



Presentation Secondary School

Church Street, Castleisland, Co. Kerry



Code of Behaviour



Our vision is to prepare accomplished, confident, independent and resilient young adults, who follow their passions, develop a love of learning and become positive role models in society.

Mission Statement

Presentation School is a girls' secondary school, which is based on Nano Nagle's vision of bringing God's love to all people and is dedicated to an all- round Christian education based on gospel values.

To further these aims we envisage the development of a community wherein-

- Student and staff members are valued, and their talents and abilities recognised and developed to prepare for changes in society.
- Each person recognises his/her own responsibility in implementing agreed positive standards of behaviour. Good communication is maintained between all members and where liaison with parents/guardians and local community involvement is encouraged.
- Modelling behaviour is a central tenet and is seen as a behaviour that ensures an even more effective positive implementation of the Code of Behaviour is possible.

Inspired by this vision we dedicate ourselves to the continued, nurturing, growth, and development of this school.

General Principles underpinning the Code

This Code of Behaviour has been developed by staff, students, parents/guardians and the Board of Management of Presentation Secondary to support a positive, expectations-led, teaching and learning environment for all members of the school community. The document is developed under the guidance and vision of the Mission Statement of the School.

It also complies with the legislative framework in relation to the framework of-

- ***The Education Act 1998***
- ***The Education Welfare act 2000***
- ***The Equal Status Act 2000***
- ***The Health and Safety Act***
- ***Education for Persons with Special Education Needs 2004***

This Behaviour Code is also guided by '***Developing a Code of Behaviour: Guidelines for Schools***' published by the National Education Welfare Board. The National Education Psychological Service, the Education Welfare Officer and the National Behaviour Support Service, have also been supports

In accordance with **Section 23** of the ***Education (Welfare) Act 2000***, responsibility for this Behaviour Code rests with the Board of Management.

In accordance with Section 23.2 of the Education (Welfare) Act, this code will specify the following:

- the standard of behaviour that shall be observed by **each student** attending Presentation Secondary School
- the reward systems that may be used to promote and reinforce the positive
- the measures that may be taken when a student fails to observe those standards
- the procedures to be followed before a student may be suspended or expelled from the 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.

A positive partnership between all members of the school community is essential to the operation of the code and the full support of parents/guardians is required in upholding the code.

In accordance with **Section 23.4 of the Education (Welfare) Act** and the **Admissions Policy of Presentation Secondary School**, parents or guardians of students and/or students who have reached their majority (18 years of age) must accept the Behaviour Code as a condition of enrolment in the school. ***The appropriate form of acceptance of this Code must be signed and returned to the school authorities as directed.***

The scope of this code.

The rules set out below apply when the students are on the school premises and at all school based activities outside of school.

In circumstances other than the above, if school management is made aware of student behaviour which does not adhere to the expectations outlined in this code, management may consult with the parent/guardians of the student.

General Principles

The basic principles underpinning the school's Code of Behaviour are:

1. The Duty of Care to each student is central to ensuring an effective Code of Behaviour. This Duty of Care is ***child-centred*** and is in keeping with the ethos of Presentation Secondary School.
2. It is important that all processes and procedures are transparent and fair. This Code of Behaviour reflects the philosophy of positive behaviour as outlined in the NEWB publication: ***Developing a Code of Behaviour: Guidelines for Schools (2008)***.
3. The School endeavours to ensure that all interpretations of rules are consistent with the Code of Behaviour. Every effort is made to ensure that all partners are aware of and understand the basic philosophy of the Code of Behaviour. Good communication and collaboration between **all partners** is vital to the effective implementation of the Code of Behaviour.
4. The Code of Behaviour is for all members of Presentation Secondary School and a whole-school approach is central to its success. The school at all times endeavours to ensure that the Code of Behaviour is in keeping with the school's Ethos and Mission Statement.
5. The procedures outlined in the Code of Behaviour are set out to be fair and are based on the principles of Natural Justice. Fair procedures have two essential parts:
 - **The right to be heard.**
 - **The right to impartiality**

Reinforcing Positive Behaviour

The Behaviour Code has been developed at Presentation Secondary School to promote and support positive behaviour in the school community. Positive behaviour is defined as ***behaviour which supports the teaching and learning environment, which adds to a sense of community and emphasises the sense of respect at the heart of the Mission Statement.*** In accordance with the NEWB Guidelines this document seeks to emphasise building upon a culture of positive expectation, devising systems of praise and reward to inculcate the positive.

