

# St. Angela's College



Courtesy, Kindness & Respect



## Code of Behaviour

Revised

15 December 2025

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

St Angela's College is a voluntary Catholic College which upholds the Ethos and traditions of the Ursuline Order within the Le Chéile Schools' Trust as set out in its Charter.

## **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”*.

The school's Code of Behaviour reflects Christian values with an emphasis on kindness, respect, forgiveness, compassion and new beginnings. Courtesy, kindness, respect and co-operation with management, teachers, support staff and one another are qualities which create a happy atmosphere within the school community. This atmosphere is maintained only by the recognition of the human worth of each person and by respecting the characteristic spirit of St Angela's College.

#### **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.

#### **St Angela's College Plan for Promoting Positive Behaviour**

In St Angela's College we aim to provide a positive approach to managing behaviour. We promote a calm and caring environment. All students and staff have a right to learn and teach without upset, fear of intimidation, harassment, physical or verbal abuse. We strive to promote behaviour which encourages respect for each individual, the school environment and equipment, co-operation with each other and opportunities for learning and development within a safe and orderly environment.

The key features of a positive approach are:

- An emphasis on positive rather than negative statements.
- Regular and sustained use of praise and rewards.
- Teaching students, the social skills they need to be successful.
- Redirecting students towards success rather than highlighting their mistakes.
- The implementation of a Restorative Practice approach whereby students are made aware of the effect their behaviour has on themselves and others and become more involved in decision-making and solution finding.

### 1.2 Roles and Responsibilities

Our school acknowledges the contribution of all members of the school community. Each member has responsibility for the promotion of good behaviour and a role in dealing with and minimising negative behaviour.

**Students:** As students are enrolled in the school on the basis that they agree to be compliant with the Code of Positive Behaviour, the school expects that students will, at all times, do their best to uphold the Code of Positive Behaviour of our school.

**Parents and Guardians:** The school acknowledges the role of parents and guardians in the development and operation of the Code of Positive Behaviour and expects them to support and uphold the Code and to encourage their daughters to uphold it. Help and support of parents is recognised as being one of our most valuable assets.

**Staff:** The school acknowledges the role of all school staff in the development and operation of the Code of Positive Behaviour. The school recognises the role of the teacher in the area of teaching and learning but recognises also the central role of all staff in managing and shaping student behaviour.

**Board of Management:** The Board of Management is the decision-making body of the school. All policies are ratified by the Board of Management.

### 1.3 Rationale

To fulfil our mission and in acknowledgement of our collective responsibility as a school community, this Code of Positive Behaviour (COPB) 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 Positive Behaviour (COPB) reflects the principles and values of our school as a Catholic faith school based on the religious and educational philosophy of the Ursuline Sisters.

**The Code of Promoting Positive 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

## **1.4 Expectations**

### **1.4.1 Attendance and Punctuality**

Attendance and Punctuality are a vital part of the success of all members of the school community. Regular attendance is one of the biggest contributors to school success.

#### **Expectations**

Students are expected to be in attendance from 8:55 a.m. and be punctual for all remaining classes.

- If a student is absent a signed and dated note on TYRO from the parent/guardian is required. Parents are requested to ensure all appointments are made outside school time where reasonably possible.
- If a student is late for school a signed and dated note on TYRO of explanation is **required**.

#### **Procedure for leaving school during the school day**

- Students may not leave school during the day without being signed out by a parent/guardian on TYRO
- In the event of a student becoming ill contact will be made from the main office with a parent/guardian.
- Any contact with home during the school day must be through the school office. Please note that students are not permitted to use their mobile phones on school premises.

### **1.4.2 School Uniform**

Our school uniform provides each student with a St Angela's College identity, and it should be worn correctly and with pride. Parents are requested to ensure that students attend in complete uniform, without modification. School uniform must be clean and well maintained; untidy dress and appearance is not acceptable at any time. Failure to comply with the school dress code is a breach of our school code of behaviour and will be sanctioned accordingly.

