

## **Mission statement**

Old Bawn Community School is a community of learning and personal growth, which includes our students and their families, our teachers and staff, our trustees and our adult students. We have a role in the wider community and in the overall educational community.

All parties to our school have their rights and duties within our structures.

Our commitment is to learning in its broadest sense and our procedures and practices reflect this. Respect for the uniqueness of each member of our community commits us to maintaining a caring working environment in which we all can achieve fulfilment.

## **Introduction**

Old Bawn Community school is an inclusive community of learning that provides a quality learning environment for all students. This learning environment is underpinned by positive relationships between Old Bawn Community School staff, students and parents/guardians. These relationships are built on the understanding of mutual respect, which is essential to the learning environment we strive to create.

The aim of the Code of Behaviour Policy is to ensure that students, staff and all members of our learning community have the opportunity to learn and grow in a safe, calm and respectful environment. This policy outlines what this quality learning environment looks like while students are involved in every aspect of school life, including while on the school corridors, in the classroom, during extra curricular activities organised by the school and while participating on school trips.

This published document follows collaboration between staff, students, parents/guardians and the Board of Management to ensure that it broadly reflects of what our school perceives a fair and inclusive Code of Behaviour should be.

This document should be read in conjunction with:

- Old Bawn Community Schools mission statement
- Acceptable Usage Policy (which includes the mobile phone policy)
- Admissions Policy
- Anti-Bullying Policy
- Assessment and Reporting Policy
- Attendance Policy
- Child safeguarding and risk assessment policy
- Critical Incident Plan policy
- Dignity at Work policy
- Dress code
- Homework and Study Policy
- LGBTQIA policy
- Privacy Policy
- School Trips Policy
- Special Educational Needs Policy
- Transgender Policy
- Wellbeing Policy

And any other relevant policy, all of which are available on our school website, [oldbawncs.ie](http://oldbawncs.ie).

## Behaviour Norms

The cornerstone of our school is the positive way in which the vast majority of our school community contribute to the quality learning environment on a daily basis. These positive behaviours are actively taught to students on a regular basis to promote an awareness around how each and every student can help maintain a calm, productive and pleasant learning environment. They will also be displayed in classrooms and appear in rotation on electronic noticeboards throughout the school.

**The core behaviours, which form our school rules are:**

Core Behaviour	Examples of what it looks like in action	Why it is a core behaviour
Be respectful to everyone in our school community.	<ul style="list-style-type: none"> <li>✓ Speaking politely to others.</li> <li>✓ Ensuring you allow everyone their own personal space.</li> <li>✓ Taking care not to offend others.</li> </ul>	<ul style="list-style-type: none"> <li>✓ School life will be more pleasant for everyone if we show each other respectful behaviours.</li> </ul>
Arrive on time to class.	<ul style="list-style-type: none"> <li>✓ Arrive to class at 8.40am in the morning and 12.40pm in the afternoon.</li> <li>✓ Move quickly between classes to ensure you arrive at the next class on time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Coming late to class interrupts the flow of the learning for everyone.</li> </ul>
Prioritise learning.	<ul style="list-style-type: none"> <li>✓ Being prepared for class (Device charged, pens, copies etc.).</li> <li>✓ Attempt homework to the best of your ability.</li> <li>✓ Behaving appropriately.</li> <li>✓ Participate fully in every activity set.</li> </ul>	<ul style="list-style-type: none"> <li>✓ We are a community of learning.</li> </ul>
Follow the dress code.	<ul style="list-style-type: none"> <li>✓ Wearing the full uniform as outlined in the dress code policy.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wearing the uniform correctly helps us as a community develop a sense of pride in our school.</li> <li>✓ Dressing appropriately for work is a life skill.</li> <li>✓ The uniform ensures everyone has appropriate clothes for school.</li> <li>✓ The uniform serves as a health and safety measure making it easier to identify students and visitors.</li> </ul>