School Journal

The school Journal acts to promote amongst teachers the recording of student achievements.

Positive achievements may include:

- An improvement in work, attendance and/or behaviour in order to reinforce and promote continued improvement.
- Considerable voluntary effort outside of class time.
- Showing exceptional concern for other students and teachers.
- Demonstrating a high degree of co-operation, responsibility and school spirit.

Mentoring programmes (teacher/community/peer)

The school operates various mentoring programmes, supporting student academic, emotional or behavioural needs as identified.

Workshops and other programmes

Retreats, Friends for Life, links with outside agencies are also provided for during each academic year. These programmes serve to build firm positive relationships between students and encourage peer support.

Individual Behaviour Support Planning (IBP)

When required, an IBP will be put in place to support the behaviour of a particular student.

Induction Days

Induction into First Year, (which will begin following the enrolment process in the spring preceding the beginning of 1st year) Transition Year and Senior Cycle will focus on developing student awareness of the practical requirements and the relevant supports pertinent to the particular year. The aim of the induction day is to focus on easing and reassuring the students in the transition to a new programme.

Year Group Behaviour Charter

A year group behaviour Charter is drawn up annually for each year group with their Year Head.

Teaching Positive Behaviour

While each member of staff has a role in this task, specific emphasis is placed on positive and appropriate behaviour in assemblies held by the Year Heads.

Assemblies

Assemblies are held at regular intervals with each year group. School expectations will be reinforced and positive behaviours will be rewarded. In particular Year Heads and school management utilise assemblies as an opportunity to reiterate an aspect of the School Mission Statement and Code of Behaviour.

Awards

The school uses every opportunity to celebrate student achievement. The annual awards night is an opportunity for the school as a community to celebrate achievement with all partners

Ladder of Reward

The Teaching Community in Presentation Secondary School seeks to actively reward students. In the delivery of rewards a teacher employs his/her professional discretion in deciding the most appropriate method to be used. Staff is encouraged to utilise the full range of rewards available in supporting positive behaviour in school:

- Verbal praise
- Use of journal note
- Notification to Year Head
- Awards ceremonies

Class tutor

- The class tutor will closely monitor the behaviour and progress of students
- Alert the Year Head to issues relating to students
- Work in close cooperation with the Year Head.

Year Head

The Year Head will

- Monitor academic progress of students in the year group
- Monitor behaviour
- Record information as required
- Be proactive in developing year spirit
- Support teachers in dealing with issues regarding students in the year group
- Oversee sharing of information in relation to school activities
- Link with parents/guardians
- Use assemblies to reinforce elements of the behaviour code.
- Acknowledge student achievements, for example in assemblies and awards events
- Contact parents/guardians where necessary
- Liaise with subject teachers to monitor student progress

Roles and responsibilities of parents/guardians. Parents/Guardians are invited to:

- Become informed about school procedures
- Communicate up to date information or any changes in relation to the student.
- Attend parent teacher meetings
- Attend school events
- Partake in decision making through parents' council
- Sign school journal at regular intervals
- Attend to school administrative matters such as letters, absence notes, signing in and out.....

Students

The school expects that students will at all times strive to uphold the Code of Behaviour of our school.

Teachers

Presentation Secondary School acknowledges the role of teachers in the development and implementation of the Code of Behaviour. Teachers have a pivotal role to play in behaviour management, that role forms a core element of this Code.

