

Ratified by BOM
on
9th December 2021

CODE OF BEHAVIOUR

St. Anne's Secondary School, Tipperary Town

Code of Behaviour

St. Anne's Secondary School

Tipperary Town



December 2021

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St. Anne's Secondary School Code of Behaviour

1. St. Anne's Secondary School Mission Statement:

The management and teaching staff of St. Anne's Secondary School Tipperary, in co-operation with parents/guardians, are committed to the provision of a broadly-based education to the girls of the region and to achieving a balance between the academic, social, cultural, spiritual and physical components of that education, within the tradition established by the Mercy Sisters and continued by CEIST.

Core values of St. Anne's Secondary School:

- Promoting Spiritual and Human Development
- Achieving Quality in Teaching and Learning
- Showing respect for every person
- Creating Community
- Being Just and Responsible

The BOM have developed this policy in consultation with parents/guardians, students, and staff. The Code of Behaviour has been prepared in accordance with guidelines issued by the National Education Welfare Board (Education Welfare Act 2000, Section 23), The Education Act 1998, the Equal Status Legislation and The Health and Safety Legislation.

2. School Profile 2020 –2021:

School Details: St. Anne's Secondary School, Rosanna Road, Tipperary Town, Co. Tipperary

Telephone: 062 – 51747

E: info@stannesschool.ie

Website address www.stannesschool.ie/

Patron
CEIST

School Type
Voluntary Secondary School

Principal

Mr. John Cullinane

Deputy Principal

Ms. Jeanne Dowling

Chairperson of the Board of Management

Ms. Colette Grey

3. Code of Behaviour:

3.1 Introduction

The management sets out below the rules, regulations and procedures that have been drawn up, following consultation, to ensure a good learning environment and the smooth operation of the school's supporting discipline system. Discipline is necessary in school for the safety, security and happiness of each individual student and the welfare of the entire community. Each student has the right to expect an orderly, predictable, pleasant and secure environment in which to work and grow. By adhering to the school rules and the Code of Behaviour, a friendly environment can be created where all concerned can work, study and relate in a positive way and in pleasant surroundings. The Code of Behaviour also supports staff in creating an environment that is conducive to highly effective teaching and learning. It also supports a consistent approach to addressing behaviours that disrupt teaching and learning in the school.

3.2 Aims

The Code of Behaviour aims to achieve the following:

- To provide an understanding, clarity and acceptance of the expected standard of behaviour within the school.
- To develop a moral and spiritual framework within which initiative, responsibility and mutually respectful relationships can flourish.
- To ensure that we promote a positive and safe environment where teaching and learning can take place.
- To encourage students to take personal responsibility for their own learning and their behaviour.
- To develop a strong work ethic as well as a sense of self-worth and a respect and tolerance for others.
- To encourage the involvement and cooperation of parents and guardians in supporting the code and operation of sanctions.

3.3 The Scope of the Code of Behaviour

The Code of Behaviour will apply to the following relationships:

- Student to student
- Student to any staff member
- Student to visitors and the wider community

Application of the Code of Behaviour

The situations where relationships may be subject to this policy include:

- School time, including school breaks.
- Going to and from school.
- School tours and trips, including games and other extra-curricular activities.
- All times, even outside the normal school times where the behaviour of any member of the school community adversely affects another member or members of that community or adversely affects the reputation of the school.

Please note that teacher to student relations are governed by the Teaching Council's Code of Professional Conduct and similarly are underpinned by the core values of respect, care, integrity and trust.

The Code of Behaviour will be issued to all parents/guardians and students in advance of the student commencing their education in St. Anne's Secondary School. This is to ensure that students and their parents/guardians are fully aware of its content and the implications of this code. Unless the parents/guardians raise a specific objection or refuses to abide by the code, it will be deemed that the code has been accepted by them. All parents/guardians will be requested to confirm in writing their acceptance of the Code of Behaviour at the beginning of each school year and that they will make all reasonable efforts to ensure compliance by their daughter with the code.

3.4 School Expectations

1. That you come to school every day, arrive on time and adhere to your timetable.

This means

- That you arrive each day before 8.45am in preparation for roll call in your classroom at 8.45am.
- That you attend everyday unless it is absolutely unavoidable.
- That absences are explained by email from parents/guardians to Year Tutor.

- That you arrive at all classes on time and not delay en route.

