

Code of Behaviour

Updated

11th March, 2019

This Code of behaviour has been devised and published by the Board of Management of St Angela's College (*the College*) following collaboration and consultation with the following partners and interested parties:

1. The Trustees of the College (*`Le Chéile Trust`*)
2. The Teaching staff of the College
3. The Parents' Association of the College.
4. The Students' Council of the College.

This **Code of Behaviour** should be read in conjunction with the school's Admissions, Dignity in the Workplace, Acceptable Usage, Substance Misuse, Child Safeguarding, Critical incident, School Guidance and Counselling, Vetting and the Anti-Bullying Policies.

St Angela's College School Development Planning

1. Introduction

St Angela's College Mission Statement

St Angela's College is an Ursuline Catholic Voluntary Secondary School within the Le Chéile School Trust and is committed to *"nurturing the uniqueness and full potential of both students and staff in a happy, caring and disciplined learning environment and also promoting respect and responsibility for self, for others and for the greater community in the light of Ursuline, Christian values"*.

1.1 Ethos and Promoting Positive Behaviour

Students of St Angela's College are expected, at all times, do their best to live according to the school's Christian values/ethos. Students are expected to;

- Act justly.
- Be honest and truthful.
- Be respectful in their interactions with teachers, fellow pupils, parents, secretary, caretaker and visitors to the school.
- Be courteous and concerned for their own good and the good of others.
- Observe good manners at all times.
- Show respect for their environment.
- Co-operate actively with and in the community of St Angela's College.

Guided by these virtues, and dedicated to the pursuit of excellence, we aim, at all times, to provide a safe, caring, inclusive learning environment for all our pupils.

To provide and nurture this safe, caring, inclusive learning environment, we are committed to promoting and acknowledging positive behaviour; to developing a school community in which all its members, pupils, staff, parents, and Board of Management treat each other with gentleness and respect.

1.2 Rationale

To fulfil our mission and in acknowledgement of our collective responsibility as a school community, this Code of Behaviour (COB) has been formulated to replace and/or update all preceding Codes of Behaviour. It has also been formulated, in accordance with TUSLA guidelines, to comply with the legal and regulatory requirements relating to codes of behaviour. It has, furthermore, been formulated to fulfil the statutory obligation of our Trustee to ensure that our Code of Behaviour (COB)

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reflects the principles and values of our school as a Catholic faith school based on the religious and educational philosophy of the Ursuline Sisters.

1.3 Collective Responsibility

The Board of Management (BOM), Management, parents, pupils and staff of St Angela's College acknowledge and accept their collective responsibility to act in a manner that promotes a positive and happy school climate in which all its members may flourish. They recognise that the adult members of the school community - parents, staff and Board - play a significant part in influencing the behaviour of our pupils.

1.4 Scope

This Code of Behaviour encompasses other school policies and it also encompasses the day-to-day procedures and protocols, (a) specified in our School Journal (b) appended to this document and (c) that may be developed from time to time.

Its remit applies at all times when the pupil is:

- At school, representing the school or wearing the school uniform.
- Travelling to and from school.
- Associated with the school.
- Outside of school time where the conduct of a pupil affects the welfare of a member/members of the school community or brings the school into disrepute.

The Code of Behaviour contained herein must be interpreted and understood in conjunction within the policies framework of St Angela's College. The policy also operates within a legislative framework and takes account of the following, amongst others;

- The Education Act, 1998
- The Education Welfare Act, 2000
- Equal Status Act, 2000
- The Equality Act, 2004
- Data Protection Acts, 2018
- Children First Act, 2015
- National Vetting Bureau (Children and Vulnerable Persons) Act 2012
- Safety, Welfare and Health Act, 2005

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1.5 Goals/Objectives

This Code of Behaviour sets out to:

1. Enable Management to carry out their responsibility to maintain order and good discipline in the school.
2. Ensure that the school's high expectations regarding the behaviour of all our pupils are known and understood by all members of the school community.
3. Encourage and reinforce good behaviour; self-respect and respect for others; respect for property and the school environment.
4. Promote a school environment that is conducive to excellent teaching and learning in which, in so far as is possible, every pupil is able to benefit from and make a full contribution to the life of the school.
5. Enable pupils to play an active part in formulating and regularly reviewing our Pupil Charter for Positive Behaviour (Appendix A) thus encouraging them to take personal responsibility for their behaviour.
6. Clearly formulate 'school responses' to incidents of negative behaviour and clearly formulated 'actions for improving' pupil behaviour, always being mindful of the need to be fair and flexible as circumstances and pupils' needs may require.
7. Make reasonable accommodation for pupils with special needs if they behave negatively.
8. Have structures and programme(s) of support for those pupils who present with challenging behaviours.

2. Supports/ Structures / Procedures to Promote Positive Behaviour

2.1 School Journal

Our School Journal informs pupils and parents of our expectations in relation to pupil behaviour and provides easy access to essential policies (e.g. Extract from Code of behaviour, 'General School Information & Procedures', Anti-Bullying policy, Homework Policy, Uniform Policy). It is also a method of communicating with parents on a daily basis regarding matters that pertain to our Code of Behaviour, e.g., it is a record relating to 'Behaviour' (positive and negative), 'Absences', 'Classwork / Materials / Homework', 'Uniform / Mobile Phones / Electronic Devices', etc. On occasion these records require a parent's signature / countersign them, thus explicitly inviting them to both support our Code of Behaviour and to be actively involved in its implementation.

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2.2 Publishing and Promoting a Pupil Charter for Positive Behaviour

This Charter was formulated primarily by the teaching staff and pupils, with amendments and additions by the other school stakeholders. This Charter will be reviewed annually. The Charter will, for example, be promoted

- Through 'focus' activities (assemblies, lessons with class teacher and/or subject teachers, RE/SPHE/Wellbeing classes, Amber flag week etc.).
- Through the Parents Association, at Parent/Teacher meetings, Open/Information Evenings.
- Through the Student Representative Council, Senior Prefect Team, Meitheal team, Sports Captains, class prefects etc.
- Through the School Journal, Teacher Handbook, on the school website, school app and in school publications.

The Charter sets down the following:

- Pupils' rights and responsibilities and their commitment to living the school's ethos as outlined in the school's mission statement.
- The reasons why certain behaviours are unacceptable.
- The school's expectations in terms of student behaviour and its commitment to providing the appropriate school environment, where students may flourish in a safe, secure and nurturing community.
- Parents' commitment to support the Charter and to keep themselves informed of how their daughter is complying with the Code of Behaviour.
- A brief listing of possible sanctions.

2.3 Teacher Handbook

Our Teacher Handbook is updated annually to include essential policies and day to-day key issues for consistency. The policies included in the School Journal are also in the Teacher Handbook. This is to ensure that all teachers are fully aware of and/or have easy access to policies and procedures that impact daily on pupils and the standard behaviour expected from members of the school community. This is also to ensure that teachers will have consistency of approach and fairness in their dealings with pupils. The Teacher Handbook also ensures that new members of staff may be easily inducted into school procedures and protocols and may learn quickly what our expectations are for our pupils' behaviour.

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2.4 Monitoring Pupil Behaviour

Behaviour Reports constitute a modulated and progressive recording of positive and negative behaviours. They provide opportunities for pupils to discuss both positive and negative behaviours with their Subject Teachers, Class Teachers and with their Learning Monitor, to work towards obtaining more entries into their 'Positive Behaviour Record', fewer or no negative reports, to set their own improvement goals, track their progress through the school. The emphasis is strongly on the restorative approach (Appendix D) and considers the different circumstances of each pupil, e.g. learning difficulties, home situation, past record. These reports play a significant part in promoting positive behaviour among our pupils. A 'Positive Behaviour Report' is given to a pupil every time she obtains 3 entries in her 'Positive Behaviour Record'. Letters of Commendation/ Certificates of Positive Affirmation are sent home at the end of term one and at the end of the school year. We have also developed and continuously update behaviour monitoring templates, i.e. student appraisal sheets (Appendix C). These sheets are identified students who may be experiencing serious behavioural difficulties or displaying challenging behaviours and ensure that all teachers are aware of and implementing our restorative approach to improving pupil behaviour.

2.5 **Class Teachers.** Class Teachers play a critical part in fulfilling our school's mission to provide a caring, inclusive environment for our pupils through their special care of one class group. Comprehensive details of the role and activities of our Class Teachers in promoting positive behaviour are contained in Appendix B.

2.6 **Guidance Counsellors/Student Support/Learning Support/Resource Staff** also apply their expertise and specialist training to facilitate optimal learning by working with small groups, or one-to-one with certain students.

2.7 **Pastoral Care and Student Wellbeing Team.** The Principal, Deputy Principal, Learning Monitors, Class Teachers, Guidance Counsellor(s), Learning Support, school community development coordinator and the Programmes Coordinator all constitute the Pastoral Care and Student Wellbeing Team. The promotion of positive behaviour is a key activity of this team.

