conversation; completion of work; note/record where appropriate.	Re-teach expectations and restore learning quickly.
2 — Repeated/ongoing	Teacher follow-up; parent contact; detention where appropriate; referral to tutor/year head; restorative meeting; monitoring card.	Identify patterns, involve home and support change.
3 — Significant	Year Head/Deputy Principal intervention; parent meeting; student support referral;	Protect learning/safety and provide structured support.

	behaviour support plan; supervised withdrawal/internal intervention where educationally appropriate.	
4 — Serious	Principal intervention; formal investigation; suspension considered in accordance with section 11.	Respond to serious risk/breach using fair procedures.
5 — Exceptional/most serious	Board consideration of expulsion in accordance with section 12 and statutory procedures.	Ultimate measure where required and lawful.

11. Sanctions: safeguards and prohibited uses

- Any sanction must be reasonable, proportionate, connected to the behaviour and applied with regard to the student's age, maturity, circumstances and additional needs.
- Corporal punishment, degrading treatment, humiliation and collective punishment are not permitted.
- Academic work should not be used as a punitive burden unrelated to learning.
- Poor academic performance, disability/SEN, or poor attendance by itself will not be treated as grounds for suspension.
- Informal, open-ended and rolling suspensions are not permitted.
- Where a student's behaviour may arise from disability or additional educational need, the school will consider appropriate supports and reasonable accommodation while also protecting the rights and safety of others.
- Restorative practice may accompany a sanction but will not be used to compel an apology or disclosure.

12. Fair procedures and natural justice

Where an allegation may result in suspension, a recommendation for expulsion or another serious sanction, the school will apply fair procedures and natural justice. The student and parent/guardian will be informed, in language appropriate to the circumstances, of the precise allegation(s), the factual basis relied upon and the possible seriousness of the outcome; they will receive a meaningful opportunity to respond before a decision is made. Decisions will be based on relevant evidence, made by the person/body holding the lawful authority, and recorded with reasons. The degree of formality will reflect the seriousness of the possible sanction.

- The student will be treated as not having committed the alleged behaviour until the matter has been fairly considered.
- Relevant evidence will be gathered and considered; records will distinguish fact, allegation and opinion.
- The student's account and any relevant mitigating information will be considered.

- Where practicable, investigation and final decision-making in the most serious matters will be separated.
- Parents/guardians will be kept appropriately informed.
- Child protection concerns take precedence and are managed under the Child Protection Procedures; disciplinary fact-finding must not compromise a safeguarding or Garda/Tusla process.

13. Suspension

Suspension means requiring a student to absent themselves from school for a specified, limited number of school days. It is a serious sanction. The primary purpose is corrective and protective, not punitive.

13.1 Authority

The Principal has authority to suspend a student for a period of up to three (3) school days. A suspension of up to five (5) school days may be imposed with the approval of the Board of Management. Any suspension will be imposed only in accordance with this Code, the principles of fair procedures and natural justice, the Education (Welfare) Act 2000, the NEWB/Tusla Developing a Code of Behaviour Guidelines for Schools, and the authority delegated by LCETB and the Board of Management.

13.2 Factors to consider

- Nature, seriousness, frequency and context of the behaviour.
- Impact on safety, wellbeing, dignity, teaching and learning.
- Student's age, maturity, individual needs and relevant circumstances.
- Interventions and supports already tried, where appropriate.
- Whether suspension is proportionate and what impact it may have.
- Whether an alternative response could adequately protect the school community and support behaviour change.

13.3 Grounds

Suspension may be considered where the student's behaviour has had, or is likely to have, a seriously detrimental effect on the education or welfare of other students; where the student's continued presence constitutes a threat to safety; where the student is responsible for serious damage to property; for a serious single breach; or for repeated significant breaches that have not responded to appropriate interventions. Examples include actual violence or fighting; threats of violence; serious aggression, intimidation or harassment of a student or staff member; serious or persistent defiance of reasonable staff instructions; serious or persistent disruption of teaching and learning; possession, use, supply or facilitation of prohibited substances; attending school or a school activity while apparently under the influence of alcohol or drugs to an extent that creates a safety, welfare or serious behavioural concern; serious vandalism or theft; possession or use of a weapon or dangerous item; and serious misuse of technology. These examples permit consideration of suspension; they do not create an automatic sanction. Each case will be assessed individually and fairly.

