

SCHOOL CODE OF BEHAVIOUR

St Aidan's CBS

Introduction

'The code of behaviour (conduct) is the set of programmes, practices and procedures that altogether form the school's plan for helping students in the school to behave well and learn well.'

This policy is the revised Code of Behaviour for St. Aidan's CBS. The previous policy was audited by all staff and reviewed in consultation with other partners e.g. Student Council, Parents Association and the Board of Management.

School Mission Statement

'Our mission is to give students, in an atmosphere of mutual care and respect, an appreciation of life as well as the skills and knowledge necessary to achieve their full potential with others in accordance with Christian values.'

Outlook

This policy applies to students of St. Aidan's CBS and relates to all school activities both during and outside of normal school hours. This policy outlines that if a student is recognisable as a student of our school (i.e. wearing the St. Aidan's uniform, at a school event, during lunch hours etc); then the school will be involved in the resolution of the issue so as it can, at all times, reserve the right to safeguard its good name. The code requires that all interactions between school staff and parents/guardians will respect the normal protocols that should apply to such interactions.

Relationship of Policy to St Aidan's CBS Mission Statement

This policy has been developed in line with the Mission Statement of St. Aidan's CBS, whose ethos and philosophy have at its core, the care and welfare of all students. The school strives to provide a safe learning environment where respect and appreciation of life is valued in accordance with Christian values. The school code of behaviour is based on respect for oneself, for others and for our environment, so as to create a caring and cooperative school atmosphere.

Rationale

Many people work together in our school each day and therefore a high level of courtesy and consideration for others is necessary. Behaviour/conduct which is ill mannered, dangerous or disruptive cannot be allowed. This code is one that is based on the recognition of the student as an individual while creating an environment in which the welfare of all is protected.

Goals of Code of Behaviour

We at St. Aidan's CBS believe that an effective code of behaviour should be in keeping with the following principles:

- Recognising the importance of relationships as a whole within the school and community.
- Focusing on personal responsibility.
- Providing clarity about expectations for our students.
- Recognising that all students' behaviour matters.
- Promoting safety and freedom from threat, so as to allow all students enjoy the school experience.
- Focusing on promoting good behaviour.
- Ensuring fairness and equality.
- Recognising educational vulnerability.
- Attending to the welfare of students.

The goals of our Code of Behaviour are to:

- Encourage students to take personal responsibility for their learning and their behaviour, so as to allow the students of St. Aidan's mature into responsible participating citizens.
- Ensure all relationships within our school are ones of mutual respect and support.
- Establish an environment in St Aidan's whereby all students, staff and members of our school community feel safe and respected within a secure learning environment.
- Implement effective procedures which allow for the day to day running of the school and which meet the demands of current legislation.
- Promote good behaviour and self discipline to ensure all our students understand what is expected of them.
- Facilitate the appropriate involvement of all school personnel.
- Ensure understanding by the parents/guardians, students, staff and management of the code of conduct and the reasons for it.
- Outline the structure of fair, consistent and agreed sanctions that will be used in response to negative behaviour. All students will be treated equally within our school.
- Outline the interventions to be used when a student repeatedly misbehaves. This will allow staff and students to have clear procedures in place so as students are aware of the consequences their actions may have.
- Encourage the participation of all members of the school community in promoting appropriate behaviour.

Policy Content

The code of behaviour is divided into the following subsections:

1. Understanding behaviour.
2. Standards of behaviour.
3. Whole School Approach.
4. The school expectations.
5. Promoting good behaviour.
6. Responding to inappropriate behaviour,
 - 6.1 Preventative measures,
 - 6.2 Use of sanctions,
 - 6.3 List of sanctions,
 - 6.4 Ladder of referral.
- 7 Implementing the code of behaviour.
- 8 Clearly defined roles.
- 9 Suspensions and expulsions.

1. Understanding Behaviour

Knowledge about what shapes the behaviour of children and young people, as individuals and as groups, enables teachers and other school staff to:

- Plan and implement a team approach to help students behave well.
- Develop ways of responding to unacceptable behaviour that are more likely to work and avoid responding in ways that may escalate the problem.
- Avoid an individualised or personal stance about the behaviour of students.

Parents must realise that home values and parental attitudes can help or hinder a student's behaviour and learning in school.