2.8 **Assemblies.** Assemblies are generally themed to be relevant to the time of the school year and to the year group. Senior Management, learning monitors, Pupils and Class Teachers play an active part in presenting the assembly theme. Assemblies are also used to praise and reinforce positive behaviours.

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2.9 **Suitable Curriculum/Classroom Management.** Teachers constantly evaluate their classroom management and teaching strategies to improve the learning environment for all pupils and to minimise instances of unacceptable behaviour. The Principal regularly arranges in-school CPD and/or encourages teachers to be involved in CPD to enhance their teaching strategies.

2.10 **Children with Special Needs/Learning Difficulties.** The school's Code of Behaviour is sufficiently flexible to take account of individual differences and to make reasonable accommodation for pupils with special needs/learning difficulties when their behaviour is in breach of the Code of Behaviour

2.11 **Development of Pupil Leadership.** The greater the number of pupils who have meaningful leadership roles the stronger is their commitment to and ownership of our school ethos, which in turn has a major impact on the school's positive learning atmosphere and the behaviour of all pupils. Leadership development takes many forms: being a junior student council member, acting as coordinator for a specific sport, volunteering as a member of the Meitheal Team, election to the student council, management of mini-companies, and organisation of school events, being an excellent role model in and outside of the classroom and fundraising for charities.

2.12 **Junior Student Council members.** In keeping with our Mission Statement, and with our emphasis on individual and collective responsibility, Class Prefects and Vice-Prefects are elected by their peers and ratified by their staff, and are the students considered to best exemplify the school's mission statement in their demeanour and actions, as a result these Junior Student Council members are role models for their classmate and liaise with the Senior Council in their leadership of the student body.

2.13 **Head Girl and Deputy Head Girl:** These roles are assigned based on a vote by the sixth-year student body which is ratified by the staff. The Head and Deputy Head Girl exemplify all the attributes of the school's mission statement and act as role models and leaders on the Student Council.

2.14 **Senior Student Council.** The Student Council gives an important, empowering role to our pupils. It is their elected, democratic voice. It provides the opportunity for pupils to give their opinions, to initiate improvements, to liaise with school management and to advocate on behalf of all pupils. Participation on the student council also teaches students about the power of communication, and the need for respect and consideration when negotiating within or outside a group. Members of the Council are elected by their peers and ratified by staff. Each senior class group will elect two members to the Student Council.

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2.15 **Building a Positive School Environment.** To promote a school environment that is conducive to excellent teaching and learning, and in which pupils feel safe, secure and happy, we encourage all school members to initiate and participate in activities that make school a happy place. These activities vary from term to term and from year to year but generally include some or all of the following: Ex. themed civilian days (Halloween, Christmas, St Patrick's); Mental Health Week; Catholic Schools Week, St Angela's and St Ursula's Day; Seachtain na Gaeilge and Sports Day; Pay it Forward day, Spiritual Retreats, outings, excursions, concerts and performances, sporting events, etc. In particular these whole school events promote a sense of community and belonging, contribute immeasurably to the well-being of the school community as a whole and support an environment in which all our students can achieve their full potential.

2.16 **Rewards and Awards Day.** Research has shown that rewards are more effective than punishment in motivating pupils. We are consciously and continuously 'growing the place for praise'. We use a number of digital platforms including the school's app, website, and Twitter to publicise and promote our pupils' many extra-curricular activities. At our annual end-of-year awards day, we acknowledge a multiplicity of pupil achievements and endeavours. At our TY night, we afford our pupils the opportunity to 'display' and to be proud of their school achievements and activities.

2.17 **Parental Involvement.** Parents play a pivotal part in promoting positive behaviour in our school. We acknowledge the excellent behaviour of our pupils, and accept that occasional lapses from good behaviour are not indicators of a pupil's overall character. We acknowledge the contribution of parents to the formulation of the Code of Behaviour; their signing of the 'Homework Section' of the School Journal; their daily/weekly checking of their daughter's School Journal; their engagement with notifications sent via the school app, their notifying the school when their daughter is absent; their reading and discussion of the Code of Behaviour with their daughter(s) from time to time; their ensuring that their daughter(s) comply with the rules/procedures/protocols set down in all relevant school policies.

2.18 **Notifying School of Pupil's Absence.** To facilitate communication between parents and school on attendance issues, we have included a variety of sections in the School Journal. These notes include 'Explanation of Absence', 'Medical Appointments', 'Explanation of Late Arrival', and 'Permission to Leave' notes. We make all parents and pupils aware, on a number of occasions throughout the school year, of the importance of using these notes, for example, at parent meetings at the beginning of the school year and through letters/newsletters. If a pupil has been absent from school, parents are

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required to have an 'Explanation of Absence' note filled out on the date of her return to school. This note is to be presented to the Deputy Principal and/or the Class Teacher.

3. Responses to Negative Behaviour /Actions for Improving Pupil Behaviour

The school will always respond to incidents of negative behaviour in a timely, reasonable and proportionate manner, being mindful of the need to be fair and flexible as circumstances and pupils' needs may require. We endeavour to apply the principles of natural justice and to use a restorative approach in order to assist pupils to improve their future behaviour. *The school has in place clearly formulated responses to incidents of negative behaviour and will have put in place clearly formulated actions for improving pupil behaviour.*

3.1 Stage One

Behaviour	Immediate School Response(s)	Actions to Support Improved Behaviour and/or sanction may include
<p>*Initial or minor breaches of the Code of Behaviour</p> <p>Examples (not intended as an exhaustive list):</p> <p>Instance(s) of poor punctuality.</p> <p>Not doing homework.</p> <p>Not having required materials for class.</p> <p>Incorrect uniform.</p> <p>Minor instance(s) of slight disruption of a class.</p>	<p>Verbal Warning: Teacher points out the behaviour as being unacceptable and pupil involved told to stop. Teacher speaks to pupil and tries to resolve the issue using the Restorative Approach.</p> <p>Written: Teacher records in journal under the appropriate heading: Behaviour/ Class Work/Materials/ Homework/Uniform/Mobile phone/ Electronic devices/Late to school/class without a note, etc.</p>	<p>Class teacher briefly reminds student with a verbal reminder in class, re effects of her behaviour, discusses strategies to avoid repeat of this behaviour, and sets targets for improved behaviour</p> <p>Verbal agreement requested re future behaviour</p> <p>Possible Actions (when/if relevant):</p> <p>An apology, instituting a 'Good Behaviour Agreement', return of property etc., parents sign Journal acknowledging their awareness of incident(s) and committing to encouraging their daughter's agreement re future positive behaviour, class tutor monitors behaviour and assists the pupil with strategies to improve behaviour , Class tutor regularly reads through/uses Journal for lessons on school spirit and behaviour, Learning monitor and class tutor regularly communicate re pupils who are misbehaving and jointly monitor behaviour patterns of class group, teacher may change class seating plan</p>

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3.2 Stage Two

Behaviour	Immediate School Response(s)	Actions to Support Improved Behaviour and/or sanction may include
<p>* A pattern of minor breaches, or a single more serious breach of the Code of Behaviour.</p> <p>A pattern of the following behaviours:</p> <p>Poor punctuality.</p> <p>Not doing homework.</p> <p>Not having required materials for class.</p> <p>Incorrect uniform.</p> <p>Disruption of a class.</p> <p>Impeding the learning of classmates.</p> <p>Being disrespectful to teachers/other pupils – bullying (cyber bullying).</p> <p>**Having in your possession or using mobile phone/electronic devices at any time during the school day</p> <p>Being in possession of a phone that is not turned off, or that emits any sounds during the school day.</p> <p>Electronic devices should be stored at all times in a students' locker.</p>	<p>Verbal Warning: Teacher points out the behaviour as being unacceptable and pupil involved told to stop.</p> <p>Written: Records in Journal under the appropriate heading: Behaviour/Class Work/Materials/Homework/Uniform/Mobile phone/Electronic devices/Late to school/class without a note, etc.</p> <p>If the same behaviour has been recorded three times or more within a school term a referral form will be given to the class teacher. Discusses with class teacher. May write additional note to parent in journal ('Communication by Teacher/Parent').</p> <p>**Phone is confiscated and held by the Deputy Principal.</p> <p>**Mobile phone/electronic device will be confiscated for one week if the phone was not in active use by the student when confiscated. It will be confiscated for two weeks if the student was actively using it. On each occasion the mobile phone must be collected by a parent/guardian.</p> <p>The school will provide a temporary phone to student whose phone has been confiscated, but it must be returned the following morning at 08.55 a.m.</p> <p>Other Actions: May move pupil to a different seat in classroom. May put pupil on a 'Class Specific Conduct Sheet'. May give extra work to pupil.</p>	<p>Class teacher:</p> <p>Has serious talk with pupil re behaviour and future behaviour; re any underlying issues causing the behaviour.</p> <p>Communicates/speaks to parent via journal /telephone.</p> <p>Invites parent(s) to a meeting to discuss behaviour and how to improve it.</p> <p>Gets pupil to sign written agreement re future behaviour.</p> <p>Puts pupil on a Behaviour Monitoring/Conduct Sheet.</p> <p>Gives in-house suspension.</p> <p>Arranges for counsellor/student support teacher to see the pupil to assist pupil in understanding reasons for behaviour and reasons why it is not acceptable.</p> <p>Gives detention – 1 hour after school.</p> <p>Gives school community service, e.g. assisting senior prefects with lunch-time supervision, doing light house-keeping duties.</p> <p>Keeps a written record of actions/interventions.</p> <p>Withdraws privileges – school outing/extracurricular event(s).</p> <p>Management, Learning Monitor and Class Teacher:</p> <p>Makes reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability.</p>

