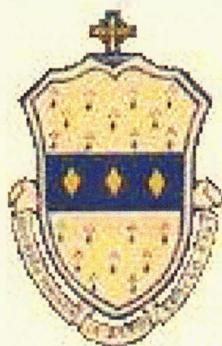


Student Behaviour Policy

Christ King Girls' Secondary School



Parents Council	April 2019 September 2021
Teaching Focus Group Full Teaching Staff	May 2019 August 2021
Student Council	May 2019 October 2021 September 2022
Board of Management	Ratified Suspension & Exclusion February 2020 Ratified full policy
Review Date	May 2024

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SECTION 1

INTRODUCTION

1.1 Preamble

This policy has been developed on the basis of the existing school Code of Behaviour ratified by the Board of Management on September 2015.

The policy has as its cornerstones two important documents, our school Mission Statement and the key principles of the CEIST charter.

Mission Statement

- To respect the uniqueness of the individual.
- We are committed to providing an environment within which the development of intellectual and spiritual values is of prime importance.
- We hope this mission will be fulfilled in cooperation and partnership with pupils, parents and the wider community.

CEIST Charter

The core values of CEIST are intended to support and nourish the lives of the people at the heart of our school: students, staff and parents. Its key principles focus on:

- Promoting spiritual and human development
- Achieving quality in teaching and learning
- Showing respect for every person
- Creating community
- Being just and responsible

The following legislation was considered in the creation of our Student Behaviour Policy:

- Article 42 of the Irish Constitution United Nations Convention on the Rights of the Child
- Education Act 1998 – Sections 28 & 29
- Education Welfare Act 2000
- Education (Miscellaneous) Provisions Act 2007 Equal Status Act 2000
- Education for Persons with Special Education Needs 2004

It is also guided by ‘Developing a Policy of Behaviour: Guidelines for Schools’ published by the NEWB.

In accordance with section 23 of the Education (Welfare) Act 2000, responsibility for this Behaviour Policy rests with the Board of Management. The Board has prepared the policy in consultation with the Principal, the Deputy Principals, the teachers, the parents of students registered at the school through the Parents’ Council, the students and the Education Welfare Officer.

In accordance with section 23.2 of the Education (Welfare) Act, this policy will specify the standard of behaviour that shall be observed by each student attending the school, 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 and 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 policy and the full support of parents is required in upholding the policy. In accordance with Section 23.4 of the Education (Welfare) Act and Section 9 of the School's Admissions Policy, parents or guardians of students and/or students who have reached majority must accept the Behaviour Policy as a condition of enrolment in the school. The appropriate form must be signed and returned to the school authorities as a condition of acceptance in the school.

1.2 The scope of this Policy

The rules set out below only apply when the students are on the school premises, while on trips or outings, when engaged in extracurricular activities or when attending functions organised by the 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 policy, management may engage with the parent/guardians of the student on the basis of school policies.

SECTION 2

PHILOSOPHY OF THE POLICY

Christ King Girls' Secondary School is a school community which fosters an ethos centred on positive relationships and seeks the development of the potential of each member of the community. We believe that good behaviour is rooted in respect for self and others and in the recognition of the dignity of each individual.

2.1 Aims of Student Behaviour Policy

To develop a moral framework within which initiative, responsibility and a sound relationship can flourish.

To enable students to develop a sense of self-worth, respect and courtesy for others.

To provide an environment in which students feel safe, secure, and respected.

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.

This policy also clearly outlines our response to behaviour which undermines the positive climate of our school. The policy seeks to involve students, teachers and parents in the process of managing behaviour which hinders the promotion of positive teaching and learning. As such, intervention involving discipline and consequences are designed primarily to promote self-discipline in the students.

2.2 Objectives of Student Behaviour Policy

The Student Behaviour Policy will encourage and enable students to show:

- Self confidence
- Self control
- Sensitivity and consideration for others
- A pride in themselves and Christ King Girls' Secondary School
- An interest in their activities.

The Student Behaviour Policy will allow students to develop:

- Responsibility for their learning and their environment
- An independence of mind
- A sense of fairness and justice
- An understanding of the need for rules
- A respect and understanding for others' ways of life and different opinions
- Non-sexist attitudes
- Non-racist attitudes
- A consistent approach to tasks
- An appropriate reaction to bullying and abuse.