Other Staff

The school acknowledges the contribution of all staff in the day to day running of school life. They too have a part to play in the successful implementation of the Code of Behaviour.

Board of Management

The school acknowledges the Board of Management's role in the development and operation of our Code of Behaviour. All policies are developed with the authority of the Board of Management and must be approved by the Board to become official school policy.

Implementation

It is the responsibility of the whole school community to uphold the Code of Behaviour at all times. Parents/Guardians and students are required to familiarise themselves with school rules. All teachers will explain the Code of Behaviour to students as required. The Year Head will explain the Code at assemblies and where necessary, will have individual meetings with students who may be having difficulties following the rules.

Bullying

Bullying is a repeated behaviour that seeks to undermine the dignity of another human being. Bullying can take many forms including but not limited to: verbal, physical, gesture, exclusion, isolation, extortion and cyber bullying. The ethos of Presentation Secondary School is centred on Gospel values which respects the dignity of each person. Bullying in any form, therefore, seriously undermines our endeavour to create a positive school community.

Cyber Bullying

Cyber bullying is the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others. The school reserves the right to apply its Anti - Bullying policy in respect of bullying that occurs at a location, activity, function or programmes that is not school related. If in the opinion of the Principal and/or Board of Management the alleged bullying has created a hostile environment at school for the victim, has infringed on the rights of the victim of the school and/or has materially or substantially disrupted the education process or the orderly operation of the school it again reserves the right to apply its Anti Bullying policy.

School Rules

In order for students to benefit fully from each class, it is necessary to have a set of classroom guidelines which are conducive to teaching and learning.

In **class**, students are expected to:

- Arrive punctually and be prepared for class
- Respect the rules regarding eating, drinking and chewing gum in class
- Co-operate with each other and with staff
- Allow others to make mistakes without fear of ridicule
- Allow others to learn without interruption
- Sit in assigned seats
- Eat in designated areas, in accordance with health and safety
- Speak politely and respectfully to everyone
- Listen to others
- Play a role in keeping the school clean and tidy
- Eating during class is not allowed
- Only water is allowed during class time

In line with the general ethos, characteristic spirit, aims and principles set out in this code, we insist that all our interpersonal communications are such that they respect the dignity of all in our school community. The use of foul and abusive language which goes against our ethos and/or which has the effect of hurting another is not permissible and may result in disciplinary sanctions up to and including suspension.

Homework

Homework is a valuable part of the learning process and contributes to the development of sound study skills. It consolidates the work done in class and promotes independent learning and organisational skills. Homework is given on a regular basis. It is expected that homework is completed. Students record homework in their Homework Journal. If the students are absent from class, it is their own responsibility to address the work missed.

As a general guideline, the following is the **recommended time** that students should spend on homework per night:

1 st Year students	1.5 hours
2 nd Year students	2 hours
3 rd Year students	2.5 hours
Transition Year Students	2 hours
5 th Year students	2.5 to 3 hours
6 th Year students	3 hours +

Students are advised to incorporate an element of exam revision into their homework timetable.

House Exams

Students are obliged to sit all in-house exams.

Attendance

Success in education is dependent on consistent attendance in school.

It is our expectation that students understand that attendance is critical in promoting a positive teaching and learning environment.

The Welfare Act 2002 places certain demands on parents/guardians and principals in the area of school records and attendance. **Section 18** of this act states that parents/guardians of an absent child..... Notify the 'Principal of the school of the reasons of the child's absence'. **Section 21** states that 'the principal shall cause to be maintained a record of non attendance where a child fails to attend And the reasons for failure.'

All absences of more than 20 days must be reported by the school principal to Tusla and the Education Welfare Officer.