Only senior students (i.e., students in 4th, 5th and 6th Year), with parental/guardian permission, may leave the school grounds during lunchtime. Senior students must remain on school grounds during morning break. First, second and third year students are to remain on school premises at all times, including during both morning and lunch breaks.

Procedure for notification of student's absence from school:

- Parents/guardians must notify the school of a student's absence for any reason.
- Parents/guardians should notify school on the first day of absence or when the student returns to school.
- Parents/guardians should phone the school or email the relevant Year Tutor to notify absence.
- A medical certificate must be provided for significant absences due to illness.

If a student must leave school during the school day, the following procedure applies:

1. An email must be sent from parent/guardian to Year Tutor.
2. Students must be given permission by the Year Tutor, Deputy Principal or Principal.
3. A parent / guardian must sign the student out at the school office.

Because

- Time missed is difficult to make up.
- The school is entitled to an explanation as the school has a duty of care.
- The school is responsible for you during school time.
- Out of courtesy to your teachers and classmates. Being on time shows respect to staff and fellow students.
- Good attendance and good timekeeping ensure the full class do well.
- Good attendance and good timekeeping are an important life skill.
- In accordance with the Education Welfare Act 2000, the Principal must inform the Education Welfare Officer when the aggregate number of school days on which a student is absent during the school year exceeds 20 days.

2. That you do your best to work both in class and at your homework.

This means

- That you listen to your teachers, participate in all activities and follow the teacher's instructions.
- That you do not disturb teaching and learning in the class.
- That you work diligently in class and that you do your homework each night, written and oral, to your highest possible standard.
- That you always carry your student journal, place it on the desk at the beginning of class and use it to record all homework, both oral and written.

Because

- The teacher has a right to teach.
- Other students have a right to learn.
- It supports the work done in class.
- It helps you to organise your homework, so that you will succeed in school.

3. That you come in properly prepared for your subjects.

This means

- That you have the correct books, pens, copies, etc.
- That you bring any special equipment needed e.g., P.E. gear, drawing equipment, ingredients etc.
- That you place your student journal on the desk at the start of each class and record homework in it.
- That you organise your materials and attend your locker at the correct times.

Because

- With proper preparation, you and others have an increased opportunity to learn.
- It minimises disruption to teaching and learning.

Note: Students may not access their locker during class or in between classes. Students are required to lock their locker and keep it in a tidy condition.

A condition of the rental agreement is that the school retains the right to open and inspect lockers at any time. A student must retain the numbered locker assigned to her for the year. A spare locker key can be handed in to the office. A student may then access this key if they have forgotten their locker key.

4. That you come to school in full uniform, clean and tidy.

Full details of the uniform requirements are contained in the school journal.

This means

- That you wear the green and navy pleated school skirt/navy trousers (excluding leggings, tracksuit, sports trousers, yoga pants), school shirt, school jumper, navy knee length socks or tights and black or navy low heeled shoes. Runners are not permitted. Skirts must be below the knee. No item of clothing should be visible under the uniform. In cold weather, a student may wear a dark polo neck/ body warmer under their uniform if they wish. The school hoodie may be worn for PE or when travelling to games or other school activities.
- Make-up and jewellery must be kept to a minimum.
- Unconventional or extreme hair colours/styles are not permitted.
- Facial piercings and visible tattoos are not permitted. It is not sufficient to cover piercings with a plaster.

Because

- This is the uniform agreed to by parents/guardians, students, and the school authorities. Students should wear it with pride.
- A school uniform teaches students to dress smartly and take pride in their appearance. Uniforms help students to prepare for when they leave school and may have to dress smartly or wear a uniform.
- Students can dress without peer pressure and with confidence.
- Having a uniform worn without adaptations eases anxiety around appearance, promotes equality and ensures students can dress without clothing related peer pressure.
- A uniform reduces expense to parents/guardians and students.
- The wearing of inappropriate piercings is a health and safety risk.
- Students can clearly be distinguished from people who are not members of our school community, thus making the school a safer environment for all (e.g., school-based tours, school and community celebration days etc.).
- We have a responsibility to maintain the image of the school.

The school management has the final say on acceptable standards of uniform, hairstyles, and the wearing of jewelry and makeup. If in doubt, please seek clarification from the school beforehand.