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3.3 Stage Three

Behaviour	Immediate School Response(s)	Actions to Support Improved Behaviour and/or sanction may include
<p>Repeated minor and serious breaches/ a single grave breach of the Code of Behaviour.</p> <p>Examples:</p> <p>Disrespect to staff</p> <p>Disruptive behaviour in class or elsewhere.</p> <p>Refusal to co-operate.</p> <p>Refusal to carry out reasonable request.</p> <p>Abusive, disrespectful language.</p> <p>Disrespectful to other pupils.</p> <p>Theft.</p> <p>Damage to school property/desks/graffiti.</p> <p>Inappropriate use of mobile phone.</p> <p>Serious bullying (e.g., cyber, homophobic, transphobic bullying).</p> <p>Breaches of Substance Misuse Policy.</p> <p>Possession, distribution or use of prohibited items (see below).</p> <p>Physical violence.</p> <p>Malicious or unsubstantiated accusations against staff.</p>	<p>Teacher:</p> <p>Verbal Warning: Teacher challenges the behaviour as being unacceptable and pupil involved told to stop.</p> <p>Written: Records in journal under the appropriate heading: Behaviour/Class Work/Materials/Homework/Uniform/Mobile phone/ Electronic devices/Late to school/class without a note, etc.</p> <p>Fills out/submits a referral form to the class teacher, Learning Monitor and Deputy Principal as appropriate. Discusses with class teacher. May write additional note to parent in Journal ('Communication by Teacher/Parent')</p> <p>Discusses behaviour and decides strategies to improve behaviour with Class teacher and Deputy Principal</p> <p>Other Actions: May move pupil to a different seat in classroom.</p> <p>On the occasion of the second breach, and further subsequent breaches of mobile phone, the phone will be confiscated for a period of two weeks and held by the Deputy Principal</p> <p>Only a parent or guardian may collect and sign for the student's phone at the end of the specified period of confiscation.</p> <p>May put pupil on a 'Class Specific Conduct Sheet'.</p> <p>May give extra work to pupil.</p>	<p>Class teacher:</p> <p>Contacts parents.</p> <p>Invites parents to a meeting (with Principal/Deputy Principal) – conditions set re future behaviour [parents and pupil sign written agreement re future behaviour].</p> <p>Temporarily removes pupil from class in which she is causing disruption.</p> <p>Decides strategies with subject teacher in whose class misbehaviour is happening/has happened. Imposes relevant sanction after consulting the Deputy Principal or Learning Monitor.</p> <p>Assigns in-house suspension/after-school detention 1-2 hours.</p> <p>Lunch-time exclusion.</p> <p>Uses Restorative Approach – discusses with pupil strategies for improving behaviour and sets targets for improved behaviour.</p> <p>Principal:</p> <p>Appoints an Advocate Teacher to support pupil, to act as a mediator.</p> <p>Arranges for counsellor/student support teacher to see the pupil.</p> <p>Offers referral/makes referral to child psychologist/Garda Juvenile Liaison Officer.</p> <p>Makes contact with other support agencies e.g. re anger management.</p> <p>Suspends pupil for maximum of three days (See Suspension & Expulsion Policy).</p> <p>Considers the future of the pupil in the school (See Suspension & Expulsion Policy).</p>

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3.4 Sample Breaches of Code of Behaviour (this list is not exhaustive):

Not wearing uniform or wearing incorrect uniform (see Uniform Policy); possession of a mobile phone that is not turned off, phones/electronic devices/or using such devices inappropriately; not having School Journal; not doing classwork and/or homework; repeatedly arriving late to school or to class; skipping class; leaving school without permission; chewing gum; throwing paper or littering; throwing any object that could possibly cause injury; damage to school property (e.g. graffiti); setting off fire alarms; bringing inappropriate items to class; theft; smoking; being involved with or in possession of prohibited substances or dangerous items. Refusal to obey the reasonable request of a member of staff; disruptive behaviour; belligerent arguing or answering back; disrespect towards a teacher; aggression towards a teacher; mocking the efforts of other pupils; aggressive attitude/behaviour towards another pupil; fighting; bullying/racist, homophobic, transphobic bullying; abusive/foul language; behaviour likely to endanger the safety of others.

3.5 Malicious allegations against staff. Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy. Where a parent has made a deliberately invented or malicious allegation the Principal will consider whether to require that parent to withdraw their child (or children) from the school on the basis that they have treated the school or a member of staff unreasonably

3.6 Use of reasonable force. Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will only be used as a last resort, when immediately necessary and for the minimum time necessary to prevent the pupil from doing or continuing to do any of the following:

- Committing a criminal offence.
- Injuring herself or others.
- Causing damage to property, including her own.
- Engaging in any behaviour prejudicial to safety, good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and the pupil's parents will be informed about this serious incident involving the use of force.

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3.7 Conducting searches. The Principal, Deputy Principal, Learning Monitor, Class Teacher or Subject Teacher may request a pupil to show the contents of her schoolbag/pockets, outer clothing, pencil case or any personal property. This would normally happen in the presence of a second pupil and/or a second member of staff. If the pupil refuses, sanctions will be applied in accordance with the Code of Behaviour. The Principal may authorise the searching of a pupil's locker or school property without the consent of the pupil. Searches, with or without consent, will only be undertaken when there are reasonable grounds for suspecting that a pupil has a prohibited or stolen item in her possession. Where the Principal, or staff authorised by the Principal, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate. The Principal may contact the Gardaí for advice on how best to proceed. Searches will be conducted in such a manner as to minimise embarrassment or distress. Where a pupil's property is searched, the searcher and the second member of staff present will usually be the same gender as the pupil. This may not be the case, however, where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to summon another member of staff.

3.8 Prohibited items:

- Knives or weapons, alcohol, illegal drugs and stolen items.
- Tobacco, cigarette papers, e-cigarettes, fireworks and pornographic images.
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to or damage to the property of any person (including electronic devices to be used for recording, copying or communicating information).
- Any other item(s) as prohibited in law.
- Any other items as proscribed by the Board of Management from time to time.

3.9 Procedures for Detention. When a pupil repeatedly or seriously breaches the Code of Behaviour and when the Class Teacher, having followed the procedures, considers that the appropriate sanction is detention, the following happens:

1. The Class Teacher discusses the misbehaviour(s) with the pupil and decides with her what actions she needs to take, e.g., apology, return of property, etc. The Class Teacher assists the pupil to set targets for future improved behaviour, e.g. Contract of Good Behaviour.
2. The Class Teacher discusses the misbehaviour(s) with the parent(s).

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3. The Class Teacher informs the pupil and parent(s) of the time, date and duration of the detention. Typically, parents and pupils are given three days' notice of a detention.
4. Detention typically occurs for one hour after school hours. From time to time, it may be of two hours duration.
- 5 During detention, pupils do homework and study. They may also do extra work, for example, work assigned by the teacher in whose class they have misbehaved.

4. Concerns and/or Complaints

If a pupil feels aggrieved, if she has concerns and/or complaints regarding the implementation of the Code of Behaviour in relation to her own behaviour or the behaviour of another pupil/other pupils, she may speak to any teacher. She may speak to her Class Teacher, Learning Monitor, Deputy Principal or Principal. She may request to have an 'Advocate Teacher'. The principles of natural justice will be applied and this pupil will be enabled to express and resolve her concerns/complaints, most probably with the assistance and input of her parents. Apart from suspension or expulsion, a pupil will not have the right to a review of a sanction by the BOM. Likewise, if parents have concerns and/or complaints regarding the implementation of the Code of Behaviour in relation to their daughter's behaviour or the behaviour of other pupils, they should speak to the Class Teacher in the first instance. The Class Teacher will work with the parents to resolve the concerns/complaints/ and, if desired by the parents, the Deputy Principal/Principal will assist in the process. At all times, the school will seek to find a reasonable, proportionate and fair solution. There will be no right to a review by the BOM of any sanction other than suspension or expulsion.