All members of the school community are regularly reminded to:

- Be on time
- Attend timetabled classes promptly
- If absent from school for a day or more, the student should present an absence note of explanation to the Year Head. This note should be detailed by parents/guardians and signed by parents/guardians. These 'Absence Note' slips are provided in the Journal.
- If a student is aware in advance that she will be absent, she should present an explanation note to the Year Head. This note should be detailed and signed by parents/guardians on the 'Absence Note' slips provided in the School Journal.
- If late to school, the student should 'sign in' at the office before attending her class. A note of explanation should be completed and signed by parents/guardians. The explanation note should be written on the 'Notes To /from' slips provided in the School Journal and given to the Year Head before attending class.
- When requesting permission to leave school between 9a.m .and 3.40p.m., a note of explanation should be completed and signed by parents/ guardians on the 'Permission To Leave School 'slips which are provided in the school journal/diary. These notes should be given to the Year Head before 9am.
- Students may not leave the school premises without their parent/guardian signing them out. A student leaving school early should 'Sign Out 'at the office in the book provided and await collection by parent/guardian. The parent/guardian collecting should also sign out the "sign out" the student. The student should 'Sign In' on her return (if returning on the same day).

- Procedures at 11 O'clock Break: All students are expected to remain on school grounds during 11am - 11.15.
- Procedures at Lunchtime 12.35pm – 1.05pm (Monday and Tuesday): 12.35pm – 1.20pm (Wednesday, Thursday and Friday): All 1st, 2nd, 3rd and 5th year students are expected to remain on school grounds at Lunchtime. Students from Transition year and 6th year are allowed, with written permission from parent/guardian, to leave the school grounds during lunchtime.

Uniform

It is our expectation that all students will wear the official school uniform. The wearing of the school uniform promotes respect for self and peers and serves to increase a sense of community, order and organisation.

The school uniform comprises of:

- Navy crested jumper
- Navy & white tartan skirt
- White shirt
- Plain Black low heeled shoes. **Runners are unacceptable except for P.E. class**
- Black/navy tights/socks
- Suitable sports gear must be worn for all P.E. lessons

Optional Extra:

- Plain navy tailored trousers
- Navy jacket with school crest

The school authorities are the judges of acceptable dress and hairstyle.

It is our expectation that parents/guardians co-operate with the school by ensuring that students are not negligent in relation to the rules on school uniform.

School Journal

The School Journal supports and encourages organised learning. It keeps students focused and provides valuable feedback to parents/guardians.

Students are expected to have their Journal with them at **all times**.

Students are expected to record **all homework** in the Journal.

It is our expectation that the Journal be a means of communication between students & teachers, parents/guardians & teachers and students & parents/guardians. It is our belief that the School Journal is of practical use to students, teachers and parents/guardians.

Lockers

Students are advised to organise class materials from lockers before 9am, at breaktime between 11am -11.15am and at lunchtime between 12.35pm – 1.05/1.20pm

Computers, Internet and Email Usage

Mobile electronic devices

It is our expectation that the teaching-learning environment be free from distraction. As mobile phones and mobile electronic devices (iPods, MP3 players etc.) disrupt student concentration and may be used to impinge upon the dignity and/or privacy of members of the school community, the use of mobile electronic devices including phones is not allowed in school and on the school grounds from arrival time in the morning until school finishes.

If brought to school, mobile phones must be powered off at all times without exception. Students may receive messages or make telephone calls from the office during school hours.

Any mobile phones found powered on, will be immediately confiscated by a staff member and taken to the school office. The device will be returned to parents/guardians at the end of the school day.

Computer, Internet and Email usage

The school's Acceptable Use of ICT Policy is available on the school website and a summary is visible on the login screen of all P.C.s. Access to computers and the internet is for educational purposes and is always supervised by a staff member. Filtering software will be used in order to minimise the risk of exposure to inappropriate material.

Students all have a personal username and password for use in the I.T. room. These passwords must be for the students own use and not shared with other students.

It is strictly forbidden for students to use the teacher's P.C.s in any classroom.

Students and their parents/guardians are asked to read and agree to the School's Acceptable use Policy on an annual basis.