5. That you have respect and consideration for other students.

This means

- Being fair to everyone.
- Helping other students if they need help.
- Not picking on, excluding or bullying others – see the Anti-Bullying policy.
- That students do not become involved in disrespectful and inappropriate behaviour during or after school time. The school reserves the right to deal with after school incidents, which affect the students, staff or the reputation of the school.
- You respect the property of others. Do not touch the property of others without their prior permission.
- Respecting personal privacy. This includes relationships, personal information, incidents etc.
- Privacy in places such as school toilets and changing rooms is expected at all times. The use of mobile phones in toilets and changing rooms is strictly prohibited.

Because

- Mutual respect is important.
- You would like the same to happen to you.
- Bullying can cause fear, hurt and misery. We want our school to be a safe place for all who attend.
- It could cause serious injury or accidents.
- You would like others to do the same because defacing/damaging school property is destructive and shows a lack of respect for the school community of which the student is a member.
- Mobile phones are not allowed to be used to take photographs or images of other students in areas where there is reasonable expectation of privacy e.g., toilet and/or changing rooms.

6. That you show courtesy, consideration and good manners in your dealings with all staff, visitors and local residents.

This means

- Adopt a relaxed and calm demeanour. Loud over-exuberant behaviour e.g., shouting, bad language or running in the corridors is unacceptable.
- When moving within the school, walk in an orderly fashion.
- Give way to staff/visitors at doorways.
- Be polite in your dealings with others, saying 'please', 'thank you' and 'excuse me' as the occasion arises.
- Knock before opening a closed door.
- Full co-operation in the classroom.
- Greet all visitors to our school with courtesy and respect.
- Show respectful behaviour to our community.

Because

- This enhances the teaching and learning environment and promotes a positive school atmosphere.
- Mutual respect is important.
- For health and safety reasons.

7. That you respect the school environment and our health and safety procedures.

This means

- Keeping school clean and free of litter.
- Litter must be placed in the appropriate recycling and waste bins.
- No chewing gum.
- No Tipp-ex.
- Students are not permitted on the school grounds after school hours, during weekends or school holidays, without prior permission.
- Toilets are kept clean and tidy and in a state that can be used by others.
- Graffiti is not permitted.
- Students must use the back stairs to go up and the front stairs to come down. Students are not to use the main front entrance.
- Students may eat in assigned areas only.
- Students may drink water throughout the day.
- Students may only call to the secretary's office before school begins in the morning, during the morning break, lunch break or after school.
- Students are not allowed on the first or second floor before 8.45am, between 10.10-10.25/10.50 - 11.05am, 12.25 – 1.00/1.25 pm and after 3.25/3.40pm. Due to Covid-19, when students need to eat lunch indoors, it is permitted to use their base classrooms only.
- Students are required to wear seat belts when travelling on a school bus or when travelling with the school on a school outing.
- Convent grounds are always off-limits.
- Students are required to lock their locker and keep it in a tidy condition.
- It is school policy that students driving to school do not use their cars at any stage during the school day (See Students' Driving to School Policy).

Because

- Everybody benefits from working in a pleasant environment.
- Chewing gum is a health and safety risk and damages school property.

- These procedures are essential for everybody's health and safety and promotes behaviours that are in keeping with health and safety.

8. The school strictly forbids the possession or use of cigarettes (incl. e-cigarettes, vaping), alcohol or drugs on the school premises, while wearing the school uniform or while engaging in school activities. Please see the Substance Abuse Policy. The school also forbids the use of fizzy drinks and high energy drinks on the school premises.

Please note: Any student who arrives to school with a suspicion of being under the influence of alcohol/drugs will be asked to leave the school and parents/guardians and/or the Gardai will be notified.

9. Mobile phones, smart watches, digital watches and digital recording/playing devices must be on silent and out of sight in the school building and on school grounds, unless use is requested by a teacher for educational purposes. Please see ICT Acceptable Usage Policy (AUP).

This means

- Mobile phones and other electronic devices must be **on silent and out of sight** before entering the school grounds in the morning and for the duration of the school day.
- All students follow the school's mobile phone policy.
- If you need to contact a parent/guardian, you should do so through the school office.

Please note: Use of phones to take pictures or breach the privacy of another student in toilets, changing rooms etc. is a particularly serious offence and may result in immediate suspension and notification to the Board of Management/Gardaí for possible further action.