Students also need to be given an insight into their own and other's behaviour, thus building their capacity to take responsibility for their behaviour and to help each other to behave appropriately.

Learning, relationships and behaviour are inextricably linked. Good behaviour is an outcome of effective learning and good relationships. Good behaviour is also an influence on how students learn.

Behaviour has meaning. It is not random. Behaviour can be learned. This means it can change. What teachers, other adults and other students do in response to a student's behaviour is critical in influencing the choices students make about how they behave. Effective teaching and learning are closely linked to good behaviour.

Influences on behaviour

It is useful to think about influences on behaviour in terms of factors primarily within the person and those that are external or interpersonal.

Within the person influences	External or interpersonal influences
<ul style="list-style-type: none"> • Age and stage of development. • Personality and temperament. • Personal history and experience. • Physical, sensory or medical characteristics. • Skills, ability to learn. • Beliefs about self and others. • Resilience and self-efficacy. 	<ul style="list-style-type: none"> • Parental & family patterns and their relationships. • Social networks; including friends and peer groups. • Neighbourhood and community factors. • The status and standing of different groups in society. • School factors. • Time, opportunity and support for personal and social development.

Knowledge surrounding the influence of groups and the relationships within and between the many groups and subgroups in the school environment is an important part of the understanding of behaviour. School life is fundamentally social, and individual students and teachers are part of many groups and subgroups in the course of a single day. The dynamics that operate within and between these groups are very powerful and are themselves significant influences on individual and group behaviour.

2. Setting standards of behaviour

The school's standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for teaching and learning in St. Aidan's.

St Aidan's students are more likely to benefit from their education and to be happy in a structured, caring environment where high standards of behaviour are expected and adhered to.

St. Aidan's standards of behaviour reflect values such as:

- Respect for self and others.
- Kindness and willingness to help others.
- Courtesy and good manners.
- Fairness.
- Readiness to use respectful ways of resolving difficulties and conflict.
- Forgiveness.
- Attending school regularly and punctually.
- Doing one's best in class.
- Taking responsibility for one's work.
- Keeping the rules.
- Helping to create a safe, positive environment.
- Respecting staff.
- Respecting other students and their learning.
- Participating in school activities.

The standards of behaviour also signal to the members of St. Aidan's school community the kinds of behaviour that are not acceptable in our school, for example:

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation).
- Behaviour that interferes with teaching and learning.
- Threats or physical hurt to another person.
- Damage to property.
- Theft.

3. Whole School Approach

Schools need to define and teach the behaviours they expect from students. Schools can foster in students skills to manage their own behaviour and to respond appropriately to the behaviour of others. In this way, schools equip students with essential life skills, while also creating the conditions for effective teaching and learning.

It is essential that as a school community, elements that can impact on behaviour are identified and agreed on. Having cemented in place what is considered as inappropriate the whole school community can identify and deal with incidents accordingly and consistently across school life.

When taken as a single entity the code of behaviour cannot sculpt the environment and atmosphere that is required for our students to learn and behave accordingly. All members of the school community have responsibility to ensure that our students behave well.

Aspects of our whole school approach to behaviour include:

- Implementing our ethos, policies and practices that work together to create a positive environment.
- Working together side by side to ensure continuity in our approach to behaviour.
- Ensuring excellent classroom management and detailed curricular planning among subject departments.
- Being open to the community and remaining inclusive within it.
- Ensuring that break times are well monitored, both in terms of time keeping and behaviour.
- Extra-curricular and co-curricular activities are given the time and energy to be beneficial to the students while upholding the code of conduct and the reputation of the school when being represented off campus.

Students' behaviour is strongly influenced by their teachers' classroom management and methods. The classroom is where boundaries, as well as expectations, are formed; it is here that precedence for the broader community can be realised. The teacher's skill, experience and training are essential when recognising and preventing problems. Parents' support for the school when a behavioural problem arises can greatly minimise potential disruption and ensure there is little chance of a repeat of this behaviour. The Board of Management ensure that there are structures in place to support positive behaviour and an effective learning environment.

4. The School Expectations/Rules and Rationale for the Rules

Students will treat themselves, school staff, fellow students and visitors to the school with respect and have consideration for the rights and feelings of others.

This is a rule of our school because having respect for oneself and for others promotes a respectful, caring atmosphere where the rights of all are upheld. Having consideration for the rights and feelings of others creates a better, more pleasant learning environment.