13.4 Procedure

11. A preliminary assessment/investigation is undertaken.
12. The student and parent/guardian are informed of the concern and the possible seriousness of the outcome.
13. They are given an opportunity to respond before a decision is made, except where an immediate suspension is required for safety and the full fair procedure follows without delay.
14. The decision-maker considers the evidence, response, relevant circumstances, proportionality and alternatives.
15. Where suspension is imposed, written notification states the reason, start and end dates, arrangements for learning where practicable, expectations during suspension, return/reintegration arrangements and applicable review/appeal information.
16. The school makes all required TESS notifications, including where a suspension is six consecutive school days or where cumulative suspensions reach twenty school days in the school year.

13.5 Immediate suspension

An immediate suspension may be considered where the Principal forms the view, on a preliminary assessment, that the student's continued presence creates a serious and immediate risk to the safety of the student or others, or an exceptionally serious risk to the orderly operation of the school. This may include serious assault, credible threats of serious violence, possession/use of a weapon, or serious intoxication/drug-related behaviour creating an immediate safety risk. Immediate suspension is not a finding of guilt and does not displace fair procedures. Parents/guardians will be contacted, safe collection/arrangements will be made, and the investigation and opportunity to respond will follow without avoidable delay.

13.6 Reintegration and removal

On return, the school will support reintegration and a fresh start. A meeting, restorative process, support card or behaviour plan may be used. A suspension may be removed by the competent school authority where new information or other grounds justify doing so, or as directed following a successful statutory appeal.

13.7 Appeals

Parents/guardians may use any internal review route provided by the school/LCETB. A statutory section 29 appeal lies in respect of an expulsion or suspension for a period or periods totalling not less than 20 school days in a school year. Current Department procedures require such an appeal to be lodged within 42 calendar days of the Board decision. The school will provide up-to-date appeal information with relevant decisions.

14. Expulsion

Expulsion is the ultimate sanction and may be imposed only by the Board of Management, subject to LCETB authority and the Education (Welfare) Act 2000. The Board may consider expulsion where behaviour is a persistent cause of significant disruption to the learning of others or the teaching process; where the student's continued presence constitutes a real and significant threat to safety; where the student is responsible for serious damage to property; or in exceptional circumstances where a single incident is of such gravity that expulsion may be considered for a first offence. Except for such exceptionally serious first offences, the school will normally be able to demonstrate that appropriate interventions and supports were tried, reviewed and documented and that the possibility of changing the behaviour by lesser measures has been exhausted.

14.1 Examples of grounds

- Actual violence or physical assault, particularly an assault causing or risking serious injury.
- A serious, credible threat of violence against another student or a member of staff.
- Supplying or trafficking illegal drugs to other students.
- Sexual assault or other conduct of comparable gravity.
- Serious use, possession or brandishing of a weapon or dangerous item.
- A pattern of serious intimidation, harassment, threats or violence which creates a real and significant threat to safety.
- Persistent behaviour which is a significant cause of disruption to the learning of others or to the teaching process, after appropriate interventions and supports have been tried and documented.
- Major deliberate damage, serious burglary or theft, or other conduct of comparable gravity.

14.1A Exceptional first-offence cases

There may be exceptional circumstances in which the Board forms the opinion that expulsion should be considered for a first offence. Consistent with the NEWB/Tusla Guidelines, examples include a serious threat of violence against another student or member of staff, actual violence or physical assault, supplying illegal drugs to other students, and sexual assault. The school may identify other behaviour of comparable gravity. No behaviour results in expulsion merely because it appears on this list: the full investigation, Board hearing, proportionality assessment, section 24 process and fair procedures remain mandatory.