Because:

- Research shows that mobile phones can be a distraction to teaching and learning.
- Teachers and students are entitled to teach/learn in an environment free from mobile phone distraction.
- Smartphones may be used by students to bully others.
- Prepares students for the adhering to state examination rules.
- Promotes social interaction when not engaged in digital devices.

10. School toilets should be respected, and appropriate behaviour is expected from students when using these facilities at all times.

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This means:

- Toilets should only be used at break times or at other times with permission from the teacher.
- Students should only use those toilets assigned to them at break and lunch time but must use the nearest toilet block during class time.
- Students should not congregate in toilets as they are not social areas.
- All types of graffiti or damage to toilet areas is a serious breach of the school's Code of Behaviour.

Because:

- Students have a reasonable expectation to privacy in school toilets and changing rooms.

Please note: Using phones or recording devices in toilets is a serious breach of the school's Code of Behaviour and may result in immediate suspension and notification to the Board of Management/Gardai for possible further action.

3.5 Promoting Positive Behaviour

Promoting good behaviour is one main objective of the school's Code of Behaviour. Through its ethos, policies and practices, St. Anne's Secondary School actively promotes positive behaviour and seeks to prevent inappropriate behaviour.

The school is actively committed to consistency in promoting good behaviour. This can be achieved by mutually respectful relationships between student and teacher.

- Students are given responsibility and are encouraged to understand why the code is important.
- The code is applied fairly and consistently.
- Standards are clear, consistent and widely understood.
- High expectations are set.
- The school climate and atmosphere are created by the actions of everyone who is connected to the school: staff, parents/guardians and students.

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- Parents/Guardians, students and teachers are invited to be involved in seeking to promote good relationships and a harmonious atmosphere through positive interaction.
- Adults model the behaviour expected from students.
- Clear boundaries and rules are set for students.
- Students are helped to recognise and affirm good behaviour.

The school acknowledges, promotes and rewards good behaviour in a variety of ways. This includes the following:

- Verbal praise in class.
- Morning assemblies reinforcing and encouraging positive behaviour.
- Positive feedback is provided through the school journal where merited.
- Verbal praise at Parent Teacher Meetings.
- School Reports.
- Directly from teachers, Year Tutor, Deputy Principal and Principal, communicated through notice boards, intercom, newsletter, school social media and website.
- Annual School Awards Ceremony.

3.6 Response to Unacceptable Behaviour:

It is the responsibility of the school authorities:

- To maintain a classroom and school environment which is safe for students, teachers and other school staff.
- To maintain a classroom and school environment that is supportive of the learning of every student and ensures continuity of education.

The school provides staff with a simple recording system that allows the school to track, systematically and consistently, any student's behaviour that is a cause of concern. Interventions made are noted, along with the student's response to them.

It is the policy of the school to intervene early and positively when a student's behaviour does not meet standards expected.

Ladder of Intervention

As part of the whole school approach, school staff have an agreed ladder of intervention in response to inappropriate behaviour. This allows for consistency among staff as well as ensuring that there is a planned approach to helping students to change their behaviour. There are 3 levels at which intervention may take place. At each level, parental/guardian and family support should be sought.

Levels of Intervention

Support for all	Most students behave appropriately, with the help of consistent and clear expectations in class and in school. Occasional, minor misbehaviour should be attended to routinely and effectively by the class teacher.
Additional support for some students	Some students need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing, behaviorally, socially and educationally. Additional inputs or interventions may include: <ul style="list-style-type: none"> • Referral to another teacher or adult who can work with the student. • Involving the Pastoral Care Team. • Setting targets for behaviour and monitoring them with the student in a supportive way. • Behaviour contracts.
Specialised support for a small minority of students	A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low level interventions. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home. Links will be made with local support services that may be able to assist in responding to the needs of a student with behavioural difficulties. These include the National Education Psychological Service, HSE Community Psychology Service, the National Council for Special Education, Child Guidance Services or Adolescent Mental Health Services.

When investigating an incident of misbehaviour, the following procedures will be adopted by the Principal/Deputy Principal:

1. The student or students will be invited to write a detailed account of the incident.
2. The student or students involved in the incident will be invited to attend a meeting with the Principal, Deputy Principal and/or Year Tutor.
3. The case against the student will be outlined and her responses noted.
4. The student will be advised as to the correct level of behaviour expected.
5. Notes taken at the meeting will be kept on file for future reference.
6. Parents/guardians will be informed of the incidence and the meeting. Once again, responses will be noted.
7. If the student's behaviour does not improve, the student will be invited to a second meeting with the Principal, Deputy Principal and/or Year Tutor. They will be reminded of the correct level of behaviour expected. Clarification will also be sought that the student understands what is required. They will also be informed that if their behaviour does not improve, sanctions will be imposed.
8. If the student's behaviour does not improve following the second meeting, a sanction will be imposed on the student. Parents/guardians will be informed of this sanction.