Students will co-operate and follow the instructions of all staff members. Students will co-operate with each other.

This is a rule of our school to maintain good order, avoid disruption and create a better learning/working environment for all. Instructions given to assist the smooth day to day running of the school are carried out in the interests of all.

Students will attend school regularly; remain for the full school day and if absent, the school will be notified of the reason for the absence.

This is a rule of our school because missing class adversely affects progress and can impede the progress of the students present. The school is legally obliged to report the reason for all absences. Students and parents/guardians must follow the correct sign out procedures.

Students will bring their journal, books, copies and all equipment that they need to all relevant classes.

This is a rule of our school to ensure that students can benefit fully from classes and minimise time wasting.

Students will do their homework/class work and participate fully in class. They will listen to each other and their teachers and not disrupt any classes.

This is a rule of our school because homework reinforces learning and helps students to reach their full potential. Disruption of classes is unfair on fellow students and prevents the teacher from teaching effectively.

Students will get their parents/guardians to sign their school journals every weekend.

This is a rule of our school because it facilitates communication between teachers and parents/guardians. In addition, it allows teachers/guardians to monitor student progress.

Students will agree not to use their electronic devices for communication or recording purposes during school time and not to use them in class without prior permission.

This means that mobile phones and other electronic devices must not be visible during class times. Such devices that are visible are considered to be in use. This is a rule of our school for the following reasons:

- Mobile phones cause too many disruptions in school.
- Camera phones impinge on the privacy of others.
- Inappropriate use of mobile phones or electronic recording/listening devices causes disruption, prevents students from hearing instructions and impinges on the privacy of others.

Students will be on time for school/class and not loiter or go to their lockers between classes.

This is a rule of our school because not being on time causes disruption for the teacher and the class. In addition, St. Aidan's CBS is concerned about the development of the whole child/person and encourages students to develop good punctuality which will be expected of them in the workplace.

Students will move quietly around the school in an orderly manner and follow the one way system.

This is a rule of our school for the health and safety of students and staff and so that the business of teaching and learning can take place without unnecessary disturbances.

Students will wear their full school uniform everyday to and from school and comply fully with the correct St. Aidan's CBS code of dress.

This is a rule of our school because uniforms promote/project an atmosphere of uniformity, pride and equality among the student population. The uniform is the public image of the school and it is the responsibility of each member of the school community to promote that image. The code of dress is clearly communicated to students and parents/guardians through the school journal, presentations at information nights and letters/information sheets sent to homes.

Students will show respect for all property and equipment in the school and on the school grounds.

This is a rule of our school because defacing/damaging school property is destructive and shows a lack of respect and consideration for the school community of which the student is a member. Damage to property costs money in repairs, which could be better spent on other school items and could also cause a hazard to health and safety. Everyone deserves to

come to school/work in a pleasant environment and the students themselves have identified the effect of graffiti and defacing school property e.g. tables, chairs ... etc.

Students will agree not to chew gum, smoke or bring any prohibited substances into the school. Students will fully comply with the Substance Use Policy.

This is a rule of our school for the following reasons:

- Chewing gum damages property.
- Smoking on the school grounds is illegal and smoking seriously damages health.
- Banned/prohibited substances pose a risk to the safety of all.

5. Promoting good behaviour

Promoting good behaviour is the main goal of the code. School management and staff actively foster a school ethos, policies, and practices that help to promote positive behaviour and prevent inappropriate behaviour.

Management, teachers and other school staff also need a range of strategies for promoting good behaviour at class and school level. There will be consistency across the staff as to how best to promote good behaviour. Strategies employed to promote good behaviour include:

- Involvement of all members of the school community in the development of the code of behaviour.
- Interactions between members of the school community which are based on principles of fairness and natural justice.
- Setting high standards for student behaviour, clearly explained, consistent and widely understood.
- Establishing and maintaining positive relationships between all partners in the school community.
- Good school and class routines.
- Parental support for the school by encouraging good learning behaviour.
- Helping students themselves to recognise and affirm good learning behaviour.
- Use of reward systems.

The quality of relationships between teachers and students is one of the most powerful influences on student behaviour. For many students, their teachers are a major source of support, adult empathy, pastoral care, and are hugely significant figures in their lives. As adults and professionals teachers have the greater responsibility in establishing and maintaining this relationship.