Skirt/Trousers	Jumper	Footwear	P.E. Uniform
Knee length (black tights) or trousers worn below ankle.	Green School Crest and school blouse	Plain navy or black shoes only, <b>(no boots/runners allowed)</b>	Full school PE gear, fleece, t-shirt and pants

**Headscarf** On religious grounds, a navy/black headscarf may be worn by students. Facial covering is not permitted.

#### 1.4.3 Lockers

Students should use the lockers assigned to them solely for storing their school materials and personal items necessary for school. It shall be the responsibility of each student to keep the assigned locker clean and undamaged.

- Lockers are always available for the use of students but remain the property of the school and are subject to search. It is the responsibility of each student to ensure that their locker is secured.
- Management is not responsible for articles lost or stolen. Every item brought to school should be clearly marked with the student's name. Any valuables/property found should be handed into the office.
- You can access your locker only at the following times; (i) before 1st class, (ii) during morning break (iii) during lunch and iv) after school. At these times you bring all the materials needed for the classes that follow ensuring you are at class on time.

#### 1.4.4 School Environment

Everybody benefits from working and learning in a pleasant and clean environment. Eating/drinking other than in designated areas and at designated times is prohibited.

##### Littering

- To promote a positive environment littering, either within the school or in the grounds, is not acceptable and is regarded as antisocial behaviour. All litter must be placed in the bins provided.
- *Refrain* from eating and drinking during classes. If a student feels the need to rehydrate, they may do so between classes from a bottle stored in her bag.
- In order to maintain an orderly learning environment, students are expected to keep their classrooms and social areas clean and tidy and to help pick up any litter when they are asked.
- In the interest of hygiene, students must only eat in the designated areas.

#### 1.4.5 Health and Safety Expectations

- It is our expectation that the school building, school equipment and the property of others are to be treated with care.

- That all students will be vigilant at all times so as to ensure their own health & safety, the safety of the other members of the school community or any visitors to the school.
- It is expected that students will not interfere or damage school safety equipment.
- In accordance with the public Health Tobacco Acts 2002 and 2004, smoking/vaping is strictly forbidden within the school environment.

#### **1.4.6 Internet/Mobile Phones**

- The Acceptable Use Policy and Mobile Phone Policy must be signed by parents/guardians before students can use Mobile Phones and ICT.
- Use of the Internet is for study or for school authorised/supervised activities only, including Saturday and evening study.
- ICT resources, as authorised by the teacher, must NOT be used for personal purposes.
- Students are expected to respect the work and ownership rights of people outside the school as well as other students or staff. This includes abiding by copyright laws.
- Students need to be aware that e-mails and attached data, sent and received as part of classroom activity are subject to monitoring.
- All mobile phones must be turned off and placed in their Yondr pouches during the school day including afternoon/evening study. Phones will be confiscated if seen by a teacher.
- On occasion, under the supervision of the teacher present, students may be permitted to use their mobile phones in class for educational purposes.
- Students should only be contacted (when absolutely necessary) through the school office and not via their personal mobile phones during school hours.
- The school accepts no responsibility for replacing lost, stolen, or damaged mobile phones/digital devices.
- The safety and security of mobile phones/digital devices is wholly a matter for students and their parents/guardians.
- **Phones will only be returned to parent / guardian by appointment with Deputy Principal.**

## **2. Fair Procedures and Natural Justice**

- St Angela's College is required by law to follow fair procedures in respect of proposals to suspend or expel a student. Any failure on the part of the School Board of Management to ensure that these procedures are observed would breach the school's legal obligations.
- Any investigation should be free of bias. A Principal, class or subject teacher, or another staff member involved in the behaviour matter in the first instance, should not be involved in conducting the investigation of the alleged misbehaviour or deciding to impose a sanction in order to ensure the absence of bias in the decision maker.
- The right of reply and to cross examine witnesses are central to fair decision making. Both the parents and the students should be facilitated in presenting their views on the allegations made. The Board of Management should take steps to ensure that the procedures and the proceedings are understood by the parent/guardian.
- It is also preferable that, if possible, in terms of the principle of impartiality in decision making different people or groups carry out the task of investigating misbehaviour and that of deciding whether a serious sanction is warranted. This may not always be possible and therefore where the Principal may have to carry out the investigation and make the decision, he/she must act justly, and be seen to act justly.