The Board of Management is committed to the welfare and development of all its students, and to this end, a comprehensive system of Pastoral Care exists in the school.

The School authorities are committed to the safety and welfare of all who attend and work at the School. Students and staff have the right to be treated fairly and with dignity, in an environment free from intimidation, harassment and discrimination. The School's Anti-Bullying policy statement may be obtained from the office or on the school website of www.christkingschool.com

Section 3

PROMOTION OF POSITIVE BEHAVIOUR

3.1 Whole School and Curriculum Support for Positive Behaviour

Students are informed and supported in meeting the expectations of the policy of positive behaviour in the following ways:

1. The policy of positive behaviour is circulated to the parents/guardians of all new entrants into the school and they are asked to read it and to sign their agreement with the content and their support and co-operation with it.

This is done to ensure that parents/guardians 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.

2. At the start of each new academic year/induction process, each class is brought through the expectations for positive behaviour and any amendments are highlighted.

This is done to remind students of the content and to take account of the fact that they have been out of the school environment for the extended summer holidays.

3. School expectations and the reasons for these are discussed as part of the school's pastoral care programme. A synopsis of the expectations and a student contract is included in the school journal under My Classroom Charter on page 8 and must be signed on an annual basis by the student and their parents/guardians.

4. The CEIST Values and the principles of natural justice are discussed as part of the religious education and SPHE programmes in the school.

5. Issues such as bullying, racism, sexism, harassment, violence, substance misuse...etc. are discussed with the students during their time in our school using SPHE, CSPE, Religious Education, year group and whole school assemblies.

This is done to help our students to better understand these issues so that they can base their thinking, understanding and action on factual information and in the light of the values espoused in our school.

6. The Student Support Team, Guidance team, Year Tutor and class teacher system are in place to support students who need additional guidance in friendship and pastoral support.

7. The emphasis on student voice and leadership motivates students to maintain high standards of behaviour and we encourage peer to peer mentoring across year groups for example:

- Big Sister Little Sister Programme
- Fifth year Meitheal Leaders guiding first years
- An Gaisce programme of community service in sport training of younger year groups by transition years

- Learning mentoring of each junior year group by senior year group
- Christmas Shoe Box Appeal of sixth and first years
- Transition Year students mentoring the first year homework club

Promoting good behaviour is one of the main goals of the school's Policy of Behaviour. This requires consistency across the teaching team. Strategies to promote good behaviour include the promotion and strengthening of relationships between all partners through open conversations and meetings; both Principal and Deputy Principal actively attending each Parents Council meeting, Student Council meetings, Parent-Teacher meetings and an open door practice for colleagues and students.

3.2 School structures which support positive behaviour

3.2.1 Referral to pastoral care system

Where it is requested by parents, teachers or students themselves, and deemed appropriate and necessary to students, the school offers pastoral support. The structures and procedures around this support are outlined in the school's Pastoral Care Policy.

3.2.2 Mentoring programmes (teacher/community/peer)

The school operates various mentoring programmes, which support student academic, emotional or behavioural needs as identified. Big Sister Little Sister is a programme geared towards First Year Students and the Fifth Year Meitheal Team also supports the transition of First Year students.

3.2.3 Student Support Team

This team, comprising of the Senior Leadership team, guidance counselors, Friendship Coordinator, AEN Coordinator and Student leadership Coordinator, will co-ordinate the initiatives outlined in this section, ensuring a focus on reinforcing good behaviour in the school. Referrals will also be made to this team by Year Tutors in relation to students who present with complex additional needs.

3.3 Interventions to support positive behaviour

3.3.1 Reflection Sheets and follow up

Reflection Sheets may be used by Year Tutors to encourage students to reflect on their behaviour, enabling them to participate actively in the discipline process. The intention is to encourage students to evaluate the behaviour engaged in and to understand why they are choosing such behaviour. This sheet can be used instead of or in conjunction with a sanction. Reflection sheets are also used in the context of the school's Anti-Bullying Policy to assist in resolving situations. The reflection sheet will be completed in school during lunch time.