Management reserves the right to commence on any step above, depending on the severity of the incident.

When an incident is of a bullying nature, this policy should be read in conjunction with the Anti-Bullying Policy.

Following a breach of the school's Code of Behaviour, students may be withdrawn from class, if deemed necessary by school management, to allow time for investigations to take place.

Referral to external agencies or Gardaí may be made where required.

Referral to Board of Management for permanent exclusion may be considered where required.

3.6.1 Sanctions:

1. Verbal Warning.
2. Minor sanctions by class teacher.
3. Students who fail to adhere to the safety rules in practical classes may be removed from the subject following consultation with parents/guardians.
4. Removal of Privileges at lunchtime.
5. In-house Suspension.
6. Out of School Suspension.
7. Expulsion.

3.6.2 Serious Incidents of Misbehaviour

Each case will be judged on its own merits, and any of the above stages may be omitted when deemed appropriate by the school authorities. In cases of serious misbehaviour, for example, when the authority of a teacher or the school is seriously challenged, if the school has been brought into disrepute or if normal civil law has been breached, the Principal or Deputy Principal will deal with the matter in the first instance. Suspension, or other sanctions, such as referral to the BOM to consider exclusion, may be considered for incidents of serious misbehaviour. Furthermore, the Principal, the Deputy Principal, or a Year Tutor may need to be involved at this stage of the discipline process when this is deemed to be necessary or helpful. Generally, in the case of such incidents, a student will be invited to write a detailed account of the incident. The purpose of this is to provide the student with the opportunity to reflect on her behaviour and its implications for oneself and the rest of the school community.

3.6.3 Suspension and Exclusion Policy

Suspension: General principles

Suspension is a serious sanction.

Suspension will be considered where there has been serious misconduct such as:

- The student's behaviour has had a serious disruptive or detrimental effect on the education of other students.
- The student's continued presence in the school is potentially dangerous and constitutes a threat to the Health and Safety of others in the school.

- Gross disrespect to a member of the school community including teachers, management, SNAs, office staff, support staff, Board of Management, supervisors and/or visitors to the school.
- Failure to submit a mobile phone when requested.
- For refusing/failing/being unwilling to assist staff in the investigation of incidents of misbehaviour.
- Deliberate damage to school or private property.

This list is not exhaustive.

A single incident of serious misconduct and breach of the rules may be grounds for an immediate suspension.

Such breaches would include:

- Fighting, assault or violence.
- Physical or sexual assault.
- Bullying or harassment.
- Threatening behaviour.
- Reasonably suspected possession or dealing in drugs, alcohol, addictive substances (un-prescribed drugs) or illegal substances.
- Reasonably suspected of being under the influence of drugs, alcohol, un-prescribed drugs or illegal substances.
- Serious damage to property.
- Smoking, including e-cigarettes, vaping within the school grounds.
- Use of a mobile phone or recording device:
 - to take inappropriate images and/or put on social media platforms.
 - to compromise the privacy and dignity of others;
 - to take or share photographs/images of members of the school community without their permission;
 - to record or photograph members of staff who are going about their professional duties.

This list is not exhaustive.

In-school suspension will be considered where appropriate.

Suspension procedure

1. Before considering suspension, the complaint will be thoroughly investigated, in accordance with the principles of fairness and natural justice.
2. A detailed written record of the facts will be made.

3. The student's parents/guardians will be invited to attend a meeting with the Principal. The parents/guardians will be informed of the complaint, how it will be investigated and that it could result in suspension.
4. At the meeting, the facts will then be put to the student involved in the incident and her parents/guardians.
5. The student and her parents/guardians will be invited to respond to the investigation.
6. The response will be carefully noted, and clarifications sought where needed.
7. Following this, a decision will be made as to the sanction to be imposed, if any.

Decision to suspend

The Principal and the Board of Management have the legal authority to suspend a student. The Principal of St. Anne's Secondary School has written authority from the Board of Management to suspend a student for up to three days, without immediate reference to the Board of Management. In some circumstances, there may be consideration of a suspension longer than three days, subject to Board of Management approval.