5. Communication and Ratification

Following ratification of this Code of Behaviour by the Board of Management:

- It will be circulated within the school community.
- The entire staff will be given the opportunity to become familiar with the policy and to be prepared to put it into practice.
- All concerned will be made aware of any changes implied in curriculum delivery, school rules and sanctions.
- Parents/guardians will be supplied with the Code of Behaviour at the time of enrolment of their daughter in the school.
- Parents/guardians and, if appropriate, pupils over 18 years, will be asked to sign a statement that they have read the policy and agree to be bound by it.

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This policy replaces all earlier St Angela's College Code of Behaviour Policies. This Code of Behaviour complies with relevant legislation and Department of Education and Skills guidelines. The publication of this Policy has the agreement of Le Chéile (as per Section 15(d), Education Act 1998).

Signature of Chairman, Board of Management: _____ Date _____

Signature of Principal: _____ Date: _____

Signature of Le Chéile Representative: _____ Date: _____

This Code of Behaviour is available from the school office and on the school website, www.stangelacollege.ie.

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Appendix A

Student Charter for Positive Behaviour

A Caring and Safe School Environment

I will...	Because...
<p>Expect to learn in a caring, tolerant and safe environment.</p> <p>Expect to be treated with courtesy, respect, kindness and fairness by all the members of our school community.</p> <p>Have the assistance of a <i>teacher advocate</i> to act as a mediator on my behalf if I should seriously or continuously breach the Code of Behaviour.</p> <p>Always do my best to behave excellently, to be kind, caring and honest.</p> <p>Be courteous and polite at all times, treating all the members of our school community with respect and fairness.</p> <p>Cooperate and follow the reasonable instructions of all staff members.</p> <p>Familiarise myself with the school mission statement and following school policies, and behave accordingly: <i>Code of Behaviour, Anti Bullying Policy, Use of School Journal, Uniform Policy, Homework Policy, Internet Acceptable Usage Policy, and Substance Misuse Policy.</i></p>	<p>In this way I will be truly living according to the Mission Statement of St Angela's College;</p> <p><i>To nurture the uniqueness and full potential of both staff and students in a happy, caring and disciplined atmosphere.</i></p> <p><i>To foster respect and responsibility for self, for others and for the greater community in the light of Christian values.</i></p>

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Positive Behaviour in Class

I will....	Because...
Come to class on time.	
Explain my late arrival to the teacher.	
Come to class prepared, with my journal, books, copies, pens, pencils and any other equipment required.	I come to school to learn, and I take responsibility for my own learning.
Do my class work to the best of my ability. I will actively participate and I will listen to the teacher and follow her/his instructions.	
Put my hand up if I want to ask a question.	Disruptions make it more difficult for my fellow classmates to learn and for my teacher to concentrate and I respect their right to work and learn in a calm and respectful environment.
Not be disruptive in class.	
Refrain from eating, or drinking anything in class, unless there is a medical necessity that requires me to do so.	
Use appropriate and respectful language when addressing my teachers and my peers.	
Abstain from the use of electronic devices, including mobile phones and iPads, unless I am doing so under the express instruction of my teacher.	

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Uniform, Possessions and Property

I will...	Because...
<p>Wear my full uniform to school every day.</p>	<p>I am proud of my school, and I represent it in the best manner through my wearing of its uniform.</p>
<p>Have my journal, books and all the materials that I need ready, and in good condition, for each class.</p>	
<p>Respect and not damage or move, other students' books and equipment.</p>	<p>The absence, or defacement of this property may affect my own or others' learning.</p>
<p>Ensure my journal is signed weekly/checked regularly by my parents.</p>	<p>I understand that the Journal is a valuable tool used for communication between home and school.</p>
<p>Have my journal with me during class and when out-of-class during the school day.</p>	
<p>Respect the property of the school, its teachers and its students, and never damage or take property that does not belong to me.</p>	<p>I respect the property of others, and I want to do my bit in ensuring that the school remains a pleasant learning environment for many generations to come.</p>
<p>Keep the classrooms, corridors, and grounds of the school environment clean, tidy and litter free.</p>	
<p>Take fire drills seriously, and follow all procedures before, during and after a drill.</p>	<p>I am aware that this may have serious consequences for the safety of everyone in the school building.</p>

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Lockers

I will...	Because...
<p>Go to my locker at the permitted times – before 8.55 am, at 10.55 am, 1.10 pm and after 3.50 pm – and, at other times, only with the signed permission of a teacher.</p> <p>Organise my books and all class materials for classes 1-3, classes 4-6 & classes 7-9 at these times.</p> <p>Keep the locker area neat and tidy.</p> <p>Only use the locker assigned to me at the start of the year.</p>	<p>I realise that following these procedures are essential to ensure the safe and timely movement of students around the school building.</p> <p>I recognise the importance of a clean and tidy environment in creating the best conditions for students to learn and flourish.</p>

Attendance and Punctuality

I will...	Because...
<p>Come to school and class on time every day.</p> <p>Never leave the school building or grounds without written permission once I have signed in for the day.</p> <p>Only leave school during the school day for very serious, urgent or unavoidable reasons. (*This also applies to students aged 18 and over.)</p> <p>Ensure that I follow the correct procedures and produce a note from my parent/guardian, or notify the school via the app, if I do need to leave during the school day.</p>	<p>I am aware of the very strong link between success at school and regular attendance.</p> <p>I am aware of the school's 'duty of care' to me as a student, and I will not jeopardise this with unauthorised absences.</p> <p>I demonstrate my respect for my teachers and my fellow students by not disrupting their lesson through tardiness.</p>

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<p>Never absent myself from class without a teacher's permission.</p> <p>Produce an 'Explanation of Absence' note if I have been absent for one or more days from school.</p> <p>Never waste time between classes.</p> <p>If I must leave school during the day, I will have a note in my journal signed by a parent/guardian and I will be collected by a parent, or authorised adult.</p>	
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Mobile Phone/ Internet/ Social Media

I will...	Because...
<p>Keep my mobile phone and other electronic devices <i>switched off</i> at all times.</p> <p>Respect the privacy of each member of the school community by not recording images or sounds in school or on school activities without permission.</p> <p>Abide by the Students' Social Media Charter at all time when I engage with online communities (Refer to Appendix).</p>	<p>I respect the right of all students to learn in an environment free from the distractions and disruptions of online activity.</p> <p>I am aware of the dangers of cyberbullying</p> <p>I have signed and will comply with the Students' Social Media Charter which outlines these responsibilities in greater detail.</p>

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Banned Substances

I will...	Because...
Refrain from bringing chewing gum, smoke, electronic cigarettes or other banned items/substances to school.	I am aware that possession of many of these substances is illegal.
Never smoke or 'vape' on school grounds, during school activities, or while wearing the school uniform.	I am aware of the detrimental effect many of these substances may have on my own and others' health.
Never bring intoxicating substances into school.	I am aware of the dangers posed by intoxicating substances to other members of the school community.
Never come to school under the influence of intoxicating substances	

In signing this Student Charter for Positive Behaviour I also accept that sanctions may be applied if I fail to fulfil my responsibilities. Such sanctions might include; having behaviour recorded in School Journal; receiving a Behaviour Report; being interviewed by my Class Teacher; being on Conduct/Report; signing a 'Contract of Good Behaviour'; having my mobile phone confiscated; having my excess jewellery confiscated until the end of the school year; being on in-house suspension; doing school community service; having privileges withdrawn, e.g., participation in school outing; doing detention, either after school or on a day when classes are not being held; being interviewed by the Deputy Principal/Principal/Chairman of the Board of Management; being suspended or, for a very serious breach of the Code of Behaviour, being expelled.

This St Angela's College Student Charter for Positive Behaviour was formulated by the staff, students and parents of St Angela's College.

This Charter was ratified on 11/03/2019 by the Board of Management.

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ADDENDUM TO STUDENT CHARTER

Students aged 18 or over must comply with all school rules and procedures.

Permission to leave during the school day:

Leaving Certificate students are permitted to leave the school premises during main lunch.

In all other instances, Students aged 18 or over must comply strictly with the procedures, only seeking to leave during the school day **for the most serious, urgent or unavoidable reasons**. They must submit the 'Permission to Leave Note' signed by parent/guardian to the Deputy Principal before the beginning of the school day.