3.3.2 Behaviour Report Cards

The Behaviour Report Card is designed to cultivate and reinforce good classroom behaviour. A student, whose behaviour in class is not up to standard, may be put on report by a Year Tutor or by the Deputy Principal or Principal. The student presents the card to each teacher at the end of each class period and is then given immediate feedback on her behaviour for that class. The student's progress can then be evaluated by the Year Tutor or Deputy Principal at the end of each day when the student presents their completed report card. The report card should also be signed by the parents or guardians in order to reinforce its significance.

3.3.3 Attendance Reports

Attendance Report Letters can be issued by Year Tutor or Deputy Principals to students presenting with poor attendance.

Regular attendance is a necessity for good academic performance. An award for full attendance will also be given at student Assemblies and the annual school Awards Ceremony.

3.3.4 Individual Behaviour Support Planning

When required, an IBP will be put in place to support the behaviour of a particular student. This plan may include specific concrete goals and targets in relation to attendance, punctuality, behaviour in class or at break times, uniform and/or academic performance. See section 4.3 below.

As part of an IBP, it may be appropriate to connect a student with the Behaviour Management (BMT) team comprising of Deputy Principal, Year Tutor and Restorative Justice Support Teacher which will work with the student to develop individual strategies for improving behaviour. *(Please see the AEN policy for further information on the BfL process)*. The student may also be referred to the Student Support Team who will work together in forming a Friendship Support Plan (IFP) if a breakdown in friendship is impacting their school life.

3.3.5 In-School Student Support Day

Students whom have reached Level 3 within the Student Support and Intervention structure may benefit from an in-school student support day rather than a formal suspension. Consideration shall be taken of the needs of the students and the health and safety implications of all members of the school community when considering both options.

3.3.6 Proactive Teaching Strategies

3.3.6.1 Induction Sessions

Induction into First 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. Induction will involve information and reassurance for students regarding transition to the new programme.

3.3.6.2 Subject Specific Classroom Charter

In conjunction with the subject teacher and students, a Subject Specific Classroom Charter will be drawn up, based on *My Classroom Charter* within the Student Journal and adopted by all students in the year group. This charter will be set out and displayed in the classrooms. The agreed charter will be written into the students' subject material copybook and referenced by the students and subject teacher throughout the year.

3.3.6.3 Teaching Positive Behaviour

While each member of staff has a role in this task, specific emphasis is placed on positive and appropriate behaviour in SPHE and Religious Education classes. Senior school students may also be invited to work with Junior classes in order to guide and mentor them in the development of an understanding of appropriate behaviour in school.

3.3.6.4 Assemblies

Through weekly Assemblies with each year group, school expectations will be reinforced and positive behaviours will be rewarded. In particular, Year Tutors and school management utilise Assemblies as an opportunity to reiterate the school's mission. Senior students may also engage in promoting positive initiatives at Assemblies.

Section 4

GENERAL STANDARDS OF BEHAVIOUR

- It is our expectation that the teaching-learning environment be free from distraction.
- All members of the school community are expected to show courtesy and respect for each other.
- All members of the school community are expected to take care of their school environment. Chewing gum, tippex and such items are not permitted within the school environs.
- It is the responsibility of every member of the school community that an ethos of mutual respect be fostered and that the health, dignity and personal safety of all members of the school community be upheld.
- All students are expected to follow directions from all members of school staff.
- All electronic devices are to be placed in the student's Phone Away box from the student's time of arrival to departure at the end of the school day.
- School uniform is worn as per school uniform policy.

- It is our expectation that students will uphold the Public Health (Tobacco) Act 2002 in relation to cigarette smoking which is illegal on school premises. Vaping is considered within this standard of behaviour.
- It is our expectation that students will uphold the law in relation to possession, consumption, inhalation or otherwise taking of drugs or alcohol or any harmful or mood altering substances.
- It is our expectation that each member of the school community will act in a manner which promotes the dignity of all members of the community.