Unacceptable Substances:

- Chewing gum is not allowed in the school.
- Correcting fluid and other similar products are not allowed in school.
- Smoking is illegal on school premises, which includes the school grounds (see Public Health (Tobacco) Act 2002). Section 47 (b) of the Act states that fines of up to €3,000 can be incurred by persons in a prohibited area. Smoking is not allowed on any school visits.

- Students will not possess, consume, inhale or take illegal drugs or alcohol or any harmful or mood-altering substances. Prescribed medication needs to be used under appropriate medical and parental supervision and only for its intended purpose.
- Students must not attempt to encourage or involve others in activities related to banned substances (see Schools Substance Abuse Policy).
- Aerosols are not permitted for health and safety reasons.
- Students are not allowed to use permanent markers.

Property

Students are expected to show care at all times for property, fixtures and fittings of the school for example lockers, desks etc.

Sanctions relating to damage of property

Accidental damage will be charged to the student and his/her parents or guardians.

Defacement of school property or the property of any member of staff, visitors or other students is a serious offence and will be referred to the Year Head.

The student will clean the graffiti or pay to have the cleaning done and / or pay to have the damage to property repaired.

Health and Safety

Our safety statement is a written programme of the school's commitment to safeguard the safety, health and welfare of staff (teaching and non-teaching) while they work. In essence, the safety statement details how the safety, health and welfare of staff, students, visitors and contractors are managed by the school.

Everybody in the school has a role to play in ensuring good safety, health and welfare within the school. Established health and safety legislation and common law duties of care set down specific requirements for employers and employees.

Each subject teacher clarifies health and safety procedures for their classroom, lab. or sports area.

The school operate the following code in regard to Health and safety:

“Spot it, sort it; can’t sort it, report it.”

Sanctions

Our school values respect for all, kindness and willingness to help others, fairness and forgiveness, courtesy and good manners.

When a student's behaviour is unacceptable sanctions will be imposed. These measures will be a proportionate response to the behaviour causing concern and will be applied in a fair and just manner. The sanctions will be applied as deemed appropriate by the subject teacher and /or Year Head addressing the issue. Teachers will generally communicate with parents/guardians through the homework journal to notify of both positive and disruptive behaviour. Year Heads will also regularly check Journals.

The purpose of all measures is to bring about a positive change in behaviour. The following measures may be used in a discretionary manner:

- Reasoning with the student
- Verbal Warning
- Communication from subject teacher to parents/ guardians via journal
- Additional exercise (may be requested to be signed by parent/guardian)
- Repositioning in class
- Written reflection (template given)
- Written/ Verbal apology
- Referral to Year Head
- Referral to Care Team
- Detention at lunch time (max. 30 mins and advance notice to parents/guardians will be given via school journal)
- Withdrawal of permission to leave school at lunch
- Referral to Deputy Principal/Principal
- Communication from Deputy Principal/ Principal to parents/guardians via phone/ letter
- Consultation/ Meeting with parents/guardians
- "On Report" card (template given as deemed appropriate)
- Confiscation of Items
- Suspension
- Referral to Board of Management
- Expulsion

The above list is not exhaustive

Reflection Sheets and follow up

Reflection Sheets may be used by teachers to encourage students to reflect on their behaviour, enabling them to participate actively in the process of modifying their own behaviour. The intention is to encourage students to evaluate the behaviour engaged in and to understand why they are using such behaviour.

Referral to pastoral care system

The school offers pastoral support to students as deemed necessary and appropriate.

Assessment

The school assesses students through a combination of continuous assessment and end of term exams. Teachers give a minimum of two continuous assessments per term, Christmas and summer.

Exam classes, third and sixth years, are given at least one assessment before the October mid-term break.

All years, except third and sixth years, sit formal, end of term, Christmas exams.

Third and sixth years, sit Pre Leaving and Junior Certificate Exams, usually in February, before the mid-term break.