<p>Move around the school calmly, following the one way system.</p>	<ul style="list-style-type: none"> <li>✓ Moving quietly and quickly between and during classes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Loud behaviour causes delays between classes and disrupts learning during class.</li> </ul>
<p>Behave appropriately in class.</p>	<ul style="list-style-type: none"> <li>✓ Arriving on time.</li> <li>✓ Line up in the appropriate place while waiting for your class to start.</li> <li>✓ Enter the classroom only with the teachers permission.</li> <li>✓ Ensuring you do not distract others from their learning.</li> <li>✓ Following all of the agreed classroom rules.</li> <li>✓ Packing up only when instructed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Everyone has the right to learn in a calm, distraction free environment.</li> <li>✓ Following classroom norms ensures a quality learning environment is preserved for everyone.</li> </ul>
<p>Attend every day unless an absence is unavoidable.</p>	<ul style="list-style-type: none"> <li>✓ Use your own swipe card to sign in.</li> <li>✓ Schedule appointments where possible outside of school time.</li> <li>✓ Ensure a note is submitted to the school explaining the reason for the absence. This is a legal requirement for all absences.</li> <li>✓ Ensure the note is available to the class tutor or Student Development Officer.</li> </ul>	<ul style="list-style-type: none"> <li>✓ You will miss important learning opportunities if you do not attend.</li> <li>✓ You will also miss opportunities to make meaningful connections with others.</li> </ul>
<p>Respect all safety equipment.</p>	<ul style="list-style-type: none"> <li>✓ Ensuring that equipment such as fire alarms and extinguishers are not interfered with in any way.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Lifesaving equipment must be in perfect working order should it be required.</li> </ul>
<p>If you need to leave school during the school day, sign out at the main office.</p>	<ul style="list-style-type: none"> <li>✓ If the absence is pre arranged (an appointment for example), ensure a request from a parent is submitted in advance, indicating the time you need to leave. Present at the school office to sign out at the time indicated on the request.</li> <li>✓ If you become ill during the day, tell a teacher who will make suitable arrangements for you.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Your parents/guardians and the school need to know where you are during the day, to ensure that you are safe.</li> </ul>

Positive feedback to students is an important part of encouraging positive behaviour.

Staff can affirm positive behaviour on the corridors, in class and around the school in many ways, for example by:

- Thanking students for being cooperative
- Verbal praise
- Giving students extra responsibility
- Reporting positive behaviour to tutor/SDO/Yearhead
- Writing positive notes on VSWare
- Contacting parents/guardians to report positive behaviour
- Awarding certificates/incentives
- Rewarding groups with trips

Everyone has a role to play in maintaining the positive learning environment in Old Bawn Community School. The roles of key people are outlined below.

### **Role of the student**

Central to everything we do at Old Bawn Community School is student learning and personal growth. The core behaviours identified above are rules designed following collaboration with students, parents/guardians and staff to ensure that every student has the opportunity to flourish in a calm and pleasant environment. Every student is expected to adopt all of these rules as behaviour norms.

To help ensure these rules become behavioural norms, the school will actively teach and remind students at regular opportunities (eg. regular reminders in class, assemblies, posters, electronic notice boards etc.). If a student does not follow the rules laid out above (examples of graduated seriousness given in the appendix), the school may put in place sanctions and/or supports to help the student get back on track. Examples of sanctions and supports are outlined under the roles of staff members below.

Should a student have any concerns relating to behaviour, they should raise these concerns with their year head.

### **Role of the parent/guardian**

Parents/guardians are the primary educators of their children and as such hold a central role in helping their son/daughter achieve their full potential at Old Bawn Community School. A positive relationship between school and home is highly valued by Old Bawn Community School. If a parent has a concern about an aspect of their son/daughters school life, they should make an appointment with a staff member to discuss it.