Section 5

STAGES OF STUDENT SUPPORT AND INTERVENTIONS

Level	Administered by	Intervention	Possible Action
1	Subject Teacher (ST)	Pastoral advice and support.	
1	Subject Teacher	Note in journal requiring parental/guardian signature	Journal signed by parent/guardian
1	Subject Teacher (ST) Class Teacher (CT) Year Tutor(YT)	ST: Upon 3 rd note informs CT. CT: Pastoral advice & support offered links with YT YT: Informed	Lunchtime Reflection is a possible action
Level	Administered by	Intervention	Possible Action
2	Year Tutor	Communication with parents/guardians	After- school detention or Lunchtime reflection
2	Year Tutor Student Support Team	Communication with parents/guardians. Possible referral to Student Support Team	1 st Student Support Card
2	Deputy Principal (DP) & Year Tutor Student Support Team	Student meeting with YT and DP Possible referral to Student Support Team DP, YT & SST Meeting with parents/guardians	Possible 2 nd Student Support Card After- school detention or Lunchtime reflection DP & YT Meeting with parents/guardians
2	Guidance Counsellor DP & YT	Referral to Guidance Counsellor Communication with parents/guardians	Student meeting with SST & YT On-going support for student from GC
Level 3	Administered by	Intervention	Possible Action
3	Deputy Principal	Meeting with parents/guardians	As appropriate under Student Behaviour Policy

	Principal		
3	Deputy Principal	Communication with parents/guardians	As appropriate Student Behaviour Policy up to and including suspension
	Principal	Appropriate monitoring card upon return to school and report to the Principal	Student Monitoring Card
	Administered by	Intervention	Possible Action
	Secretary B.O.M.	Referral to Board of Management for consideration/ possible exclusion.	As appropriate under Student Behaviour Policy

5.1 Examples of Unacceptable Behaviour

Aim: To ensure effective teaching and learning takes place in an atmosphere of mutual respect. *-the following are examples of behaviour under the various Levels. School personnel will determine whether a student's behaviour constitutes a Level 1/2/3*

LEVEL 1: Teacher, Class Teacher and/or Year Tutor

1. Preventing effective teaching and learning to take place in an atmosphere of mutual respect.
2. Missing books, relevant class materials without a parental note.
3. Homework not presented or attempted.
4. Presenting in school without Student Journal.
5. Absence notes not presented to the Class and Subject Teacher.
6. Breach of School Uniform Policy.
7. Breach of School Mobile Phone practice.
8. Breach of Classroom Charter as per Student Journal.

Pastoral support will be offered to all students within this stage.

Level One behaviours would be considered under Level One of the Formal Stages of Student Support & Intervention.

LEVEL 2: Teacher, Class Teacher, Year Tutor and/or Deputy Principal

1. Preventing effective teaching and learning to take place in an atmosphere of mutual respect having experienced Level One interventions and support.
2. Being absent from class without a teacher's permission.
3. Being absent from school without parental permission
4. Failure to follow a staff member's instruction.
5. Failure to demonstrate mutual respect to any member of the school community.
6. Leaving the school campus without following school procedure of presenting to the main office and being collected by a parent/guardian.
7. Using unauthorised material to assist during a test or exam.
8. Failure to attend a lunchtime reflection session.
9. In breach of School Uniform Policy on 3 occasions.
10. Failure to uphold the school values while identifiable as a Christ King student. This extends to outside the school environs.

Pastoral support will be offered to students within this stage.

Level Two behaviours would be considered under Level Two of the Formal Stages of Student Support & Intervention.

LEVEL 3: Teacher, Class Teacher, Year Tutor, Deputy Principal & Principal

1. Preventing effective teaching and learning to take place in an atmosphere of mutual respect having experienced Level Two interventions and support.
2. Failure to follow the Policy of Behaviour while on a monitored Student Support Card.
3. Failure to follow school policies & procedures that endanger the health, safety and wellbeing of a member of the school community and school premises.
4. Failing to follow a staff member's instruction in a manner that endangers the health, safety and wellbeing of members of the school community.
5. Use of a mobile phone or recording devices or engaging in online behaviour which fails to demonstrate respect and dignity of any member of the school community.
6. Acting in a manner that endangers the health, safety and wellbeing of any member of the school community.
7. Engaging or supporting behaviour, as determined by the anti-bullying policy.
8. Having or using cigarettes, vaping, alcohol or any illegal substance on the school campus and/or while wearing school uniform.