Implementing suspension

The Principal will notify the parents/guardians and the student of the suspension by letter. The letter will include:

- The reason(s) for the suspension.
- The period of suspension, with relevant dates.
- Right of parents/guardians to respond before the suspension is imposed.
- Arrangements for returning to school including any commitments to be entered into by the student and parents/guardians.
- Provision for an appeal to the Board of Management.
- The right to appeal to the Secretary General of the Department of Education if the cumulative period of suspension is 20 school days or more in the school year. This appeal "to be made within a reasonable time from the date the student/parent/guardian was informed of the decision" (Education Act 1998 Section 29).

Immediate suspension

- In certain exceptional circumstances, the Principal may determine that there are grounds for immediate suspension for reasons which may include the safety of the student, other students, staff or other members of the school community.
- In the case of immediate suspension, parents/guardians will be notified and arrangements made with them for the collection of the student.

Re-integrating the student

- A Disciplinary committee/panel will convene when a student reaches suspension level to discuss relevant interventions. This will include, where possible, a member of management, Year Tutor, behaviour support teacher and Special Education Needs Coordinator.
- On completion of the suspension, the school will make every effort to re-integrate the student quickly into school life and to ensure that he / she catches up with any work missed. The student will be expected to apply themselves diligently to their work and to follow the Code of Behaviour.
- The student will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and the sanction imposed, once the sanction has been completed, the school expects the same behaviour from this student as all other students.

Reporting suspensions

The Principal reports all suspensions to the Board of Management. If required, the Principal will report a suspension to TUSLA. Suspensions in excess of 6 consecutive day must be reported to TUSLA Education Support Service. Suspension of less than 6 consecutive schooldays must be counted in the aggregate number of absences and if the student exceeds 20 days absence (including any suspensions), this must be reported through the normal referral and reporting processes.

Expulsion

In cases where students continue to be disruptive and in breach of the school's Code of Behaviour, the Principal may refer the situation to the Board of Management of the school who may consider expulsion. Expulsion may be deemed necessary for a single incident of gross misconduct or for repeated instances of serious misbehaviour including behaviour that interferes substantially with the constitutional right of other students to an education.

The Board of Management alone has the authority to expel a student.

Grounds for expulsion include:

- Serious ongoing misbehaviour and non-compliance with the School's Code of Behaviour.
- Behaviour that is a persistent cause of significant disruption to teaching and learning.
- A single incident of gross misbehaviour.
- Willful ongoing assault of any nature viz. verbal, physical etc.
- The student's continued presence in the school constitutes a significant threat to the safety of herself, other students and/or staff members.
- Serious damage to school property or the property of others employed by or engaged in school activities.
- Interference with health and safety appliances including firefighting and alarm systems.
- Misuse of internet facilities.

This list is not exhaustive.

In cases of persistent misconduct, expulsion would be considered only as a last resort and will only occur where all other reasonable interventions and attempts at addressing the misconduct have been exhausted.

A single act of serious misconduct might form the basis of a proposal to expel. Such misconduct could include:

- A serious threat of violence against another person.
- Actual violence or physical assault.
- Sexual assault.
- Possession or dealing in drugs or illegal substances.

Procedures in respect of expulsion

The school will follow the procedures in Developing a Code of Behaviour: Guidelines for Schools (2008), paragraphs 10.3-10.6, pages 67-68 and paragraphs 12.1-12.5, pages 80-87., as may be amended or updated by TUSLA.

Following serious misbehaviour that could warrant expulsion, the following steps will be taken after a preliminary assessment of the facts:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision of an intention to expel.

Procedural Steps:

1. The complaint will be thoroughly investigated by the Principal.
2. A detailed written record of the facts and the investigation will be made.
3. The facts will then be put to the student involved in the incident and her parents/guardians. This includes informing the student and her parents/guardians, in writing, of the nature of the complaint, how it will be investigated and that it could result in expulsion. The Principal will assure the student and parents/guardians that they will be given every opportunity to respond before any decision is made and before any sanction is imposed.
4. The student's parents/guardians will be invited to attend a meeting with the Principal.
5. The facts will then be put to the student involved in the incident and her parents/guardians. The student and her parents/guardians will be invited to respond to the investigation. The response will be carefully noted, and clarifications sought where needed.
6. The Principal will then decide whether the matter warrants referral to the Board of Management.