Parents/guardians can help by:

- Ensuring their son/daughter attends every day, on time, unless completely unavoidable
- Submit a note on behalf of your son/daughter, excusing any absences/lates that do occur, stating the reason for the absence
- Ensuring their son/daughter is dressed appropriately for school (in line with the dress code)
- Regularly checking VSWare for updates (e.g. school reports, behaviours etc.)
- Attending parent-teacher meetings and parent/guardian evenings
- Contacting their son/daughter through the school office only, should they need to get in touch with them during the school day
- Ensuring the school has up to date contact information for parents/guardians

## **Role of the class teacher**

The class teacher meets their students every day. Building positive classroom relationships is a key part of what classroom teachers do. A calm and happy environment helps foster a love of learning and generate learning opportunities for students. Acknowledging student efforts and improvements helps to build positive relationships in the classroom. Teachers can mark positive efforts and improvements in many ways including:

- Verbal praise
- Positive written feedback
- Positive note on VSWare
- Phone call home to inform parents/guardians
- Organising a class trip
- Giving a student extra responsibilities

Classroom teachers should regularly reinforce expectations around classroom behaviours. However, at times, students may not adhere to the behavioural norms agreed rules above, which can impact negatively on the learning in the classroom. Should this occur, the class teacher may put in place sanctions and/or supports to help the student and to ensure that a quality learning environment is maintained in their classroom for all students. Sanctions should be proportionate to the nature and seriousness of the behaviour.

Interventions available to the classroom teacher include:

- Asking the student to stop the unwanted behaviour
- Verbal warning
- Having a one to one conversation with the student to explain the issue
- Issuing penalty work
- Ask the student to move seat
- Set a detention (parents/guardians should be given a minimum of 24 hours notice)
- Phone call home to inform parents/guardians
- Inform parents/guardians by recording the incident and any interventions taken on VSWare
- Engaging student support
- Requesting a restorative meeting

The vast majority of incidents are resolved at classroom level. However, following suitable interventions by the teacher, if the issue cannot be resolved between the classroom teacher and the student, the misdemeanour is continuously occurring (see appendix 1) despite classroom based sanctions the incident may be referred to the Year Head through a behavioural referral form. Should a student engage with a gross misbehaviour (see appendix 1) during class, the incident may be referred to a deputy principal or the principal for immediate support.

## **Role of the Year Head**

The year head plays a central role in the lives of students. They are the central point of contact. They are often a key link person for parents/guardians. Because of their unique oversight, year heads are in a position to identify and reward positive improvements on a wider scale. Year heads can do so in many ways including:

- Organising trips
- Awarding certificates at assemblies
- Calling home

Year heads also are the next step in the ladder of referral for incidents that happen in the classroom which are not resolved at classroom teacher level.

When minor misdemeanours (see appendix 1 for examples) happen repeatedly and interventions the classroom teacher has put in place does not change a students behaviour, the matter may be referred to

a year head. The year head may also address more serious issues, referred to as gross misbehaviours (see appendix 1 for examples).

Interventions available to year heads include:

- Speak with the student on a one to one basis to try to resolve the issue
- Call/text home to inform and discuss with parents/guardians
- Facilitate a meeting with parents/guardians, student and teacher
- Organise a restorative meeting between the student and teacher
- Engage student support
- Put an early intervention programmes in place (Integr8)
- Linking student with a Student Development Officer
- Place student on conduct/attendance/punctuality sheet (see appendix 2)
- Check in with student and their teachers to follow up on progress
- Place the student on Principal's Detention (see appendix 2)
- Refer to attendance officer (if attendance or punctuality is the issue)
- Liaise with School Completion programme
- Issue a yellow card (see appendix 3)
- Refer a student to a deputy principal

Parents/guardians who have concerns about behavioural matters concerning their son/daughter should contact the relevant year head.

### **Role of the Deputy Principal**

Deputy principals work with students, teachers and year heads. In particular, deputy principals work closely with year heads to provide students with the support they need to ensure every student reaches their full potential. Deputy principals interact very frequently with students and can provide a lot of positive affirmation to students.