## **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><b>*Initial or minor breaches of the Code of Behaviour</b></p> <p><b>Examples</b> (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><b>Verbal Warning:</b> 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><b>Written:</b> 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><b>Class teacher briefly reminds student with a verbal reminder in class,</b> re effects of her behaviour, discusses strategies to avoid repeat of this behaviour, and sets targets for improved behaviour</p> <p><b>Verbal agreement requested re future behaviour</b></p> <p><b>Possible Actions (when/if relevant):</b></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>

### 3.2 Stage Two

Behaviour	Immediate School Response(s)	Actions to Support Improved Behaviour and/or sanction may include
<p><b>* A pattern of minor breaches, or a single more serious breach of the Code of Behaviour.</b></p> <p><b>A pattern of the following behaviours:</b></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><b>Verbal Warning:</b> Teacher points out the behaviour as being unacceptable and pupil involved told to stop.</p> <p><b>Written:</b> 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><b>Class teacher:</b></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</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>**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><b>Other Actions:</b> 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>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><b>Management, Learning Monitor and Class Teacher:</b></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><b>Repeated minor and serious breaches/ a single grave breach of the Code of Behaviour.</b></p> <p><b>Examples:</b></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><b>Teacher:</b></p> <p><b>Verbal Warning:</b> Teacher challenges the behaviour as being unacceptable and pupil involved told to stop.</p> <p><b>Written:</b> 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/submit 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><b>Class teacher:</b></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>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>Discusses behaviour and decides strategies to improve behaviour with Class teacher and Deputy Principal</p> <p><b>Other Actions:</b> 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>Lunch-time exclusion.</p> <p>Uses Restorative Approach – discusses with pupil strategies for improving behaviour and sets targets for improved behaviour.</p> <p><b>Principal:</b> 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>Contacts other support agencies e.g. re anger management.</p> <p>Suspends pupil for maximum of three days (See Suspension &amp; Expulsion Policy).</p> <p>Considers the future of the pupil in the school (See Suspension &amp; 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.

**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).
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. Publishing and Promoting a Pupil Charter for Positive Behaviour**

This Charter was formulated primarily by the teaching staff and pupils, with amendments and additions from the wider school community. It will be reviewed annually to ensure that it remains relevant, reflective of our shared values, and responsive to the needs of our students. The Charter will, for example, be promoted

- Through 'focus' activities such as assemblies, lessons with class teachers and/or subject teachers, RE/SPHE/Wellbeing classes, Amber Flag Week, and other whole-school wellbeing initiatives.
- Through the Parents' Association, at Parent/Teacher Meetings, and during Open and Information Evenings.

- Through student leadership structures including the Student Representative Council, Senior Prefect Team, Meitheal Team, Sports Captains, class prefects, and other student-led initiatives.
- Through school communication platforms including the School Journal, Teacher Handbook, the school website, the school app, and other school publications.

**The Charter sets down the following:**

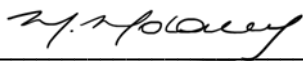
- Pupils' rights and responsibilities and their commitment to living the school's ethos as outlined in the school's mission statement.
- The reasons why certain behaviours are unacceptable.
- The school's expectations in terms of student behaviour and its commitment to providing the appropriate school 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.


**6. 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.

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:  Date: 15<sup>th</sup> December 2025  
Chairperson, Board of Management

Signature:  Date: 15<sup>th</sup> December 2025  
Principal

This Code of Behaviour is available from the school office and on the school website, [www.stangelacollege.ie](http://www.stangelacollege.ie).