14.1B Drugs, alcohol and intoxication

Possession, use, supply and being under the influence of alcohol or illegal/unauthorised drugs on school premises or during a school activity are serious matters. Supply of illegal drugs is an example specifically recognised in national guidance as potentially warranting consideration of expulsion for a first offence. Being under the influence, possession or use will be assessed on the proved facts, seriousness, safety impact, substance involved, context and individual circumstances. Such conduct may lead to suspension and, where the facts meet the threshold for expulsion, referral to the Board. The policy does not impose automatic expulsion solely on the basis of intoxication, possession or use.

14.1C Serious disrespect, defiance and non-engagement

Rudeness, disrespect, refusal to work, poor motivation or non-engagement in learning will not, standing alone, normally justify expulsion. However, repeated and serious defiance, abusive or threatening conduct towards staff, or persistent refusal to comply with reasonable instructions may become a serious disciplinary matter where it causes significant disruption to teaching and learning, undermines safety or the rights of others, and continues despite documented interventions, parent engagement, supports and lesser sanctions. In such circumstances the issue is the seriousness, persistence and impact of the behaviour—not the label 'disrespect' or 'non-engagement'—and expulsion may ultimately be considered if the statutory threshold is met.

14.1D Violence, threats, group conflict and equality

Violence, threats, intimidation and group-based conflict will be addressed promptly regardless of the identity, family, community, ethnicity or background of those involved. Where conflict involves students from the Traveller community, Roma community or any other ethnic or cultural group, the same behavioural standards, evidence requirements and fair procedures apply to every student. The school will not attribute responsibility on the basis of group identity or family/community association. Any racist, identity-based or targeted bullying element will additionally be addressed under the Bí Cineálta Policy. Serious assault or a serious threat of violence may warrant consideration of expulsion for a first offence; repeated conflict may warrant expulsion only where the evidence and statutory criteria justify it.

14.2 Mandatory procedural stages

17. A detailed investigation under the direction of the Principal.
18. A recommendation by the Principal to the Board of Management where the preliminary facts could warrant expulsion.
19. Board consideration of the recommendation and a hearing at which the student/parents are given the case against the student in advance and a fair opportunity to respond.
20. Board deliberation in the absence of the Principal and the student/parents after both sides have been heard.
21. If the Board forms the opinion that expulsion is warranted, notification to the Educational Welfare Officer/TESS of the proposal to expel.
22. The statutory consultation period/process under section 24 of the Education (Welfare) Act 2000. The student is not expelled before the statutory process is completed; any interim suspension must itself be lawful and proportionate.
23. After the statutory period and consultations, the Board considers any further information and confirms or withdraws the decision.
24. Written notification of the final decision, reasons, effective date and section 29 appeal rights.

The Board will ensure that the Principal does not participate in the Board's final deliberation/decision after presenting the case. The Board will consider the student's record, supports and interventions, impact on others, proportionality, mitigating factors and any relevant additional educational needs.

For every proposed expulsion, the Board record should show: the allegations found proved; the evidence relied upon; the student/parent response; relevant contextual and mitigating factors; interventions/supports tried (unless an exceptionally serious first offence); the impact on teaching, learning, welfare and/or safety; why lesser sanctions are insufficient; why expulsion is proportionate; and confirmation that the statutory procedure has been followed. The Board's written decision should give intelligible reasons linked to the facts and this Code.

15. Searches, prohibited items and student property

Lockers remain school property and may be inspected where there is a reasonable school-management, safety or disciplinary basis. Where there are reasonable grounds to believe that a student possesses a prohibited or dangerous item, the student may be asked to produce or empty a bag, locker or pockets in an appropriate, respectful setting. Staff will not conduct intimate or coercive physical searches.

- Where possible, searches of school property or requested production of items will be authorised by school leadership and witnessed by another staff member.
- The student will normally be present when their locker or bag is inspected, unless an urgent safety reason makes this impracticable.
- Where a suspected weapon, illegal drug, serious criminal matter or safeguarding concern arises, school leadership may contact parents/guardians and/or An Garda Síochána/Tusla as appropriate.
- Records will be kept of significant searches and items retained.