Pastoral support will be offered to all students within this stage.

Level Three behaviours would be considered under Level Three of the Formal Stages of Student Support & Intervention.

The principles of natural justice will be followed throughout our school investigations.

A possible suspension, as appropriate under Student Behaviour Policy, may be issued by the Principal and in her absence the Deputy Principal acting in the capacity of Principal.

Should a student behave in a way that requires immediate removal from the educational setting, in the interests of health, safety and wellbeing, parents will be contacted and an in-school suspension may be issued until the end of the school day. The aim of this intervention is to support the student through this difficulty and prevent an escalation of the situation.

SECTION 6.

SUSPENSION

6.1 Introduction

The following is the Suspension and Expulsion Policy of Christ King Girls' Secondary School. Through its Policy of Behaviour, Christ King Girls' Secondary School aims to create a calm, ordered, and work-oriented atmosphere in a caring and supportive environment based on respect for self and respect for others. The core elements of the school's Policy of Behaviour is to promote and encourage positive behaviour. In cases where students fail to observe the Policy of Behaviour it is necessary, for the good of the school community as a whole to impose sanctions on such students, including Suspension or Expulsion where

warranted. This policy outlines the school's approach to Suspension and Expulsion and has been formulated taking due consideration of the rights and responsibilities inherent in the Education Act 1998, Education Welfare Act 2000, Equal Status Act 2000 and the principles of fairness and Natural Justice.

6.1 Delegation of Power to Suspend

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 Board meeting. The Board will not normally impose a suspension of more than 10 consecutive school days. If the Principal is not present in the school building at the time of the incident, the Deputy Principal will contact the Principal to discuss the matter.

6.2 Suspension Principles

In certain cases of unacceptable behaviour, it will be in the best interests of the school community and/or the student involved, to remove the student from the school for a period of time. The Board of Management formally delegates 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 Board meeting. The Principal/Board of Management will exercise this authority in a fair manner, having regard to their responsibility to the whole school community and to the principles of Natural Justice.

The primary purpose of suspension is one of corrective support rather than penalising students for misbehaviour. It is the intention of the school that suspension allows students the time, under the supervision of their parents/guardians to reflect on their unacceptable behaviour; accept responsibility for the behaviour that led to the suspension and to change their future behaviour to meet the expectations of the school.

6.2.1 Without prejudice to the foregoing, where the Principal or Deputy Principal has been notified of an alleged grave offence and where immediate suspension is deemed necessary for Health and Safety reasons, the Principal, (as per EWB guidelines p.75), following a preliminary investigation 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 a full investigation of the alleged offence.

Official notice of such suspension will be confirmed in writing to the student/guardians/parents/ and the period of the suspension indicated. The matter will then proceed as per section below.

In general, there are two sets of circumstances under which suspension will be imposed:

6.2.2 Serious breaches of the Policy of Behaviour that indicate that the student should be removed from the school. In cases where health and safety could be a risk it may be necessary to suspend a student with immediate effect pending an investigation and the following of due procedures.

Serious breaches of the Policy of Behaviour include, but are not limited to:

- i. Endangering the safety or health of any member of the school community.
- ii. Disrespect or defiance towards or harassment or intimidation of a member of staff or the bullying of another member of the school community.
- iii. Possession, use or supply of prohibited substances (including alcohol, drugs, or associated paraphernalia) in the school, on school trips, or in the course of any school-related activity. Exception will be made only for legitimate medicinal use with the prior notification of the school authorities.
- iv. Deliberate vandalism, including the writing of graffiti, in relation to school property or the property of a member of the school community.
- v. Interference with or persistent disruption of teaching and learning.
- vi. Refusal to obey clear and reasonable instructions of staff members on a repeated basis.
- vii. Smoking/Vaping anywhere inside or in the immediate vicinity of the school grounds.
- viii. The use of obscene, abusive, or otherwise inappropriate language.
- ix. Stealing, fighting or the possession of offensive weapons. In addition to being serious breaches that incur suspension, these are criminal offences that will be reported to the appropriate authorities.
- x. Tarnishing the good name and reputation of the school, as deemed by the Principal.
- xi. Truancy.