In our school some of the rewards used to promote good behaviour are;

- Private and public verbal praise of the student.
- Positive notes sent home to parents/guardians via the school journal.
- Positive comments/referrals to form-tutors, year-heads and management.
- Public acknowledgement of the students within their form and year groups.
- Leadership roles and responsibility given to students e.g. mentor to other students, student council, captaining and coaching school teams.
- Trips outside the school e.g. cinema, theatre etc.

6. Responding to Inappropriate Behaviour.

It is the responsibility of the school to maintain a classroom and school environment which is supportive of the learning of every student and which ensures continuity of instruction. Despite the best efforts of the school, inappropriate behaviour happens. Where a student's behaviour disrupts the teaching and learning of other students, school authorities have to weigh the needs of that student with the needs of other students and staff. The school expects the support of the families of students when it has to respond to inappropriate behaviour.

6.1 Preventative Measures

- An information meeting is held for the parents/guardians for all new entrants at which the code of behaviour is explained.
- A copy of the code of behaviour is distributed to all families of new entrants and they are asked to read it and discuss the content. The Students and their parents/guardians are asked to sign their agreement with the content and their support and co-operation with it.
- The code of behaviour is contained in the school journal which all the students have a copy of.
- The school's expectations of the pupils, as outlined in the code of behaviour, and the reasons for these are frequently discussed with the classes by their form-tutors.
- Assemblies are regularly held for all year groups at which the code of behaviour and any current issues/problems are discussed.
- The classes are regularly surveyed to ascertain if there are any issues such as bullying, harassment, racism etc. that the school authorities are unaware of.
- During their time in St Aidan's concepts such as fairness, natural justice, tolerance for others, respect etc. are discussed by and with students as part of the religious education, CSPE, SPHE and other programmes.

- A warm respectful atmosphere exists within the school and students are encouraged to bring any problems that they may have or observe others having to a member of staff.

6.2 Use of Sanctions

Sanctions are used not solely to punish a student, but more importantly to help the student to learn that their behaviour is unacceptable and help them to take responsibility for that behaviour. The use of sanctions will be:

- Part of a plan to modify behaviour.
- Proportionate and appropriate.
- Consistent throughout the school.
- Understood by the student and his parents/guardians to be a consequence of the behaviour.

The school may, when appropriate apply sanctions in response to behaviour that occurs outside the school grounds and/or the school day.

6.3 Sanctions

The following sanctions are used in our school and are scaled so as to take account of the nature of the incident. It is not an exhaustive list.

- A verbal reprimand from the teacher.
- Directing the student to stand up or move to another part of the class room.
- Directing the student to complete penalty sheets.
- Withdrawal from a particular lesson or peer group.
- A note home to parents/guardians in the school journal which is signed by parents to indicate receipt of the note.
- A telephone call to parents/guardians.
- Time-out, directing the student to work in a different location such as the classroom of a colleague by arrangement.
- Giving the student a lunchtime/after school detention. Parents/guardians will always be informed in writing in advance by way of a note in the students' journal.

Sanctions for more serious incidents or persistent breaches of the code of behaviour include:

- The teacher filling in an incident report form, noting action already taken; and forwarding it to the Year Head/Assistant Year Head.
- The student being called to a meeting with the Year Head, Deputy Principal or Principal.
- Putting a student on report.
- Detention after school, parents/guardians being informed in writing in advance.
- Assigning the student a school community task such as picking up litter, removing graffiti etc.
- A phone call to parents/guardians by the Year Head, Deputy Principal or Principal.
- Parents/guardians and student being asked to meet with the Year Head, Deputy Principal or Principal.
- Withdrawal of school privileges such as leaving the school at lunch-time, representing the school etc.
- Saturday morning detention.
- Other suitable interventions designed to modify specific behaviours.
- Suspension from school (in accordance with the schools policy on Suspension and Exclusion).
- Suspension from school (in accordance with the schools policy on Suspension and Exclusion).

6.4 Ladder of Intervention

The school has an agreed ladder of intervention for unacceptable behaviour within the school. The basic principle is that the more serious the incident is the higher up the ladder it is dealt with. Interventions may be formal in nature i.e. Tutors, Year Heads, Guidance Counsellor, Pastoral Care Team etc. or more informal e.g. a teacher mentoring a student with whom they have a positive relationship.