First, second, Transition Year and fifth years sit end of year exams in May.

Reporting Procedures

Parents/guardians of exam classes, third and sixth years, are sent a report on their child's progress, after the October mid-term break. All parents/guardians are sent reports with their child's exam results, comments on behaviour, attendance and academic performance at Christmas.

After the Pre Exam, parents/guardians with students in exam classes are sent reports with the Pre Exam results and appropriate comments on their child's progress.

Parents/guardians of students in non-exam classes are sent end of year reports after the summer exams. This report outlines the results of both the continuous assessment and end of term exam. Comments will also be given on behaviour, attendance and academic performance.

Behaviour Management Structure

Procedures:

Stage 1: Student encouragement and advice by subject teacher.

Student caution by subject teacher.

Note in Student Journal signed by parents/guardians

Use of Reflection Sheet. Signed by parents/guardians (see appendix)

Teacher records all incidents in the Teacher Diary and in the student journal.

Stage 2: Student sent to Year Head/Designated member of staff.

Stage 3: Student engages with the Behaviour Management Team (Year Head and Deputy Principal) and records are kept.

Parents/guardians will be contacted.

Stage 4: Behaviour Management Team informs the Principal.

Parents/guardians will be contacted

Possible suspension by Principal. (Max: 3 Days)

Stage 5: Referred to Board of Management with possible suspension or Expulsion.

Suspension Procedures

The purpose of suspending a student from the School is to provide the student with time for reflection, to emphasise the seriousness of specific misbehaviours and to give staff time to plan ways of helping the student to change

unacceptable behaviour.

The Board of Management has delegated authority to the Principal to suspend a student for a period up to and including three days. If a suspension for longer than three days is being proposed the matter must be referred to the Board. In such a case, having sought approval from the Chairperson of the Board, the Principal may suspend for up to five days to allow for time to convene a meeting of the Board of Management. The Board will not normally impose a suspension of more than 10 consecutive school days.

Suspension will normally be imposed for a grave offence as defined in this policy. Where in the opinion of the Behaviour Team for the student's year and/or Principal or Acting Principal, detention or warning are an inadequate disciplinary procedure for serious offences, or in the instance of repeated serious offences, the sanction of suspension may be imposed

Such misbehaviour may include:

- A threat to the safety of others.
- Disruption of teaching and learning
- Deliberate damage to property
- Misuse of technology
- Substance abuse
- Persistent breaches of the Code of Behaviour which have not been rectified by the normal school interventions.

Before a suspension is imposed the Principal will have considered the seriousness and context of the behaviour; the impact of the behaviour on the other members of the school community; the interventions that have already been tried with the student involved; the likely impact of the suspension on the particular student. Care will be taken to ensure that the academic progress of the student will not be adversely affected by the suspension.

Suspension Procedures

Following a thorough investigation of the incident, if the Principal decides it is appropriate to suspend a student, the following procedure will be used:

The student will be informed and given an opportunity to respond.

The student's parents/guardians will be contacted and the matter will be explained. The suspension will not be implemented until the parents/guardians have been fully informed both of the circumstances of the incident and of their right to appeal the decision to suspend to the Board of Management.

Every effort will be made to request and to facilitate the student/ parent/ guardians to meet with the Principal and/or Acting Principal and Year Head at a specified time acceptable to all parties so as to afford them a full opportunity to comment on the disciplinary action being considered.

If the student/parents/guardians fail to attend such a meeting and fail to provide a reasonable explanation for not doing so, the matter will be determined in their absence and the suspension carried out.

The student and parents/guardians will be informed in writing that the suspension has been imposed, the date from which the suspension takes effect and the period of the suspension.

In the event of the student/parents/guardian attending such a meeting, if having heard the student/parents/guardians, the Principal considers that it is proper and necessary that suspension be imposed, s/he may suspend on such terms as s/he considers appropriate.