6.2.3 Repeated, less serious breaches of the Policy of Behaviour that have not been rectified by disciplinary measures, short of suspension. In such cases formal written warning detailing the unacceptable behaviour will have been submitted to parents/guardians along with an explanation of what is required of the student.

6.3 Suspension Procedure

In the event that the Principal exercises their authority to suspend a student for a fixed duration, the following procedure will be used.

- i. The student will be informed of the precise grounds that gave rise to a potential suspension and will be given an opportunity to respond before a suspension decision is formalised.
- ii. The parents/guardians of the student will be informed in writing of the situation and be invited to come to the school for a meeting.
- iii. In cases where the suspension is to take effect immediately, such as in the interests of health and safety, parents/guardians will be informed by telephone, with written follow up.
- iv. Students will not be sent home during a school day unless collected by a parent/guardian or some other suitable arrangement is made.

6.4 Formal letter of Suspension

All suspension decisions will include a formal letter of notification that will include:

- i. Notice of the suspension
- ii. Effective date of the suspension
- iii. Duration of the suspension
- iv. Reasons for the suspension

Where appropriate, this letter may also include some or all of the following:

- i. Expectations of the student while on suspension
- ii. Reference to the importance of parental assistance in resolving the matter causing suspension
- iii. A statement that the student is under the care and responsibility of parent/carers while suspended
- iv. A statement that the Education Welfare Board has been informed of the suspension
- v. Information of the appeal rights and procedures regarding the suspension
- vi. Requirements to be met for the student's return to school

Immediate Suspension without prejudice to the above procedures, where the Principal or Acting Principal has been notified of an alleged extreme violation of the School's Policy of Behaviour and/or where immediate suspension is deemed necessary for Health and Safety reasons, the Principal or Deputy Principal (as per TUSLA guidelines), following an initial report & investigation and without notice to the student/parent/ guardian, is authorised to suspend a student with immediate effect for such a period as is deemed appropriate, pending a full investigation of the alleged offence.

Where a suspension is applied, the student and parents/guardians will be informed in writing that the suspension has been applied, the date from which the suspension takes effect and the period of the suspension. This letter will specify the reason for the suspension, the school's expectations of the student while on suspension and the procedures for re-entry to the school following the period of suspension. Parents/Guardians will be informed in the notification letter

of their right to appeal the decision to suspend to the Board of Management. Following application of suspension, the Principal will notify the Board of Management of the suspension at its next meeting. If a student is suspended for a period of not less than six days, the Principal will inform the Educational Welfare Officer in writing of the suspension. (Section 21(4) of the Education [Welfare] Act, 2000).

6.5 Suspension Removal

As the principles of natural justice demand that there should be available a right of appeal to a higher authority, a student or her parents/guardians may appeal the Principal's decision to suspend to the Board of Management. Such an appeal must be made in writing to the Board of Management stating the grounds on which the appeal is being made. However, the Board may insist that the student remain at home while the appeal proceeds. In the event that an appeal is successful, the suspension will be lifted and if the suspension has already been served, it will be expunged from the student's record.

Beyond success in such appeals, a suspension may be rescinded in the following circumstances:

- i. New circumstances come to light after the suspension has been applied that would have mitigated the sanction had they been known beforehand.
- ii. Other mitigating factors consistent with the application of the Principles of Natural Justice.

6.6 Suspension Completion

Upon completion of a suspension, the following procedures may apply for the formal reintroduction of the student into the school.

- i. Parents/Guardians may be requested to attend with the student upon her return to school.
- ii. A written or verbal apology may be required from the student for her misbehavior. The student may be required to enter into a contract of good behaviour or other conditions that may be specified before returning to school.
- iii. There will be a process of reintegration of the student including the concept of a clean slate as outlined in the National Education Welfare Board "Developing a Policy of Behaviour Guidelines for Schools" 2008.
- iv. Plan to support the student to change their behavior.

6.7 Appeals of Suspension

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

6.7.a 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 parent's case against the suspension.

6.7.b 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. (A recording secretary for the sub-committee may be included).

6.7.c 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.

6.7.d 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 Department of Education. The Principal must inform the parents and the NEWB if this 20-day limit has been reached.

6.8 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.