Deputy principals can affirm positive behaviour among students in a variety of ways including:

- Verbal praise
- Call home
- Certificate/acknowledgement at assembly

Deputy principals can put in place all of the interventions a year head can engage to help support a student. Additionally, a deputy principal may:

- Refer a pupil to the principal in the case of a serious issue
- Make a recommendation to the principal that the student should be suspended
- Organise a meeting with a deputy principal, parent, student and teacher

### **Role of the principal**

In addition to the wide range of sanctions available to staff, the principal has the additional interventions of:

#### **Suspension (Appendix 7 - suspension policy)**

In cases of a serious breach of the Code of Behaviour, the principal has the authority to suspend a student, subject to the parents/guardians right of appeal the suspension to the Board of Management.

## **Expulsion (Appendix 8 - expulsion policy)**

The principal may recommend a student for expulsion to the Board of Management. Should the Board of Management recommend expulsion for a student, the parents/guardians (or the student themselves if over 18) will be provided with the right of appeal as specified in Section 29 of the Education Act 1998.

## **Role of the Board of Management**

The Board of Management are responsible for overseeing the implementation of the Code of Behaviour. The Board of Management, when deemed necessary by the principal, will consider the most severe sanction of expulsion for most serious actions, which fall outside of the normal disciplinary procedures laid out in this code.

### **Expulsion**

Should the Board of Management recommend expulsion for a student, the parents/guardians (or the student themselves if over 18) will be provided with the right of appeal as specified in Section 29 of the Education Act 1998.

## **Registration of specific behaviours**

Old Bawn Community School will keep a register of students that engage in specific behaviours. In addition to their name being placed on the register, the school will write to parents/guardians informing them of the register entry. The purpose of the register is to monitor behaviours that can cause serious risk of harm to others. The recording of the behaviour is in addition to any sanctions/supports that may be put in place to help the student.

The three areas where a register will be kept are:

- Bullying
- Violence
- Deliberate tampering with safety equipment

All data collected will be stored in line with our GDPR policy, which is available on the school website.

## **Review of the Code of Behaviour**

The Code of Behaviour will be reviewed annually. If a parent/guardian would like to submit a comment about this Code of Behaviour or any aspect relating to it, they may do so through the principal.

The next review will take place in April 2024.

## **Appendix 1:**

### **Misdemeanours:**

Misdemeanours are defined as minor breaches of the Code of Behaviour. These include:

- Homework not completed.
- Late to class.
- Missing item of uniform.
- Minor interruptions to a lesson (such as talking at an inappropriate time).

Sanctions include verbal warning, penalty work, teacher setting a detention etc.

### **Continuous misdemeanours:**

When a student repeatedly engages with misdemeanours despite sanctions being put in place, the matter may be escalated by referring to a year head. Interventions include requesting a restorative meeting, engaging with student support, putting an early intervention programmes in place (Integr8), contacting home etc. Sanctions include principals detention, yellow card etc.

### **Gross Misbehaviour:**

A gross misbehaviour is a serious breach of the Code of Behaviour. Examples of gross misbehaviours include (but are not limited to)

:

- Leaving the school during the school day without permission
- Mitching
- Smoking/vaping
- Use of offensive language towards another
- Assault/physically fighting
- Possession, use of or supply of alcohol and/or (legal or illegal) drugs or any non-prescription mind altering substance
- Deliberate damage to safety equipment
- Deliberate damage to school property
- Misuse of technology as outlined in Acceptable Usage Policy
- Sexual harassment
- Racism
- Bullying
- Theft
- Possession of pornography
- Sharing pornography or explicit images

In the case of a gross behaviour, the sanctions may include principal's detention, a yellow card and/or suspension, or expulsion, depending on the seriousness of the gross misbehaviour that has occurred.