Confirmation in writing will be given to the student/parents/guardians that suspension has been imposed, the date from which such a decision takes effect and the period of the suspension.

Without prejudice to the foregoing, where the Behaviour Team and/or Principal has been notified of an alleged grave offence and where immediate suspension is deemed necessary for Health and Safety reasons, the Principal, without having interviewed the student and without prior notice to the students/parents/ guardians, may suspend a student with immediate effect for such a period as is deemed appropriate, pending investigation of the allegation of an offence.

Official notice of such suspension will be confirmed by post to the student/guardians/parents/ and the period of the suspension indicated.

The Behaviour Team shall, as soon as practicable, notify the student of the allegations made, investigate the matter and interview the student. The interview shall give the student a full opportunity to comment on the allegations made. Following that interview, the Behaviour Team shall decide whether the student has committed an offence that warrants suspension and recommend suspension or otherwise to the Principal. The relevant procedures outlined above will be followed.

The Principal will notify the Board of Management of the suspension. Under Section 21(4) of the Education (Welfare) Act, 2000, where a student is suspended for a period of not less than six days, the Principal will forthwith so inform the Educational Welfare Officer by notice in writing.

Following a period of suspension, the student, accompanied by his/her parent/guardian, is required to present himself/herself to the Principal or Deputy Principal on returning to the school, before going to any class. At this meeting the Principal/Deputy Principal will review the case decide what structures are required to support the student in returning to school and in addressing the behaviour which led to the suspension.

Appeals of suspension

A suspension imposed by the Principal can be appealed to the Board of Management as follows:

An appeal should be submitted in writing to the Secretary of the Board of Management within 5 school days of the imposition of the suspension and should set out the parents/guardians case against the suspension.

At its next meeting the Board will nominate two members, neither of whom should have any involvement in the case, to investigate the issue and report back to the Board with its findings and recommendations

If this investigation recommends that the Board remove the suspension, the record of the suspension will be removed from the student's file. If the investigation approves the suspension then the suspension will stand. There is no further right to appeal unless the student's cumulative suspensions in any one year exceed 20 days, in which case there is a right to appeal to the Secretary General of the Dept. of Education and Science. The Principal must inform the parents/guardians and the NEWB if this 20 day limit has been reached.

Review

The Board will monitor the frequency of the use of suspension as a disciplinary measure and will regularly review the procedures to ensure that it is being used fairly and appropriately and in the best interests of the entire school community.

Expulsion Procedures

- 1 Only the Board of Management has the authority to expel a student. This authority will not be delegated.
- 2 Expulsion of a student is a very serious step and will only be taken by the Board in extreme cases or as a last resort after intervention have failed as follows:
3. Where there is significant and continuing disruption to the learning of others or to the teaching process.
4. Where there is a serious threat to the health and safety of the student themselves, other students or members of staff.
- 5 Where the pupil is uncontrollable and is not amenable to any form of school authority.
- 6 Where parents/guardians refuse to exercise their responsibility for the pupil in accordance with this Behaviour Code
 - i Where the pupil's behaviour is detrimental to sustaining the ethos of the school In cases of specific behaviour such as:
 - ii Actual violence or physical assault.
 - iii Supplying illegal drugs.
 - iv Sexual assault.
 - v Deliberate serious damage to property.
 - vi Grave misuse of technology.
7. Before considering expulsion the school will have taken significant steps to address the student's behaviour. These steps may include:
 - 7.3.1 Meeting with parents/guardians and the student to try and find ways of helping the student to change his behaviour.
 - 7.3.2 Making sure that the student understands the possible consequences of his behaviour, if it should persist.
 - 7.3.3 Ensuring that all other possible options have been tried to bring about an improvement in behaviour, including IBP intervention
 - 7.3.4 Seeking the assistance of support agencies (e.g. National Educational Psychological Service, South West Counselling Centre, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education).
- 7.4 However there may be exceptional circumstance where the Board of Management forms the opinion that a student should be expelled for a first offence. Due process and fair procedures will be followed in all cases and the principles of natural justice will apply.