Section 7

EXPULSION

7.1 Expulsion Principles

A student shall only be expelled from the school when a Board of Management makes a decision to permanently exclude them from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000. Only the Board of Management has the authority to expel a student. This authority cannot be delegated.

Given the severity of the potential sanction, the school, in accordance with the Principles of Natural Justice, will investigate extreme indiscipline cases thoroughly in advance of any hearing that could result in expulsion.

Expulsion of a student is a very serious step and will only be taken by the Board.

- Where there is significant and continuing disruption to the learning of others or to the teaching process.
- Where there is a serious threat to the health and safety of the student herself, other students or members of staff.
- Where the student is uncontrollable and is not amenable to any form of school authority.
- Where parents refuse to exercise their responsibility for the student in accordance with this Student Behaviour Policy
- Where the student's behaviour is detrimental to sustaining the ethos of the school
- In cases of specific behaviour such as Actual violence or physical assault.
- Supplying illegal / mood altering substances. Sexual assault and indecent sexual behaviour Deliberate serious damage to property. Serious misuse of technology.

7.2 Other than in exceptional circumstances, before considering expulsion, the school will have taken significant steps to address the student's behaviour. These steps may include:

Meeting with parents and the student to endeavour to find ways of helping the student to change their behaviour.

Ensuring that the student understands the possible consequences of her behaviour, should it persist.

Ensuring that other possible options have been given a fair trial to bring about an improvement in behaviour through an Individual Behaviour Plan (IBP).

Seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education).

However there may be circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence where the issue is grave and/or of such a serious nature as to warrant that sanction. Due process and fair procedures will be followed in all cases and the principles of natural justice will apply.

7.2 Procedure for Expulsion

7.2.1. The Principal will ensure that there is a thorough investigation of the incident. The student may be suspended from school while this investigation is taking place, if this is deemed necessary, in accordance with section 6 above.

7.2.2 The Principal will inform the student and the parents, in writing, of the details of the alleged misbehaviour and the possibility that it could result in expulsion.

7.2.3 The student and parents 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 will be invited to a meeting with the Principal before the recommendation proceeds to the Board.

7.2.4 The Principal will provide the parents 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.

7.2.5 The parents 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.

7.3 The Board of Management Hearing

7.3.1 The Board will ensure impartiality and no Board member who has had any involvement in the circumstances of the case will take part in the hearing.

7.3.2 At the hearing, the Principal and the parents, or a student who is eighteen years or over, will put their case to the Board in each other's presence.

7.3.3 Parents may wish to be accompanied at such hearings and the Board will facilitate this. There is no right to legal representation in this process.

7.3.4 Neither Principal nor parents will be present when the Board is making its decision.

7.4 Following the Board Decision

7.4.1 Where the student and her parents/guardians attend the meeting with the B.O.M., and the Board, having heard the student and/or her 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.

If the student or her 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. will 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.

7.4.2 Where it is decided to impose the sanction of expulsion, the student and his/her 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 2000, suspend or make other arrangements to ensure that ‘good order and discipline are maintained in the school’.

7.5 Involvement of the Education Welfare Officer

7.5.1 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.

7.5.2 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.

7.5.3 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 and the student in a registered letter signed by the Chairperson and the Principal.

7.5.4 The parents 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 Skills.

Section 8

APPEALS

8.1 General Remarks

The parent of a student or, in the case of a student who has reached the age of 18 years, the student, may appeal against a decision of a teacher, Year Tutor, the Behaviour Support team or the Principal.

Appeals are made in accordance with the hierarchy of authority in the school. An appeal against the decision of a Teacher may be addressed to the Behaviour Support Team. An Appeal against the decision of a Year Tutor or the Student Behaviour Support Team will be heard by the Principal and thereafter by the Board of Management and an appeal of a decision of the Principal will be heard by the Board of Management. An appeal of certain decisions of the Board of Management (section 8.4 below) will be directed to the Secretary General of the Department of Education and Skills as outlined in the Education Act.

8.2 An appeal to the Principal

The parent/guardian of a student, or, in the case of a student who has reached the age of 18, the student, may appeal to the Principal against a decision of a teacher that the student has committed an offence and /or any decision of a teacher to impose a penalty.