## **Appendix 2:**

### **Conduct Sheet:**

Should a student go through a period where behaviour in class is a issue a year head may place that student on a conduct sheet for a limited period to improve and monitor behaviour. This is a sheet that has space for every teacher to record how the student has behaved for each class for a week. There is additional space for the parent to sign the conduct sheet at the end of every day it is in use. The filled conduct sheet should be presented at the year heads office at the end of every day.

### **Punctuality sheet:**

Should a student be continuously late for class, the year head may place that student on a punctuality sheet for a limited period to improve and monitor behaviour. This sheet has space for every teacher to record the time the student arrived to class at. There is also space for a parent to sign at the end of every day the sheet is in use. The filled punctuality sheet should be presented at the year heads office at the end of each day.

### **Attendance sheet:**

Should a student be caught mitching, the year head may place that student on an attendance sheet for a limited period to monitor attendance closely throughout the day. This sheet has a space for each teacher to record that the student was present in each class throughout the week. There is also a space for a parent to sign at the end of every day. A completed attendance sheet should be presented at the year heads office at the end of each day.

### **Principals detention:**

Principals detention is considered a serious sanction that can only be put in place by a year head, deputy principal or principal. Principal's detention occurs on Fridays, from 1.10pm to 2.10pm. Failure to attend principal's detention as required may result in suspension.

## **Appendix 3:**

### **Seven Step Yellow Card Process**

The yellow card system is a system the school has for putting sanctions and interventions in place following a gross misbehaviour or continuous misdemeanours. It consists of a seven step process, the seventh step resulting in a recommendation to the Board of Management for expulsion.

Yellow cards can be issued by year heads, deputy principals or the principal. Parents and guardians are involved in this process and the seriousness and urgency of the problem is communicated clearly to all involved.

While it is envisaged very few students will engage with the yellow card process, once initiated a particular response accompanies each card. These responses, which are outlined below, comprise of supports and sanctions, the overall aim of which is to prevent further yellow cards being incurred.

Examples of behaviours that incur a yellow card include:

- Fighting or violence
- Bullying
- Smoking/vaping
- Verbal abuse of staff or students
- Malicious damage to property
- Deliberate tampering with safety equipment
- Repeated disruption to the learning environment for others.
- Any behaviour that is deemed serious, and lies outside the boundary of normal disciplinary procedures.

In addition to a yellow card, a sanction such as principals detention or suspension may be also issued. Notes of interventions, sanctions and agreements will be taken at all meetings.

In all cases that involve two parties (eg. Fighting/verbal abuse etc), a restorative meeting will be offered.

#### **First Yellow Card**

- Parents/guardians informed
- Meeting between student and year head to discuss the incident
- Appropriate sanction and interventions put in place

#### **Second Yellow Card**

- Meeting between parent/guardian, student and year head and/or deputy principal to discuss incident
- Review of progress on overall behaviour and the action that prompted the second yellow card to take place at the meeting
- Appropriate sanction put in place
- Student referred to student support (to participate in an intervention program)
- Review date for review of student progress to be set by year head. Parents/guardians informed of the outcome of the review and invited to a subsequent meeting if deemed appropriate

#### **Third Yellow Card**

- Meeting between parent/guardian, student and year head and/or deputy principal
- Review of behaviour, sanctions and interventions to date to take place at the meeting
- Appropriate sanction issued

- Student referred to student support for intervention program to be put in place
- Review date for review of student progress to be set by year head. Parents/guardians informed of the outcome of the review and invited to a subsequent meeting if deemed appropriate

#### **Fourth Yellow Card**

- Year head to review all sanctions and interventions put in place to date with student support personnel to evaluate what more can be done to help the student
- Meeting between parent/guardian, student and year head and/or deputy principal
- The seriousness of a fourth yellow card should be impressed on the student and parents/guardians
- Further sanctions and interventions put in place
- Agreement made with the student and parents/guardians as to the students commitment to adhere to the school rules.
- Contract of behaviour to be co-created during the meeting, and signed by the student, parents/guardians and year head.
- Review date for meeting between parents/guardians set