Note that teachers may refer students for advice and support as opposed to applying a sanction.

Records

Teachers maintain their own written records of incidents that occur within a classroom, any sanctions imposed and any communication with parents/guardians. More serious breaches

or persistent breaches of the code are communicated to the Year Head on incident report forms which are kept on file together with a record of any actions taken and communication with parents/guardians. The Deputy Principal and Principal will also keep a record of their interventions with students following unacceptable behaviour.

Stages in the ladder of Intervention

1. Each subject teacher has responsibility for implementing discipline in his/her own classroom. Most incidents are effectively managed through the teacher's own judgement drawing on their experience. Some of the agreed sanctions used by the school may be used.
2. Each class group has a class tutor assigned who monitors the students' punctuality, attendance and journals. Any issues noted are brought to the attention of the Year Head. The class tutors' role is primarily pastoral.
3. Each year group has a Year Head and Assistant Year Head assigned. The Year Head has special responsibility for the year group and takes both a pastoral and disciplinary role. Year Heads deal with more serious incidents or an accumulation of minor incidents and can impose sanctions which relate to the seriousness of the incident. Year Heads keep detailed records of student conduct and their interactions with parents/guardians.
4. Students whose behaviour has not modified despite the best efforts of the school are referred by the Year Head to the Deputy Principal or Principal. Together with the Year Head, strategies/interventions/sanctions are agreed for individual students and communicated to the parents/guardians.
5. The Principal informs the Board of Management of all suspensions and recommendations of exclusion.

7. Implementing the Code of Behaviour

The implementation of the Code of Behaviour for St. Aidan's CBS will include the following:

- All school partners are involved in the development and review of the code.
- Amendments to the Code will be communicated to the partners.
- A review will involve consultation with and ratification by all the partners.
- All incoming students will receive a copy and parents/guardians will be required to sign an acknowledge of receipt of it.
- A synopsis of the code will be published in the student journal for students to refer to. The code will be referred to in class by teachers.
- Students and parents/guardians must sign the code of behaviour each year.

- At the start of the school academic year, each class is brought through the behaviour, expectations and sanctions in the code of behaviour.
- Teachers will refer to the code in class on a regular basis and apply the values in every class.
- School rules and expectations and the reasons for them are discussed as part of the schools pastoral care programme.
- The SPHE programme and extracurricular activities are used as vehicles for teaching skills for responsible behaviour and relationships.
- Behaviour in the school will be monitored carefully at all times by Senior Management.
- Behaviour will be discussed as part of Whole School Development Planning and training will be provided as necessary.
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8. Clearly Defined Roles and Responsibilities

All members of the school community have roles and responsibility in ensuring that the code of behaviour is followed ensuring a safe and secure learning environment for all students.

Students

The school expects that students at all times uphold the code of behaviour.

Parents/Guardians

The school acknowledges the important role that parents/guardian have in ensuring students uphold the code of behaviour and expect the support of parents/guardians in its implementation.

Teachers

The school acknowledges that a teacher's primary role is in the area of teaching and learning but they also have a pivotal role in implementing the code of behaviour. As well as their role in classroom management and encouraging positive behaviour in the school, teachers also act as Form Tutors, Year Heads, Guidance Councillors, Learning Support Teachers, members of the Care Team, Mentors to students and committee members in reviewing/developing school policies.

Other Staff

The school acknowledges the importance the ancillary staff play in the day to day running of the school. They also play a part in the successful delivery of the code of behaviour by

reporting incidents of misbehaviour and positive behaviour that they witness to school management.

Board of Management

The Board of Management is the decision making body in the school. All policies are developed with the authority of the BOM and agreed by all school partners before becoming official school policy when approved by the BOM. Serious cases of misbehaviour are brought to the attention of the BOM. The decision to suspend or not to suspend students has been delegated to the Principal by the BOM, and it is to the BOM that parents or students over 18 years of age can appeal in cases of suspension and exclusion.

Success Criteria and Monitoring

This reviewed Code of Behaviour was implemented on 14th of April 2016 following the agreement of all school partners and its approval by the Board of Management.

It will be reviewed as part of the normal Whole School Development Planning review cycle.