It is recommended that the initial approach be informal, seeking to investigate and resolve the situation. The appeal can be made orally or in writing within a reasonable time from the date of the communication of the decision. Upon receipt of notification of an appeal, the Principal shall investigate the matter and shall arrange a meeting with the parent/guardian and/or student and the relevant teacher. At this meeting, all parties shall be given a full opportunity to comment on the matters under appeal. The arrangement of such a meeting will be undertaken cognisant of the school policy on teacher/parent meetings. In the event that the parent/guardian and /or student do not attend that meeting and fail to provide a reasonable explanation for not doing so, the appeal will proceed in their absence.

After hearing the parties, the Principal may make such decision as considered appropriate including affirming, revoking or amending any decision of the teacher. Notice of the decision will be communicated to the parties involved.

8.3 An appeal to the Board of Management

The parent/guardian of a student, or, in the case of a student who has reached the age of 18, the student, may appeal to the Board of Management against a decision of the Principal that the student has committed an offence and /or any decision of the Principal, Deputy Principal or Year Tutor to impose a penalty. The right of appeal exists regardless of whether the decision was made by the Year Tutor, Deputy Principal or Principal or on foot of an appeal against a decision of a teacher.

The appeal must be in writing, specifying the grounds for the appeal and must be lodged with the Chairperson of the Board of Management within a period of 21 days from the date of the decision being appealed.

In determining the appeal, the Board of Management will follow any procedures, which may be prescribed by the Minister for Education and Skills pursuant to Section 28 of the Education Act, 1998 and the current guidelines for Boards in handling any such complaint.

Upon receipt of the Notice of Appeal, the B.O.M. shall appoint a sub-committee to deal with the appeal. The sub-committee will notify all of the parties involved of the procedure that is to be followed. The subcommittee shall investigate the matter and meet the parties involved. At this meeting, all parties shall be given a full opportunity to comment on the matters under appeal. In the event that the parent/guardian and /or student do not attend

that meeting and fail to provide a reasonable explanation for not doing so, the appeal will proceed in their absence.

After hearing the parties, the sub-committee will prepare a report for the Board of management and the Board of Management may make such decisions as considered appropriate including affirming, revoking or amending any decision of the Principal. Notice of the decision will be communicated to the parties involved.

8.4 The appeals process through the Department of Education

Pursuant to Section 29 of the Education Act, 1998, there is a statutory right of appeal to the Secretary General of the Department of Education and Skills against a decision of the Board of Management or of a person acting on behalf of the Board to permanently exclude a student from the school or to suspend a student from attendance at the school for a period which would bring the cumulative period of suspension to 20 school days in any one school year. This right of appeal can be exercised by the parent(s)/guardian(s) of a student, or in the case of a student who has reached the age of 18 years, by the student. The school will advise the parent/guardian and/or student of the right of appeal and associated timeframe when notifying them that the relevant sanction has been imposed.

Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent/guardian or student. As a general rule, appeals will only be considered by an appeals committee under section 29 where the parties are unable to resolve the issue at local level. Accordingly, the appellant and the Board of Management will first consider the matter at local level to determine if an accommodation can be reached.

Appeals to the Secretary General must be made in writing on the Section 29 Appeals Application form (a copy of which can be obtained from the school or from the Appeals Administration Unit of the Department of Education and Skills) and addressed, by signed letter, fax or e-mail to the Appeals Administration Unit of the DES. The appellant should at the same time notify the school of the appeals or, alternatively, send a copy of the completed Application Forms to the school.

Section 9

REVIEW and EVALUATION

Annual Review

The Student Behaviour Policy will be reviewed on an annual basis by school management in conjunction with the Student Behaviour Support Team, Year Tutors, Deputy Principals

with a focus group from the teaching staff, Student Council and Parents' Council. Cognisance will be taken of the level and pattern of suspensions and detentions enforced and the effectiveness of these measures.

Next Review Date May 2023

The Student Behaviour Policy was ratified by the Board of Management at its meeting of :
Thursday, 10th November 2022

Signed: M. McCormack Date: 10 November 2022
Chairperson Board of Management.

Signed: Richel Lay Date: 10th November 2022.
Principal