Except in the case of illness, when a parent will be contacted, students aged 18 or over will not be permitted to leave school at any time following the commencement of the school day unless they have fully complied with the correct procedures. **THE SCHOOL HAS A RIGHT TO REFUSE A STUDENT PERMISSION TO LEAVE SCHOOL IF THEY DO NOT BELIEVE THIS IS IN THE STUDENT'S BEST INTERESTS.**

Signature of Chairman Board of Management: _____ Date: _____

Signature of Principal: _____ Date: _____

Commitment of Student and Parent to Charter (This commitment is signed by all new students and their parents)

Student's Commitment: I have read the School Student Charter for Positive Behaviour (Appendix A) and guided by the policies, procedures and rules of St Angela's College, I acknowledge my rights and I commit to fulfilling my responsibilities by conducting myself according to this Charter.

Student's Signature: _____ Date: _____

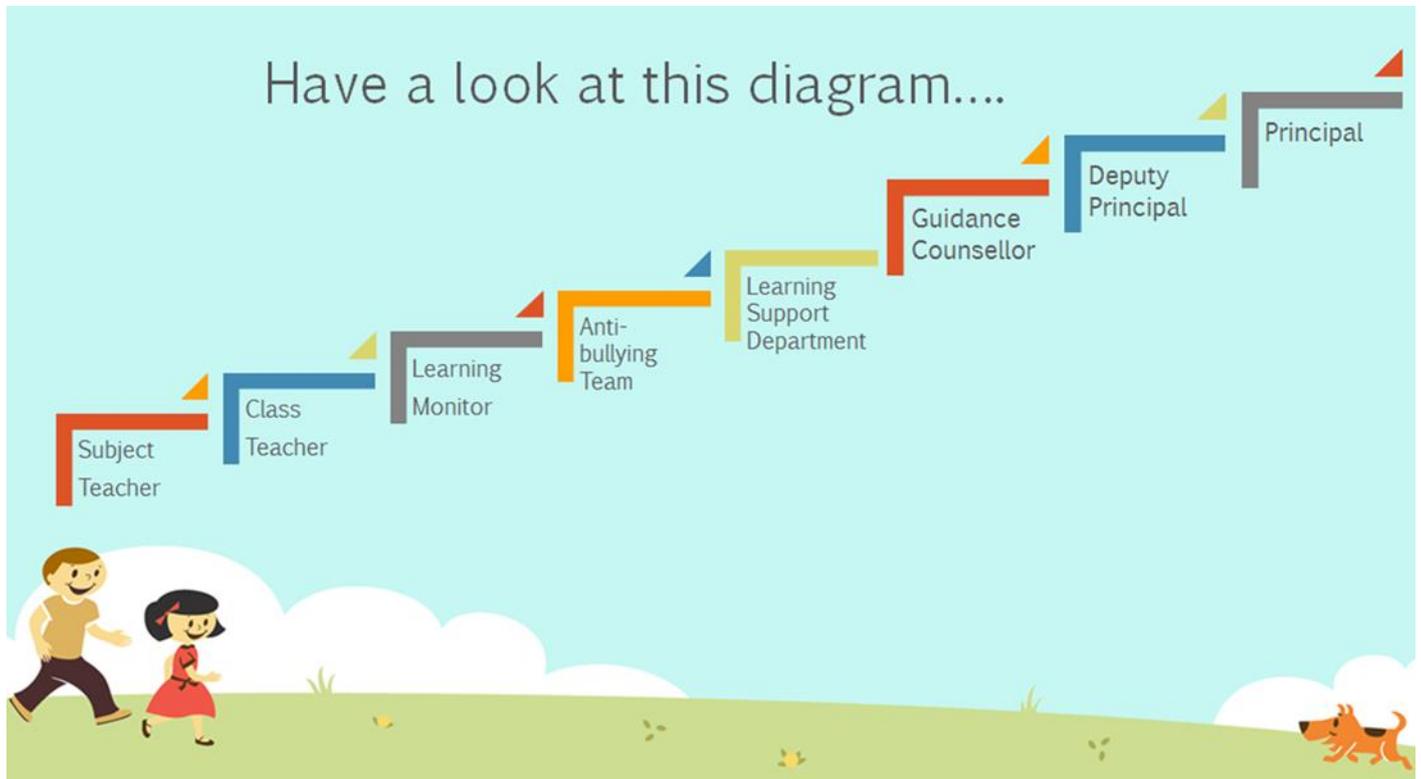
Parent's Commitment: I have read the School Student Charter for Positive Behaviour (Appendix A). I support my daughter's commitment to conduct herself according to this Charter. I will read St Angela's College policies from time to time and keep myself informed on how well my daughter is complying with them.

Parent's Signature: _____ Date: _____

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Appendix B

Roles of Subject Teachers, Class Teachers, Learning Monitors, Guidance Counsellors, Deputy Principal and Principal in Promoting Positive Behaviour



ROLE OF THE SUBJECT TEACHER IN PROMOTING POSITIVE BEHAVIOUR

In order to elicit co-operation and effort from the pupils, praise and commendation both written and verbal are vital in raising each pupil's self-esteem and confidence. The Subject Teacher should aim to build a positive and vibrant work ethic in the classroom. Her/his approach to classroom management should be firm, fair, inclusive and consistent.

Achievements and positive contributions of pupils may be recognised in a variety of ways:

- Words of praise and encouragement.
- Positive Recognition record – in the school journal. Certificate of Achievement. Nomination for awards.
- Extra responsibility given.

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To encourage pupils to behave well, the following procedures may be useful:

Take time to talk to the pupil in a calm atmosphere. Remember to listen to what she has to say. Try to reason with her while making sure that she understands the consequences of her actions for everyone involved.

- Any sign of improvement needs to be met with approval. Verbal acknowledgement may suffice.
- Be critical of the behaviour, not the pupil.
- Record incident in the School Journal. Record incident on a 'Behaviour Report' form.
- Consider change of location within the class (perhaps in consultation with Class Teacher).
- Send note to parents in School Journal or speak with parent/guardian.
- Implement differentiated work assignments to assist the student in managing frustration levels. (Proportionate to the level of indiscipline).
- Consider removal of privilege.
- Refer to Class Teacher, or refer to Deputy Principal in the case of gross non-compliance.

NOTE Where possible, all problems should be resolved at Subject Teacher level before being passed on to the Class Teacher etc. Subject Teachers need to familiarise themselves with the COB and *The Pupil Charter for Positive Behaviour* and to follow the guidelines/procedures outlined therein.

ROLE OF THE CLASS TEACHER IN PROMOTING POSITIVE BEHAVIOUR

Pastoral Role. St Angela's College has as its mission to provide a caring, inclusive learning environment that emphasises togetherness and family, and that enables each pupil to fulfil her own unique potential. Although the fulfilment of this mission involves all teachers, Class Teachers play a significant role in its fulfilment through their special care of one class group. This role is caring, positive and pastoral in nature. It is primarily a non-disciplinary role. It requires Class Teachers to know and to adhere to school policies and procedures.

Learning Monitor & Class Teachers. At the beginning of each school year the 1st year Class Teachers meet with Learning Monitor, Counsellors, and Deputy Principal and Principal to share information relevant to the transition of pupils into secondary school. All other Class Teachers also meet with their Learning Monitor at the beginning of the school year to plan and prepare for the year ahead and to update pupil information. If possible, School Counsellors, Principal and/or Deputy Principal should also attend these meetings.

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Class Teacher. At the start of each school year, the Principal assigns a Class Teacher to each class. Every effort is made to ensure that this is a teacher who has regular contact with the class. As the role of Class Teacher is a voluntary position, the Principal asks if s/he will accept to be Class Teacher of the assigned class.

Class Teachers:

- Support and encourage all pupils in their class & actively create a positive class spirit.
- Prepare class for active participation in assemblies.
- Frequently check School Journals & actively record positive behaviour.
- Support class on days of pastoral activities – start-of-year Mass, sports day, Catholic Schools Week, Seachtain na Gaeilge, end-of-year tour, etc.
- May become aware of factors that could adversely affect a pupil's school performance, welfare, attendance. Address or refer such matters to the Pastoral Care group or the Deputy Principal as appropriate.
- May become aware of a Child Protection Issue. Report immediately to the Principal (Designated Liaison Person).
- Are supportive of any pupils who are experiencing difficulties impacting upon school life, academic performance or attendance.
- Monitor class progress and liaise with the Subject Teachers. Reward excellence and effort.
- Are informed by Subject Teachers of any reported incidents of bullying (see 'Procedures for Investigating and resolving Bullying').
- Regularly bring to their class's attention the Anti-Bullying Charter.
- May contact parent (having discussed issue with Management prior to contact) and should complete all necessary and relevant documentation, i.e. 'Conversation with Parent' form, to maintain clear and effective chain of communication.
- Act as facilitators for the selection of the Class Prefect/Vice-Prefect. Encourage the work of class student council representatives.
- Set up a cleaning rota with their class to ensure that both their base classroom and their locker area are kept neat and tidy.