7.5 Procedure for expulsion

- 7.5.1. The Principal will ensure that there is a thorough investigation of the incident. The student may be suspended from the School while this investigation is taking place.
- 7.5.2 The Principal will inform the student and the parents/guardians, in writing, of the details of the alleged misbehaviour and the possibility that it could result in expulsion.
- 7.5.3 The student and parents/guardians will be given every opportunity to respond to the complaint before a final decision is made. If the final decision is that the Principal intends to recommend expulsion to the Board of Management then the parents/guardians will be invited to a meeting with the Principal before the recommendation is taken to the Board.
- 7.5.4 The Principal will provide the parents/guardians and the Board of Management with records of the allegations, the investigation and also the grounds on which the Board is being asked to consider expulsion.
- 7.5.5 The parents/guardians will be notified of the date of the Board of Management hearing and will be invited to attend. They will be given adequate notice of the meeting and will be informed that they may make a written and oral submission to the Board. The written submission may be made in advance.

7.6 The Board of Management Hearing

- 7.6.1 The Board will ensure impartiality and a Board member who has had any involvement in the circumstances of the case will not take part in the hearing.
- 7.6.2 At the hearing the Principal and the parents/guardians, or a student who is eighteen years or over, will put their case to the Board in each other's presence.
- 7.6.3 Parents/guardians may wish to be accompanied at such hearings and the Board will facilitate this; legal accompaniment is not acceptable at this stage.
- 7.6.4 Neither Principal nor parents/guardians will be present when the Board is making its decision.

7.7 Following the Board Decision

- 7.7.1 Where the student and his parents/guardians attend the meeting with the B.O.M., and the Board, having heard the student and/or his parent/guardian, form the view that it is necessary and proper to impose the sanction of expulsion, the Board, before making the decision to expel the student, will notify, in writing, the Educational Welfare Officer of its opinion and the reasons therefore, in accordance with Section 24(1) of the Education (Welfare) Act, 2000.

Where the student/parents/guardians do not attend the meeting:

If the student or his parent/guardian fail to attend the meeting with the B.O.M. and fail to provide a reasonable explanation for not doing so, the B.O.M. may determine the matter in their absence. Before making a decision to expel the student, the Board will notify, in writing, the Educational Welfare Officer of its opinion and the reasons therefore, in accordance with Section 24(1) of the Education (Welfare) Act, 2000.

- 7.7.2 Where it is decided to impose the sanction of expulsion, the student and his parent/guardian will be informed by letter by the Board that the sanction of expulsion has been imposed and the date from which decision will take effect. The student will not be expelled from the school before the passing of 20 school days following the receipt by the Education Welfare Officer of the notification. In the interim, the Board may, in accordance with section 5 of the Education (Welfare) Act, suspend or make other arrangements to ensure that ‘good order and discipline are maintained in the school’.

7.8 Involvement of the Education Welfare Officer

- 7.8.1 Within this twenty day period, the Education Welfare Officer will convene meetings with relevant parties to ensure that arrangements are made for the student to continue in education.
- 7.8.2 While these negotiations are taking place, and before the expulsion is finalised, the Board may consider it necessary to continue the student’s suspension from school. This task may be delegated to the Principal or Chairperson.
- 7.8.3 After the twenty days has elapsed, where the Board remains of the view that the student should be expelled, the decision will be formally confirmed to the parents/guardians and the student in a registered letter signed by the Chairperson and the Principal.
- 7.8.4 The parents/guardians will be told about the right to appeal and supplied with the appropriate form. This appeal is made to the Secretary General of the Department of Education and Science.

Review and Evaluation

The Code will reviewed regularly by school management in conjunction with the Behaviour Management Teams and staff. The views of the Student Council will also be taken into account

A full review of the Code will take place every two years.