#### **Fifth Yellow Card**

- Student will be suspended
- Meeting between parent/guardian, student and year head and deputy principal before returning to class
- Sanctions and interventions to date discussed
- The gravity of the situation to be discussed with parents/guardians and student
- Contract of behaviour to be reviewed, amended as necessary and signed by student, parent/guardian and year head
- Upon return to school the student will meet with the guidance counsellor
- Internal meeting of relevant school personnel to take place, with a final review of appropriate resources, supports and interventions, which will be put in place by the school

#### **Sixth Yellow Card**

- Student will be suspended
- Meeting between parent/guardian, student, year head and/or deputy principal and principal to take place before the student can return to class
- Year head will continue to engage with student support to put interventions and supports in place
- The Education Welfare Services may be contacted to warn of a possible expulsion
- A full review of student progress, including parent/guardian, year head and/or deputy principal and principal to be set for within one school month of the initial meeting

#### **Seventh Yellow Card**

- Student will be suspended
- Matter will be reported to the Board of Management and the Department of Education and Skills
- May result in expulsion from the school

## **Appendix 4**

### **SUSPENSION**

Suspension may be used as a sanction under the Code of Behaviour. Suspension should be a proportionate response to the behaviour that has caused concern. Normally other intervention will have been tried before suspension. The decision to suspend a student will be based on serious grounds such as:

- The student's behaviour has had a seriously detrimental effect on the education of other students
- The student's continued presence in the school at this time constitutes a threat to safety
- The student is responsible for damage to persons or property
- Any serious behaviour that cannot be dealt with through less serious sanctions
- A single incident of serious misconduct may be grounds for suspension

#### **Forms of Suspension**

Suspension as a sanction is available at any stage on the Behaviour Referral System subject to grounds listed above. Suspensions are broadly divided into two main categories:

- Automatic suspension at stage 5 and 6 of the Negative Referral System
- Gross Misbehaviour, a suspension which necessitates immediate removal from the school

#### **Procedures for suspension**

##### **Automatic suspension / suspension as a sanction**

- The matter will be investigated impartially
- Student will be given an opportunity to respond and write a report
- Parents/guardians will be invited to meeting with Year Head/Deputy Principal or Principal
- Parents/guardians will be given an opportunity to respond
- Notice of suspension will be given to parents/guardians in writing including informing them of their right to appeal

##### **Gross Misbehaviour**

- Report of incident/Behaviour referral received
- Preliminary investigation by Year Head/Deputy Principal/Principal
- Principal authorises use of suspension as sanction
- Parents/guardians are contacted and requested to collect the student.
- Notice of duration of suspension given to parents/guardians in writing including their right of appeal
- Formal investigation to take place with the student given the right to be heard
- Formal meeting with Year Head/Deputy Principal/Principal and parents/guardians prior to the return of the student to class

### **PERIOD OF SUSPENSION**

The Board of Management has delegated the authority to the Principal to suspend for up to three days.

The Board of Management reserve the authority to suspend for longer periods.

The period of suspension will be clearly communicated to the parents/guardians in writing.

The duration of suspension will be appropriate to the misbehaviour.

Students who have accumulated six days suspension in any given year will be reported to the Educational Welfare Officer (TUSLA)

## **Appeals**

Suspensions may be appealed to the Board of Management. In the case where a student has accumulated twenty days suspension, the parents/guardians may appeal the suspension under Section 29 of the Education Act 1998. The Board of Management reviews suspension monthly.

## **EXPULSION**

Expulsion of a student is a very serious step and will only be considered by the Board of Management. Expulsion will only be considered as a proportionate response to the student's behaviour and after significant steps have been taken to address the misbehaviour to attempt to avoid expulsion of the student.