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On receipt of a Referral about a pupil and having consulted in detail with the Subject Teacher, the Class Teacher may decide to engage one or more of the following actions:

- Meet pupil, gather facts. Identify the source of the problem. Consult with others.
- Get agreement to work in partnership to bring about the desired change.
- Help work out strategies for change.
- Indicate improvements and support small signs of behaviour with positive feedback and approval.
- Consult with the learning monitor to establish any patterns or underlying issues that might need to be addressed

Forms of Affirmation. Highlighting positive contributions of class to the school community through use of Notice Boards, Assembly, School Newsletters, School app, website, Student Council, Letter of Achievement, Certificates of Attendance/Punctuality; Pointing out improvements no matter how small; Giving responsibility within pupil's area of ability.

Note - Class Teachers need to familiarise themselves with the COB and The Pupil Charter for Positive Behaviour and to follow the guidelines/procedures outlined therein.

ROLE OF THE LEARNING MONITOR IN PROMOTING POSITIVE BEHAVIOUR

The Learning Monitors have complete responsibility for monitoring all aspects of the development and school life of their specified year group. This will include monitoring academic progress, uniform and appearance, and punctuality. The Learning Monitor will also strive to promote positive behaviour within the school by encouraging respectful and courteous relationships between the individual pupil and her classmates, and also the individual pupil and the wider school community of pupils, teachers, clerical and maintenance staff. The Learning Monitor will carry out these functions with the assistance of Subject Teachers, Class Teachers, fellow Learning Monitors, and Management.

Learning monitors:

- Pay careful attention to every aspect of the year group, which contributes to the learning environment.
- Monitor and review progress of the year group.
- Support Class Teachers in the execution of their pastoral responsibilities.
- Organise and chair meetings with pastoral care team.

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- Acknowledge and reward achievements at, for example, year group assemblies, Awards Ceremony.
- Oversee, with the assistance of the Class Teachers, the following: School Journal, noting any negative, or positive behaviour on the part of the pupil.
- Communicate with parents as necessary either by telephone, letter or in one-to-one meetings, and keep written records of these communications.
- Keep files and records of all actions carried out.
- Lead assemblies, assisted by their class teachers, on a monthly basis.
- Visit each class weekly to affirm positive behaviour; to note any problems; and to disseminate any relevant school information.
- Attend an induction meeting with their year group in August each year.
- Meet formally with Principal, Deputy Principal and Pastoral Care and Student Wellbeing Team 5/6 times per academic year. Give a full report of main developments at these meetings.
- Liaise with guidance and educational support departments with regard to any individual pupil where necessary, and keep Principal/ Deputy Principal informed of any relevant issues.
- Consult with Deputy Principal on serious matters. Consult with Principal on most serious matters.
- Ensure that all school procedures, rules and systems operate effectively in the year group.

On receipt of a Referral of a pupil from a member of staff, the Learning Monitor may adopt the following course of action:

- Meet pupil. Listen. Gather facts. Consult with a range of the student's teachers/ guidance or learning support as appropriate.
- Request Parent/Teacher meeting.

Temporarily withdraw pupil from class. Refer for counselling and/or assessment. Refer serious cases to Deputy Principal. Refer very serious cases directly to Principal. (See *Responses to Negative Behaviour /Actions for Improving Pupil Behaviour*)

Note - Learning Monitors need to familiarise themselves with the COB and *The Pupil Charter for Positive Behaviour* and to follow the guidelines/procedures outlined therein.

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ROLE OF THE DEPUTY PRINCIPAL

The Deputy Principal has responsibility to the Principal for managing the school's Code of Behaviour; contributes generally to the educational and personal development of pupils; encourages and fosters learning in pupils; forms a direct line of communication between all groups in the school and the Principal; supports teachers in the execution of their pastoral responsibilities.

ROLE OF THE PRINCIPAL

The Principal has overall responsibility for managing the school's Code of Behaviour. The Principal takes under serious review any cases referred; consults with Assistant Principals at meetings, and offers support and advice where needed. The Principal emphasises the on-going development of a positive affirming atmosphere in line with the school ethos and vision; establishes a culture of continuous improvement; manages the implementation of all policies that support and affirm the endeavour and success of all pupils; promotes cooperation between the school and the community it serves.

The Principal may suspend and permanently exclude a pupil, in accordance with legislative guidelines and provisions. Suspension and exclusion are a last resort and are only applied after repeated or very serious misbehaviour. All the specified procedures will be followed before such actions are taken and the cooperation of parents/guardians will have been earnestly sought. The Board of Management will play a strategic, appropriate role in matters of suspension/expulsion.

ROLE OF SCHOOL COUNSELLORS /STUDENT SUPPORT TEACHERS

Our school Counsellors/Student Support Teachers support members of the school community in times of need; listen carefully and supportively; offer advice on many areas/issues. As part of our Pastoral Care Support Team and Pastoral Care and Student Wellbeing Team, they link with all relevant personnel in order to give assistance where valid and needed. They will not have a role in dealing with disciplinary issues, since this might interfere with their effectiveness as counsellors.

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Appendix C SCHOOL DOCUMENTS RELATING TO POSITIVE BEHAVIOUR

Certificate of Positive Affirmation

Summer 20_____

Name: _____ Class: _____

Dear Parent(s),

We are delighted to issue this **Certificate of Positive Affirmation** for your daughter.

We compliment her on her excellent behaviour and on her commitment to the ethos of our school.

Positive Behaviour	Details

We look forward to seeing her continued and valued contribution to our school community in the year(s) to come.

Signed: _____

Class Teacher

Signed: _____

Principal

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Behaviour Report

Summer 20_____

Name: _____ Class: _____

Dear Parent(s),

Your daughter has accumulated a significant number of 'Behaviour Notes' since _____ for breaches of our Code of Behaviour.

Behaviour		Details	Date(s)
Late for school			
Uniform			
No homework			
Other			

We wish to express our sincere concern about the negative effect that repeated and unacceptable behaviour may have on her progress and on that of others.

We ask you to discuss this report with your daughter and we look forward to seeing greatly improved behaviour in the new school year.

Signed: _____

Class Teacher

Signed: _____

Principal

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Appendix D

Restorative Justice

A Conceptual Model for Managing Incidents of Misbehaviour

(Applying principles of natural justice – two sides to every story)

A useful framework for dealing with negative behaviour is offered by the concept of Restorative, as opposed to Retributive Justice. The 'restorative' approach contrasts with the traditional model of apportioning blame and applying punishment. It adopts a more holistic view, which seeks to restore the balance of relationships between members of the school community. The process of dealing with incidents of negative behaviour does not have to be punitive. A restorative model also takes into account the needs of the person who is misbehaving.

Retributive Justice

1. Misdemeanour defined as violation of school rules.
2. Focus on establishing blame, on guilt, on the past (Did you do it?).
3. Adversarial relationship and process.
4. Punishment to deter/prevent.
5. Accountability defined as taking punishment, deciding to put things right.
6. Conflict seen as individual v. school.

Restorative Justice

1. Misdemeanour defined as violation of one person's rights by another. Student may be asked to meet with the injured party, listen to the effect their behaviour has had on them, offer restitution.
2. Focus on problem-solving by expressing feelings and needs first, and then how to meet those needs.
3. Dialogue and negotiation. Everyone involved listening to each other. Restitution, reconciliation and restoration as the goal.
4. Accountability defined as understanding the impact of the action, and making reparation.
5. Misdemeanours recognised as interpersonal conflicts. Value of conflict as potential opportunity for learning recognised.

Adapted from Hopkins (2002).

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Appendix E

Suspension and Expulsion Policy

SUSPENSION

Introduction and Rationale

This Suspension and Expulsion Policy has been formulated as an essential part of St Angela's College Code of Behaviour. It has also been formulated, in accordance with TESS and TUSLA guidelines, to comply with the legal and regulatory requirements relating to codes of behaviour (See Appendix F). It has, furthermore, been formulated to fulfil the statutory obligation of our trustees to ensure that our Code of Behaviour reflects the principles and values of our school. The procedures outlined in this policy are underpinned by the principles of natural justice, notably the right of a pupil to be heard and her right to impartiality.

Authority to Suspend

Under the Articles of Management for Secondary Schools, the Principal has the authority to suspend a pupil from attending school for a period up to and including 3 days. This authority has been delegated to the Principal by the Board of Management on an annual basis. Suspensions beyond 3 days must be decided by the Board of Management. In exceptional circumstances, however, when a meeting of the Board cannot be convened in a timely fashion, the Principal, with the approval of the Chairperson of the Board, may impose a suspension of up to five days. The Principal/BOM will exercise their authority to suspend in a fair and non-discriminatory manner, having regard to their responsibility to the whole school community and to the principles of natural justice.