16. Inclusion, additional needs and reasonable accommodation

Behaviour is communication and may sometimes be linked to disability, special educational need, trauma, language need, emotional regulation difficulty or other barriers to participation. The school will not lower legitimate safety expectations, but will seek to understand relevant need, make reasonable accommodation where required, and use appropriate educational and pastoral supports.

- Consultation with the student and parent/guardian.
- Student Support Team, Guidance, SEN/Additional Needs team, HSCL/SCP and other school supports as available.
- Individual behaviour/support plans, regulation strategies, environmental adjustments and clear routines.
- External professional advice where available and appropriate.
- Review of whether a sanction or procedure needs adjustment to ensure fairness and accessibility.

17. Safeguarding, harmful sexual behaviour and serious incidents

Any behaviour concern that gives rise to a child protection concern will be managed in accordance with the school's Child Safeguarding Statement and the applicable Department Child Protection Procedures. This includes concerns involving abuse, harmful sexual behaviour, serious sexual harassment or exploitation. The Designated Liaison Person/Deputy DLP procedures take precedence over ordinary disciplinary handling where required.

18. Communication, implementation and student voice

- The Code will be published on the school website and made available to parents/guardians before registration in accordance with section 23 of the Education (Welfare) Act 2000.
- Parents/guardians will be asked to confirm that the Code is acceptable and that they will make all reasonable efforts to ensure their child complies with it.
- The Code will be explicitly taught through induction, assemblies, tutor/class systems, SPHE/wellbeing and day-to-day practice.
- Student Council and other student voice structures will be consulted in review and implementation.
- Staff will receive appropriate briefing/professional learning to support consistent implementation.
- Key procedures will be available in student-friendly form and, where practicable, in accessible formats.

18A. Section 29 appeal readiness

Because an expulsion, or suspension totalling not less than 20 school days in a school year, may be appealed under section 29 of the Education Act 1998, the school will manage serious cases on the basis that the complete decision-making record may later be examined by an independent appeals committee. The school will maintain a clear chronology; contemporaneous incident reports; relevant witness/student accounts; parent communications; records of supports and interventions; suspension notices; Board papers and minutes; proof that the student/parents received the case to be answered and had an opportunity to respond; TESS/EWO correspondence; and the final reasoned decision. Records will be accurate, necessary, securely retained and disclosed in accordance with law and the applicable appeal procedures.

The school will avoid predetermined or formulaic outcomes. Terms such as 'automatic expulsion' will not be used to suggest that the Board can bypass its duty to investigate, hear the parties, consider proportionality and individual circumstances, and complete the statutory process. Where the Board has identified conduct that may warrant expulsion even on a first offence, that designation means that expulsion may be considered immediately; it does not mean that expulsion is inevitable.

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19. Records, confidentiality and data protection

Behaviour records will be factual, relevant, proportionate and securely maintained in accordance with applicable data protection law, LCETB policies and retention requirements. Access will be limited to those with a legitimate role. Records of sanctions will not be used to deny a student the principle of a fresh start after a sanction has been completed, while necessary records may be retained for lawful school management, safeguarding, statutory reporting and appeals.

20. Review and Board oversight

The Board will review this Code regularly and at least annually at governance level, with a fuller consultative review where significant changes are proposed. Review will take account of behaviour and attendance trends, suspensions, student/parent/staff feedback, Bí Cineálta implementation, equality and inclusion considerations, inspection findings, changes in legislation and Department/ETBI/LCETB guidance.

Any amendment affecting student rights, sanctions, suspension/expulsion, mobile-phone access or bullying procedures will be communicated clearly before implementation.