### **These interventions may include, as appropriate:**

- Involving parents/guardians
- Promoting / developing student responsibility
- Ensuring all other options has been tried
- Seeking the advice of an outside agency

### **A proposal to expel a student requires serious grounds such as (but not limited to):**

- The student's behaviour is a persistent cause of significant disruption to the learning of others or the teaching process
- The student's continued presence in the school constitutes a real significant threat to safety
- The student is responsible for serious damage to persons or property
- The student has reached the end of our Yellow Card System and their behaviour continues to be of a serious and persistent negative nature

### **There may be exceptional circumstances when a student can be expelled for a first offence and such offences include (but are not limited to):**

- A serious threat of violence against another student or member of staff
- Actual violence or physical assault
- Supplying/possession of illegal drugs in school
- Sexual assault
- Taking an image or video of another student in a toilet or changing room and/or sharing it on line/with others
- Bringing a dangerous weapon/item to school
- Posting online threats or misinformation regarding teachers or students

## **Expulsion Procedures**

Old Bawn Community School will follow for procedures under section 10-3 and 10-4 of the Education (Welfare) Act 2000 when considering the use of expulsion.

The procedure for expulsion is:

A detailed investigation and review to be carried out under the direction of the Principal. The Principal will produce a report and consult with the parents/guardian and student giving them every opportunity to respond. Where the Principal forms the opinion that expulsion should be recommended the Principal will present a copy of the report to the parents/guardians and invite them to the Board of Management meeting where the expulsion will be considered.

### **Recommendation and Consideration of Expulsion Proposal.**

The Principal will present the report to the Board of Management while the parents/guardians are present. A recommendation for expulsion will be presented to the Board. The parents/guardian will be given an opportunity to respond either orally or in writing.

### **Board of Management Deliberations and Decisions**

The Principal and the parents/guardians leave the room and the Board of Management will make its decision. Having finished its deliberation if the Board form the opinion that the student is to be expelled, the Secretary of the Board will inform the parents/guardians and the Education Welfare Officer in writing of the Board's decision. Parents/guardians will be informed of their right to appeal under Section 29 of the Education Act October 1998. The student shall be duly expelled after twenty days have elapsed after notification is received by the Education Welfare Officer.

### **Consultation with Education Welfare Officer**

Within twenty days a meeting will be convened under Section 24 of the Education (Welfare) Act 2000 between the Education Welfare Officer, parents/guardians and the Principal.

### **Confirmation of Decision to Expel**

When the twenty days has elapsed and the Board of Management remains of the view that the student should be expelled. The Board of Management will confirm the expulsion. All parents/guardians or students over the age of eighteen have the right to appeal an expulsion under Section 29 of the Education Act 1998. The Board of Management will review the use of expulsion annually.

### **Expulsion in exceptional or unspecified circumstances**

It is not feasible for a Code of Behaviour to list every possible reason for expulsion. The Board of Management examines each individual case in detail on its own merits before making any decision. With the advent of such things as social media, new technologies and constant changes in trends, demographics, culture and society, the spirit of the Code of Behaviour must always seek and be reviewed to protect students, staff and the school community in a considered and contemporaneous way. Even though the cause of vast majority of expulsions fall under a category outlined in this code, there may be a compelling case to expel which does not correspond fully to any specified list.

Any serious incident or pattern of behaviour that is publicised and well known to the school community through social media or otherwise, could lead the Board to determine that a student's continued presence in the school may be harmful to that student, to other students and/or may cause serious reputational damage to the school. The Board may conclude that expulsion is necessary.

The Board may conclude that expulsion is necessary where an incident of gross misbehaviour is recorded and shared on the internet. The incident itself or particular behaviour may not be listed in the code but the fact that it has been shared widely and is a subject of public debate within the community or even further afield, can make the whole issue fall under the category of expulsion. It is impossible for any Code of Behaviour to be comprehensively prescriptive in this area and this is where the Board must have the latitude to make a reasonable and uninhibited determination that is fair to all.