The Purpose of Suspension

The purpose of suspension is one of corrective support rather than of punishment for misbehaviour. It is the view of the school that suspension may allow a pupil the time, under the supervision of her parents, to reflect on her unacceptable behaviour; to accept responsibility for that behaviour; and to commit to changing her future behaviour to meet the expectations of the school.

Grounds for Suspension

Suspension will only be considered when all other interventions have failed to improve the behaviour of a pupil who repeatedly breaches the Code of Behaviour or when a pupil breaches the Code of Behaviour in a very serious manner. The breach(es) and interventions will be recorded in the pupil's behaviour file, but may be removed after a specified period of

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time at the discretion of the Principal. The decision to suspend will only be made when it is considered to be a proportionate response to the misbehaviour.

Suspension will be for reasons such as the following:

1. The pupil's behaviour has had/is having a seriously detrimental effect on the education of other pupils and on the teaching process.
2. The pupil's continued presence in the school, at this time, constitutes a threat to safety.
3. The pupil is responsible for serious damage to property.
4. The pupil has been involved in a serious incident(s) of misconduct.

Principles of Natural Justice

The principles of natural justice will be applied and the pupil will have;

1. The right to be heard.
2. The right to impartiality.

The right to be heard. The pupil and her parents will be fully informed about the alleged misbehaviour and the processes that will be used to investigate and decide the matter. They will be invited to a meeting to discuss the allegation. **They will be given the opportunity to respond to the allegation before a decision is made to suspend.**

The right to impartiality. The person who alleges the misbehaviour, or who is a victim, or a witness, should not usually conduct the investigation. It is usually preferable that the Principal should arrange for another member of staff to investigate the alleged misbehaviour and to present a full report. Where the Principal does not conduct the investigation, natural justice requires, however, that s/he should meet with the pupil and hear the pupil's side of the story before s/he makes a decision. Where circumstances require the Principal to conduct the investigation as well as impose the sanction, **s/he must not only act fairly but be seen to act fairly.**

Suspension Procedure

In the event that the Principal exercises his/her authority to suspend a pupil, the following procedure will be used:

1. The pupil will be informed of the precise reasons why she is to be suspended.
2. The parents of the pupil will be notified in writing of the suspension and invited to come to the school for a meeting. This meeting may take place with an advocate

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teacher present and the Principal and it will emphasise the responsibility of the parents to support their daughter to behave well on her return to school.

3. In cases where the suspension is to take effect immediately, such as in the interests of health and safety, parents will be informed by telephone, with written follow-up.
4. Pupils will not be sent home during a school day unless collected by a parent or some other suitable arrangement is made.

Formal Letter of Notification to Suspend

All suspension decisions will be notified formally to the parents and the formal letter of notification will include:

1. The period of the suspension and the date(s) on which the suspension will begin and end.
2. The reasons for the suspension.
3. Expectations of the pupil while on suspension, e.g. programme of study.
4. The arrangements for returning to school, including any commitments to be entered into by the pupil and the parents (e.g. their reaffirmation of their commitment to the Code of Behaviour)
5. The provision to appeal to the Board of Management.

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

6. A statement that the pupil is under the care and responsibility of parents while suspended.
7. A reference to the plan for re-integrating the pupil into school.
8. A statement that the TESS/TUSLA will be informed of the suspension.
9. The provision to appeal to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29) where the duration of suspension(s) in the current school year is twenty days or more.

Factors Influencing Duration of Suspension

In the interest of ensuring a fair and even-handed system for the imposition of suspension, the Principal will, among other things, take account of the following factors in determining the duration of a suspension:

1. The age and state of health of the pupil.
2. The pupil's previous record of behaviour at the school.
3. Any mitigating circumstances unique to the pupil that might reasonably be considered in connection with the behaviour leading to the suspension.

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4. The degree to which parental, peer, or other pressure might have contributed to the behaviour.
5. The severity of the behaviour, its frequency, and the likelihood of recurrence.
6. The extent to which the behaviour impaired, or will impair, the normal functioning of the pupil and others in the school community.
7. The degree to which the behaviour was a breach of the Code of Behaviour.
8. Whether the incident leading to the suspension was the result of the pupil acting alone or as part of a group.
9. The degree to which the pupil recognises and accepts that her behaviour was unacceptable and is prepared to exhibit genuine contrition.

Suspension Completion

Upon completion of a suspension, the following procedures may apply for the formal re-introduction of the pupil into the school:

1. Parents may be requested to attend with the pupil upon her return to school.
2. A written or verbal apology may be required of the pupil for her misbehaviour.
3. The pupil may be required to enter into a contract of good behaviour, or other conditions that may be specified before returning to school.
4. In line with the ethos and values of the school, the student on their return from suspension will be given a "clean slate" and an opportunity to have a fresh start.

Re-Integration Plan

A member of the Care Team, e.g. a student support teacher, may assist the Class Teacher and Subject Teachers to re-integrate the pupil into the school community. The re-integration plan might include assistance with catching up on work, counselling, meeting with advocate teacher, setting targets for good behaviour with Learning Monitor with regular review of these targets and regular acknowledgement of achieved targets through entries in the pupil's 'Positive Behaviour Record' in her School Journal.

Removal of a Suspension

As the principles of natural justice demand that there should be available a right of appeal to a higher authority, a pupil or her parent(s) may appeal the Principal's decision to suspend to the Board of Management. Such an appeal must be made in writing to the secretary of the BOM stating the grounds on which the appeal is being made.

The school may insist, however, that the pupil 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 pupil's record.

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

1. The Principal may agree that an alternative sanction should be applied following discussion with the pupil's parents.
2. New circumstances may come to light after the suspension has been applied that would have mitigated the sanction had they been known beforehand.
3. Other mitigating factors consistent with the application of the principles of natural justice may become evident.

Suspension Records

Formal written records will be kept of the following:

1. The investigation (including notes of all interviews that were held).
2. The decision-making process and its rationale.
3. The duration of the suspension and any conditions attached to it.

Suspension Reports

The Principal will make the following two reports:

1. Report to the Board of Management with reasons for and duration of suspension.
2. Report to the TESS/Tusla in accordance with reporting guidelines [Education (Welfare) Act, 2000, Section 21(4) (a)].

Expulsion

Authority to Expel. Only the Board of Management has the authority to expel a pupil. This is an authority which it will not delegate.

Efforts to Resolve Unacceptable Behaviour. Expulsion will only be proposed as a proportionate response to a pupil's behaviour. Expulsion will only be proposed in extreme circumstances when all efforts to improve the pupil's behaviour have been exhausted. Such efforts might include the following:

1. Meeting with the parents and the pupil to find ways of helping the pupil to change her behaviour.

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2. Ensuring that discussions have been held with the pupil and her parents regarding the behaviour that the school considers unacceptable, and alerting the pupil and her parents that such behaviour may lead to permanent exclusion.
3. Providing formal verbal and written warnings at appropriate times when trying to resolve unacceptable behaviour and providing clear expectations of what would be required of the pupil in the future.
4. Ensuring that all procedures, supports, sanctions, referrals and actions under the Code of Behaviour have been applied and documented in writing.
5. Ensuring that all appropriate support personnel, both internal and external, have been involved (e.g. student support and learning support teachers, counsellors, advocate teacher, 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).

Grounds for Expulsion. The following behaviours may be grounds for expulsion:

1. The pupil's behaviour is such that it is a persistent cause of significant disruption to the learning of others and/or to the teaching process.
2. The pupil's continued presence in the school constitutes a real and significant threat to the safety of members of the school community.
3. The pupil's behaviour is uncontrollable and is not amenable to any form of school discipline or authority.
4. The guarantees of the pupil and her parents to reasonable behaviour following repeated suspensions are not forthcoming or met.
5. The pupil is responsible for serious damage to property.
6. The pupil arrives in school under the influence of alcohol or drugs.

Automatic Expulsion. The following first-time offences may be grounds for automatic expulsion. The offences include but are not limited to the following:

1. A serious threat of violence against another pupil or a member of staff.
2. Gross insubordination to the Principal or to a member of staff.
3. Serious assault.
4. Sexual assault.
5. Having and/or supplying illegal drugs to other pupils in the school or supplying drugs outside of school.
6. Serious burglary or theft.
7. Major damage to school property.
8. Possession/brandishing of an offensive weapon.

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Principles of Natural Justice. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will be in accordance with the principles of natural justice (See Principles of Natural Justice in Suspension section of this policy).

Procedures for Expulsion. The procedural steps will be fully recorded and documented and will include:

- 1. A detailed investigation carried out under the direction of the Principal.**
 - 1.1. The Principal will meet the parents and the pupil to inform them about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion. This information will also be provided to the parents in writing.
 - 1.2. The Principal will give the parents and the pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed. S/he will listen to their side of the story, answer their questions and explore with the parents how best to address the pupil's behaviour.
 - 1.3. If the pupil and her parents fail to attend a meeting, the Principal will re-schedule the meeting and advise the parents in writing of the seriousness of the matter, of the importance of attending and of the duty of the Board of Management to decide in response to their daughter's inappropriate behaviour.