21. Ratification

Ratified by Board of Management	24/08/2026

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Date	24/08/2026
Chairperson	[signature]
Principal / Secretary to Board	James O'Shaughnessy
LCETB delegation on Principal suspension authority verified on	25/08/2026
Review date	August 2027

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Appendix A — Board review checklist before ratification

- ☑ Record in the Board minutes that the Principal's delegated authority is to suspend for up to three (3) school days and that a suspension of up to five (5) school days requires Board of Management approval; ensure this remains consistent with the current LCETB delegation.
- ☑ Confirm that the school has a separately ratified Bí Cineálta Policy compliant with the 2024 Procedures and that the required annual review/notification arrangements are scheduled.
- ☑ Confirm the operational Mobile Phone Policy is compliant with Circular 0045/2025 and matches the storage system actually used in the school.
- ☑ Confirm whether the school has formally adopted the Child Protection Procedures for Schools 2025; adoption is required by 31 December 2026.
- ☑ Cross-check the Attendance Strategy and TESS reporting workflow, including reduced school day notifications and suspension/expulsion notifications.
- ☑ Remove obsolete references to the 2013 anti-bullying procedures, 'Education Welfare Board', 'Department of Education and Skills', and outdated appeal routes.
- ☑ Check all uniform, journal, detention, lunch-pass and device arrangements against actual 2026/27 school practice before publication.
- ☑ Consult staff, Student Council and parents/guardians on substantive changes and retain evidence of consultation.
- ☑ Ensure a student-friendly summary is prepared and taught during induction.
- ☑ Minute Board ratification and publish the final version with version number, ratification date and review date.

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Appendix B — Key changes from the 2023 Code

Area	2023 position / risk	2026/27 update
Bullying	2023 Code refers to an anti-bullying policy and older concepts.	Expressly aligns the behaviour framework with mandatory Bí Cineálta Procedures from 1 Sept 2025 and keeps the detailed Bí Cineálta policy separate.
Mobile phones	2023 Code prohibits use and allows confiscation; wording on checking device content is broad.	Aligns with Circular 0045/2025: whole-day restriction on use/access, secure storage approach, limited exemptions, and tighter privacy safeguards.
Suspension	2023 Code states Principal authority up to five days.	Updates the authority provision: the Principal may suspend for up to three days; a suspension of up to five days requires Board of Management approval.
TESS reporting	2023 wording focuses mainly on 20-day thresholds.	Adds six-consecutive-day suspension notification, cumulative 20-day reporting, reduced school day and attendance reporting references.
Section 29	2023 wording uses older Department naming and internal appeal wording.	Updates statutory threshold to 20+ school days and notes current 42-calendar-day appeal timeframe.
Fair procedures	Present but dispersed.	Creates a dedicated natural justice section and clearer investigation/decision safeguards.
Inclusion	Limited explicit treatment.	Adds reasonable accommodation, SEN/additional needs, trauma and accessibility considerations.
Searches/devices	Broad authority to inspect bags/pockets and check devices.	Adds reasonableness, leadership authorisation, witnesses, no coercive/intimate search and Garda/Tusla escalation where appropriate.
Positive behaviour	Strong rewards section already present.	Retains strengths and integrates restorative practice, student support and student voice.
Inspection readiness	Review clause present.	Adds governance checklist, cross-policy alignment, annual

		review evidence and student-friendly implementation.

Appendix C — Reference framework used for this draft

- Ennis Community College / Gaelcholáiste an Chláir, Code of Behaviour v1, ratified 5 December 2023.
- Tusla/NEWB, Developing a Code of Behaviour: Guidelines for Schools and Audit Checklist.
- Department of Education and Youth, Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools (2024); Circular 0055/2024.
- Department of Education and Youth, Circular 0045/2025: Restricting the use of and access to personal mobile phones by students during the school day.
- Department of Education and Youth, Child Protection Procedures for Schools 2025 and Circular 0041/2025.
- Department of Education and Youth, current Section 29 appeal procedures for expulsion and suspensions totalling not less than 20 school days.
- Tusla Education Support Service, current school absenteeism, suspension, expulsion and reduced-school-day reporting requirements.
- ETBI Board of Management governance guidance and Patron's Framework on Ethos.