## 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>In this way I will be truly living according to the Mission Statement of St Angela's College;</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><b><i>To nurture the uniqueness and full potential of both staff and students in a happy, caring and disciplined atmosphere.</i></b></p>
<p>Always do my best to behave excellently, to be kind, caring and honest.</p>	<p><b><i>To foster respect and responsibility for self, for others and for the greater community in the light of Christian values.</i></b></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>	

## 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.	

## Uniform, Possessions and Property

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

## Lockers

<b>I will...</b>	<b>Because...</b>
<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>I realise that following these procedures are essential to ensure the safe and timely movement of students around the school building.</p>
<p>Organise my books and all class materials for classes 1-2, classes 3-6 &amp; classes 7-9 at these times.</p>	<p>I recognise the importance of a clean and tidy environment in creating the best conditions for students to learn and flourish.</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>	

## Attendance and Punctuality

<b>I will...</b>	<b>Because...</b>
<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>I am aware of the very strong link between success at school and regular attendance.</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>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>Ensure that I follow the correct procedures and produce a note from my parent/guardian, or notify the school via</p>	<p>I demonstrate my respect for my teachers and my fellow students by not disrupting their lesson through tardiness.</p>

<p>the app, if I do need to leave during the school day.</p> <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**

<b>I will...</b>	<b>Because...</b>
<p>Keep my mobile phone and other electronic devices <i>switched off</i> at all times.</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>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>I am aware of the dangers of cyberbullying</p>
<p>Abide by the Students' Social Media Charter at all time when I engage with online communities (Refer to Appendix).</p>	<p>I have signed and will comply with the Students' Social Media Charter which outlines these responsibilities in greater detail.</p>

## 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 [insert date] by the Board of Management.


## 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: 15/12/2025

Signature of Principal:  Date: 15/12/2025

**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: \_\_\_\_\_

## 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 considers 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).**

**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 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 decides. 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 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.
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.

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.
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.

**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.
  - 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 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

**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.

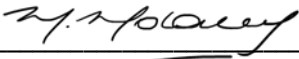
### **Communication of Suspension and Expulsion Policy**

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.


### **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 15<sup>th</sup> December 2025

Signature:  Date: 15th December 2025

Chairperson, Board of Management:

Signature  Date: 15th December 2025

Principal:

  
ST. ANGELA'S COLLEGE



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## St. Angela's Social Media Charter

### What are we aiming to achieve?

Our goal is to safeguard all students by encouraging respectful, responsible and positive communication—both online and in person—while remaining true to the ethos and values of our school. We want to close the gap between how we interact on social media and how we treat one another face-to-face.

### What are we asking of you?

We ask that you take the time to read this Charter carefully and reflect on its message. By agreeing to this Charter, you commit to doing your very best to uphold its principles—whether you are in school, at home, or engaging online.

### Charter- I will ...

1. **Avoid using anonymous platforms** for bullying, negativity, or abusive commentary in any form.
2. **Be mindful of the impact** my online actions may have on my own family and on the families of those I engage with.
3. **Refrain from posting comments** about others that I would not want said about me or that I would not be prepared to say face-to-face.
4. **Avoid passing judgment**—publicly or anonymously—on anyone.
5. **Not post photos, videos, or comments** that could negatively affect myself or any other person.
6. **Never share images or videos of others** without their knowledge and informed consent.
7. **Delete, rather than keep or share**, any information, photo, or video that does not belong to me.
8. **Respect myself and others** by making thoughtful, considerate choices in how I use social media.
9. **Keep all personal social media accounts private** to protect myself and my digital footprint.
10. **Acknowledge that nothing online is ever fully private**, and that anything I post can be accessed, copied, or shared by people I do not know.
11. **Be aware and accepting of the seriousness of these issues** and recognise that my actions online can negatively affect another person's mental health.
12. **Understand that my actions online could breach Irish law**, and that any behaviour deemed unlawful may result in a Garda caution—which could remain on my record permanently.
13. **Follow the Department of Education's Bí Cineálta / Be Kind guidelines**, promoting respect, empathy, positive behaviour, and responsible digital citizenship at all times, both in school and online.
14. **To use Artificial Intelligence (AI) responsibly**, ensuring that I do not use AI tools to bully, impersonate, generate harmful content, distort images of others, or create or share misleading or false information. I will ensure that any use of AI is ethical, respectful, and aligns with school values and Irish law.

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

I recognise and accept the seriousness of these matters, and I understand that my behaviour can have a harmful impact on the mental wellbeing of others.