- 2. A recommendation to the Board of Management by the Principal to consider expulsion.**
 - 2.1. The Principal will inform the parents and the pupil of her/his recommendation to the BOM.
 - 2.2. The Principal will provide written records of allegations, investigation and grounds for recommendation to both the parents and to the BOM.
 - 2.3. The Principal will invite the parents to a hearing by the BOM, advising them of their right to make a written or an oral submission, advising them of their right to be accompanied, giving them adequate notice to prepare their submission.

- 3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing.**
 - 3.1. The Board of Management will review all documentation and the circumstances of the case to satisfy itself that the investigation was conducted in line with fair procedures and the principles of natural justice.

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- 3.2. The BOM will ensure that no party who has had any involvement with the case should be present at their deliberations (e.g. a member of the Board who may have made an allegation about the pupil).
- 3.3. At the hearing, both the Principal and the parents will put their case to the Board. Each party may question the evidence of the other party directly. The parents may use the hearing to make their case for lessening the sanction.
- 3.4. The Board must ensure that they are seen to be impartial. Following the hearing, neither the Principal nor the parents may be present for the Board's deliberations.

4. **The Board of Management deliberations and actions following the hearing.**
 - 4.1. Having heard from the parties, the Board will decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.
 - 4.2. If the Board decides that the pupil should be expelled, it must notify the Educational Welfare Officer (EWO) in writing, stating its reasons [Education (Welfare) Act 2000, Section 24(1)].
 - 4.3. The Board should refer to the TESS)/Tusla reporting procedures for proposed expulsions.
 - 4.4. The pupil cannot be expelled before the passage of twenty school days from the date on which the EWO will receive from the Board the written notification of the proposed expulsion.
 - 4.5. The Board should inform the parents in writing of its decision and of the next steps in the process. Where expulsion is proposed, the parents should be told that the Board of Management will now inform the EWO.

5. **Consultations arranged by the Educational Welfare Officer.**
 - 5.1. Within twenty days of receipt of a notification from the Board of Management of its opinion that the pupil should be expelled, the EWO must a) make all reasonable efforts to hold individual consultations with the Principal, the parents and the pupil and anyone else who may be of assistance and b) convene a meeting of those parties who agree to attend.
 - 5.2. The purpose of consultations and meeting will be to ensure the continuation of the pupil in education. The consultations may result in an agreed alternative intervention to avoid expulsion. Where such an alternative intervention is not an option, the focus should be on alternative educational possibilities.
 - 5.3. Pending these consultations, the Board may consider it appropriate to suspend the pupil. Such a suspension will only be considered where there is the likelihood that the

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continued presence of the pupil during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or of staff.

6. Confirmation of the decision to expel.

- 6.1. When the twenty-day period following notification to the EWO has elapsed and if the Board remains of the view that the pupil should be expelled, the Board will formally confirm to the EWO the decision to expel.
- 6.2. The parents will be notified immediately and they will be told about the right to appeal and supplied with the standard form on which to lodge an appeal.
- 6.3. A formal, written record will be made of the decision to expel the pupil.

Appeals. A parent, or pupil over the age of eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Skills. An appeal may also be brought by the TESS on behalf of a pupil.

Formal Letter of Notification of Intention to Expel. The Board's decision to expel a pupil will be notified formally to the parents and the formal letter of notification will include:

1. The effective date of the commencement of the expulsion (twenty days following notification to EWO).
2. The reason(s) for the expulsion.
3. A statement that the Educational Welfare Officer has been informed of the decision to expel.
4. The next steps in the process - brief outline of role of Educational Welfare Office upon her/his receipt of notification from the Board of its intention to expel.
5. Where applicable, a statement that the pupil will be suspended from school and will be under the care and responsibility of the parents for the period of 20 days required by the Education Welfare Officer to examine alternative provisions for the education of the pupil

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Formal Letter of Confirmation of Expulsion. When the twenty-day period following notification to the EWO has elapsed, the Board will confirm in writing to the parents that:

1. The expulsion has taken effect.
2. The parents have the right to appeal to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29).
3. The Board will supply the parents by registered post, the standard form on which to lodge an appeal.

Pupils Aged 18 or More

Occasions may arise when an adult pupil requests the school to restrict or limit communication with her parents or to limit parental involvement in matters relating to her education. In such circumstances, in relation to suspension or expulsion matters, the school will inform the parents of the pupil about the change in practice and the reasons.

Involving the Gardaí

If allegations are made to the school regarding the criminal behaviour of a pupil while on school property, a school activity or in school uniform, in such instances the Principal may seek the advice of the juvenile liaison officer/or of another member of the Gardaí.

Requirement to leave

For a serious breach of school discipline falling short of one for which expulsion is necessary, but such that the pupil cannot expect to remain a member of the school community, the pupil may be required to leave permanently. The pupil will be given reasonable assistance in making a fresh start at another school.

Review of Use of Suspension and of Expulsion

The Board of Management will review the use of suspension and expulsion in the school at regular intervals to ensure that their use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that suspension and expulsion are used appropriately.

Communication of Suspension and Expulsion Policy

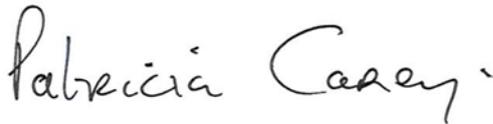
Following its ratification by the Board of Management this Suspension and Expulsion Policy will be communicated to the school community as part of the school Code of Behaviour.

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Ratification of Suspension and Expulsion Policy

This policy replaces all earlier Suspension and Expulsion Policies. It forms part of St Angela's College Code of Behaviour. This Suspension and Behaviour Policy complies with relevant legislation and Department of Education and Skills guidelines.

The publication of this Policy has the agreement of Le Chéile (as per Section 15(d), Education Act 1998). This policy was reviewed and ratified by the Board of Management 11th March 2019.



Signature: _____

Chairperson, Board of Management:

Date: 11/03/2019



Signature _____

Principal:

Date: 11/03/2019

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Appendix F

Social Media Charter


ST. ANGELA'S COLLEGE



GRIFFITH COLLEGE CAMPUS
WELLINGTON RD
CORK
IRELAND
T: +353 21 450 0059
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St. Angela's Social Media Charter

What do we want to do?

Our objective is to protect this school's students by promoting positive communications, while upholding the school's ethos. We hope to bridge the gap between social media (screen-to-screen) etiquette and intrapersonal (face-to-face) etiquette.

What do we want you to do?

We want you to read through this Charter carefully and to consider what is being said. We hope that you will sign up to our Charter and do your absolute best to follow it, whether in school or at home.

Charter:

I will strive...

1. **Not to** use anonymous sites as a platform for bullying or for making negative, abusive comments.
2. **To** consider the impact my actions on social media could have on my family and the families of those whom I engage with.
3. **Not to** post comments on social media about other that I would not want said about myself, or that I would not say to someone in person.
4. **Not to** pass public or anonymous judgement on others
5. **Not to** post photos/videos/comments on social media that could have a negative effect on myself or others.
6. **Not to** post photos/videos of others on social media without their prior knowledge and consent.
7. If it is not mine (information/photo/video), I will not keep or share it, but instead delete it.
8. **To** respect myself in my decisions on social media and to be conscious of others and their decisions on social media.
9. **To** put all my personal social media accounts on 'private' settings.
10. **To** be aware of the fact that nothing I post on social media is fully protected, and can be accessed by people unknown to me at any time.

I **am** aware of and accept that I am responsible for my actions.

I **am** aware and accepting of how serious these issues are and of how my actions can and may negatively affect others' mental health.

I **am** aware and accepting of the fact that my actions could be seen as breaking Irish law, and that I could be cautioned by the Gardaí, which would remain on my record permanently.

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Appendix G

RELEVANT LEGISLATION AND LEGAL INSTRUMENTS INCLUDE THE FOLLOWING:

1. The Constitution of Ireland Articles
2. The European Convention on Human Rights (1950)
3. The UN Convention on the Rights of the Child (1989)
4. Education Act 1998
5. Education (Miscellaneous Provisions) Act 2007
6. Education (Welfare) Act 2000
7. The Equal Status Acts 2000 to 2004
8. Ombudsman for Children Act 2002
9. Education of Persons with Special Needs Act 2004 (EPSEN Act)
10. Disability Act 2005
11. Non-Fatal Offences against the Person Act 1997
12. Health and Safety legislation
13. Data Protection Act, 2018
14. Data Protection (Amendment) Act, 2003
15. Age of Majority Act, 1985
16. Children First Act, 2015