9. Suspensions and Expulsions

At St. Aidan's CBS we believe that all students have the right to learn in an orderly and caring environment and as a school we maintain high expectations of student behaviour.

All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination.

The school acknowledges that there may be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the Principal and/or the Board of Management. The school's Code of Behaviour outlines the expectations we have of our students and what is considered to be unacceptable behaviour.

Suspensions allow students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future.

St. Aidan's CBS is required under Section 23(2) of the Educational Welfare Act 2000 to include our procedures for Suspension and Exclusion in our Code of Conduct.

The school's policies and procedures for the use of Suspension and Exclusion are in line with TUSLA guidelines.

To facilitate the day to day running of the school, the decision as to whether or not to suspend a student has been delegated by the Board of Management to the Principal (or, in his absence, to the Deputy Principal).

The Principal may suspend a student for up to and including 3 days without consulting the Board of Management. Suspensions of longer than 5 days in duration must be sanctioned by the Board of Management. No individual suspension may be longer than 10 days. An accumulation of over 20 day's suspension will be reported to TUSLA.

Grounds for Suspension/Exclusion:

Suspension/Exclusion may be imposed for serious or persistent breaches of the School Code of Behaviour. A decision to suspend or a proposal to exclude a student requires serious grounds such as that:

- The student's continued presence in the school at that time constitutes a threat to safety.
- The student's behaviour has had a seriously detrimental effect on the education of other students.
- The student is responsible for serious damage to property.
- The student's behaviour has had a detrimental effect on the welfare of staff or other students.

Forms of Suspension:

- Part of a behaviour management plan.
- Immediate suspension (only in exceptional circumstances e.g. threat).
- Suspension during a state examination (threat to the good order of the conduct of the state exams, should normally be approved by the Board of Management).

Behaviours that will Usually Result in Suspension:

There are a number of behaviours that will lead to suspension or possibly exclusion, unless the Principal deems otherwise due to particular circumstances:

- Using foul and abusive language towards a member of staff or school visitor.
- Fighting or other physically aggressive behaviour.
- Possession of illegal substances.
- Extreme rudeness and/or defiance.

Suspension Procedures and Implementation:

- Investigate the alleged misconduct.
- Apply fair procedures based on principles of natural justice.
- Inform student and parents of this complaint (by phone or in writing).
- Give parents and students an opportunity to respond.
- Make an objective decision based on the findings of the investigation.
- Impose the sanction (inform the parents in writing).
- Formal written records will be kept at all stages of the process and any conditions attached to the suspension.
- The Principal will report all suspensions to the Board of Management.
- The student will be reintegrated after suspension.
- The teachers will help the student to take responsibility for catching up on work missed.
- Students will collect and return work daily during the suspension, unless the Principal decides otherwise.

Appeals Against Suspension:

All suspensions can be appealed in writing to the Board of Management, where the total number of days for which a student has been suspended in the current school year reaches 20 days. The parents/guardians, or a student over 18 years may appeal the suspension under Section 29 of the Education Act 1998.

Exclusion Procedures and Implementation:

The procedure for Exclusion is in line with TUSLA Guidelines. A summary of the procedural steps is as follows:

- A detailed investigation is carried out under the direction of the Principal. The investigation will follow the principles of natural justice.
- Parents/guardians and the student are informed of the procedure and kept up to date with the investigation
- A decision is made to refer the matter to the Board of Management (free from bias).
- The Principal makes a recommendation to the Board of Management.
- The Board of Management holds a hearing and considers the Principal's recommendation. The student and their parents/guardians are invited to attend the hearing.
- The Board of Management deliberates and makes a decision following the hearing.

- The Principal and parents/guardians are notified in writing of the decision.
- Consultations are arranged by the Educational Welfare Officer to ensure that arrangements are made for the student to continue in education.
- Confirmation of the decision to exclude will be communicated to the parents/guardians after 20 days.

Confirmation of the decision to expel:

Where the 20 day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled; the Board of Management will formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal). Parents will be notified immediately that the expulsion will now proceed. Parents and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the student.

Appeals:

A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Skills (*Education Act 1998 section 29*). An appeal may also be brought by TUSLA on behalf of a student.

The Appeals Process:

The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Skills). For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES guidance.

Review of use of expulsion:

The Board of Management should review the use of expulsion in the school at regular intervals.

This policy was ratified by the Board of Management on April 14th 2016.