7. If the Principal refers the matter to the Board of Management, a letter will be written to the parents/guardians of the student, and the student if she is over 18 years of age, indicating that the student is suspended pending a Board of Management meeting at which sanctions up to and including expulsion will be considered.
8. As a first step, the Board of Management will consider the manner of the investigation and assure itself that all procedures were followed properly and in accordance with the principles of fairness and natural justice. Any member of the Board of Management who has had any direct involvement in the case, with the exception of an investigating member of staff, or a close connection with a party to the case will not be allowed to participate in the Board of Management's deliberations and will be expected to disclose this in advance of deliberations commencing.
9. A special meeting of the Board of Management will be called, and the parents/guardians will be notified of the time and date of the meeting and invited to attend. A student who is over the aged of 18 will be notified directly themselves. This notification will be hand delivered or sent by registered post.
10. Where a student is under the age of 18, the Board of Management may invite the parents/guardians to bring their daughter to the meeting.
11. Prior to the meeting, the Principal will prepare all documentation in respect of the incident(s) stating clearly the case against the student. This documentation will be given to the parents/guardians, or directly to the student where she is over 18, sufficiently in advance of the meeting to give adequate time to review and respond to the documentation. This documentation will also be given to the Board of Management.
12. Prior to the meeting, the Board of Management will undertake its own review of all documentation and the circumstances of the case.
13. The Board of Management will seek confirmation from the parents/guardians of their intention to attend the meeting or to submit their response to the documentation in writing.
14. If no response is received from the parents/guardians, clarification from the parents/guardians will be sought to ensure that they received the correspondence and to establish what they wish to do about the matter.
15. At the Board of Management meeting, the Principal will set out fully the case against the student.
16. The parents/guardians/student will be present to hear this case and to respond to the case presented.
17. The Board of Management will clarify any issues with the Principal and parents/guardians/student and may ask questions.
18. The parents/guardians (and student 18+) will be allowed to question the Principal and the Board of Management.
19. At the end of the meeting, the Board of Management will deliberate in private in the absence of the Principal, parents/guardians and student.
20. The Board of Management will consider all the evidence, including the student's record in the school, before reaching its decision on expulsion or other sanction.
21. If the Board of Management does decide to expel it will, as required by law, notify the Educational Welfare Officer (EWO) in writing of its opinion and the reasons for this opinion. The expulsion cannot take effect for twenty school days from the date the EWO receives notification.
22. The Board of Management informs the student and parents/guardians, in writing, of its conclusions and the next steps in the process.

23. It is open to the Board of Management, to suspend the student during this period, to ensure good order and discipline in the school.
24. The EWO engages in consultation and meeting with all parties.
25. If, after the twenty-day period of notification to the EWO has elapsed, the Board of Management remains of the view that the student should be expelled, the parents/guardians will be notified immediately.
26. Should the Board of Management decide to expel the student or to give a suspension which would bring the cumulative period of suspension to 20 school days or more in a school year, the parents/guardians will be informed of their right to appeal under Section 29 of the Education Act.
27. A formal record will be made of the decision to expel the student.

Appeal

A student who is expelled has the right to appeal the expulsion (Education Act, 1998, Sec 29) to the Secretary General of the Department of Education and Skills. An appeal may also be brought by TUSLA on behalf of a student.

Further details about the appeal process, including documentation, is available on the DES website.

Policy Review Date

The policy shall be reviewed every two years.

Signed: Colette Grey

Colette Grey
Chairperson BOM

9/12/2021

Signed: John Cullinane

John Cullinane
Principal/Secretary to the BOM


9/12/2021

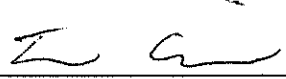
Addendum

On 26th October 2022, the Board of Management of St. Anne's Secondary School approved the addition of an in-school detention as a sanction. This is in addition to the other sanctions set out in section 3.6.1 *Sanctions*.

Where the Principal deems detention to be an appropriate sanction, detention will take place from 3.35pm-4.35pm on a Thursday afternoon.

Students who are being placed on detention must receive a minimum of three days' notice.

Signed: 
Molly Daly
Chairperson BOM

Signed: 
John Cullinane
Principal/Secretary to the BOM

Date: 26/10/2022

Date: 26/10/2022