

ARDEE COMMUNITY SCHOOL



CODE OF POSITIVE BEHAVIOUR AND SUSPENSION AND EXPULSION POLICY

**This policy was ratified by the Board of Management of
Ardee Community School**

Signed: _____

Date: _____

INTRODUCTION

In keeping with the Vision, Mission statement and Characteristic Spirit of Ardee Community School, this code of positive behaviour has been developed to create a friendly, respectful and co-operative atmosphere so that every person who belongs to Ardee Community School is given the best possible opportunity to grow and develop academically, socially and personally within an ordered and safe environment conducive to learning. It promotes an atmosphere that encourages all pupils to have pride in being a student of Ardee Community School and inspires them to present a good image of the school to the wider community.

The Code of Positive Behaviour of Ardee Community School is developed in collaboration with all partners in education, parents/guardians, students and school personnel. It is ratified by the Trustees and the Board of Management. Students and parents/guardians accept the terms of our Code of Positive Behaviour prior to enrolment and agree to sanctions should the Code of Positive Behaviour be broken. For the avoidance of doubt any reference in this document to the Principal should be construed as being inclusive of an acting principal or either of the deputy principals or an acting deputy principal if the principal is absent or unavailable.

This Code of Positive Behaviour is divided into three parts:

Part I outlines the values that should be upheld by our students to ensure that they make a positive impact to our school community. Beginning in September 2018, this part of the Code of positive behaviour and/or a summary of its contents will be printed in each student's School Journal every year and agreement to uphold its philosophy must be signed by the student and at least one parent/guardian on/before the student has returned to school for three full days in each academic year.

Part II outlines the ways that positive behaviour is applauded and encouraged in Ardee Community School while recognising that despite the best efforts of our school, inappropriate behaviour, can happen from time to time and will be addressed using a problem-solving approach and/or the application of sanctions.

Part III outlines the procedures in relation to suspension and expulsion at Ardee Community School.

OBJECTIVES

It is our aim that this code of positive behaviour will support the progression of a professional learning community in Ardee Community School and foster a climate where respect, tolerance and consideration for others is to the fore.

We hope that this Code of Positive Behaviour will empower our students to develop the knowledge, skills, attitudes and values that will support them in learning how to learn and to take responsibility for their learning.

Our Code of Positive Behaviour allows for students to access the appropriate support and guidance when coping with the demands of school life.

By following our Code of Positive Behaviour, it is our hope that we will be in the process of equipping our students to become active responsible citizens and lifelong independent learners while developing the necessary skills that are required for participation in the global economy such as collaboration, creativity, critical thinking, inclusion and working with others.

PART I

Our Code of Positive Behaviour outlines the essential values that are required to ensure that every student can learn within an inclusive and caring school environment that is committed to recognising the unique dignity and value of each individual. The values at the core of this code of behaviour are:

1. Respect

I will show respect for myself, other students, all staff, visitors to the school and school property at all times.

This means: I will respect the rights of all those who are part of our school community so that each person can achieve their full potential and develop as responsible citizens and lifelong independent learners. I am motivated to care for all property belonging to myself, other students, staff members, school visitors and the school grounds (or other such places while on school related activities) by ensuring that such property is not damaged, vandalised or stolen on or off the school campus. I will avoid interference with school equipment such as fire safety equipment, alarms, cameras and other fixtures which have been installed for the safety and wellbeing of all who use our school. I acknowledge that the fire alarm system in operation in our school is extremely sensitive, and therefore promise to use non-aerosol deodorants and sprays while inside any of the school buildings. I understand that the use of school lockers are for my convenience and that continued use of this privilege is dependent upon care and respect of this property. I will only drink water/non-carbonated drinks and eat food at break times, before or after school in the school canteen, detention area or outside the school buildings. As we are a Green School, I will show appreciation for all those who work in our school by tidying up after myself in the canteen, disposing of all rubbish I have in the relevant bins throughout our school and promise not to have chewing gum or bottles of correcting fluid in my possession in our school. Unless it is unsafe or improper to do so, I will uphold the privacy of other students, staff and visitors to the school by being confidential in relation to another's learning, results, circumstances, personhood or school related activities and will avoid any inappropriate disclosure of such information either by verbal, photographic and written communication or via any technological device including mobile phone, social media and the Internet except where I have been requested to disclose such information by my year head, deputy principal(s) and/or the Principal. (See appendix one of this policy for further clarification).

Why: As a student of ACS I have a shared responsibility to keep all classrooms and school communal areas clean and tidy so as to enhance our learning environment. I recognise that all facilities are provided for the benefit/good of students and members of staff and should therefore be cared for and used appropriately. I have a significant role to play in respecting the privacy and confidentiality rights of each person in our school so they feel protected, supported and safe in their quest to learn.

2. Kindness

I will treat everybody as I would like to be treated myself.

This means: As a member of the family of Ardee Community School I will ensure that all my actions towards the school and all members of the school community are carried out in a polite, friendly and inclusive manner. I will use appropriate language and actions at all times that are neither foul nor abusive. I will be kind by working hard to build strong, open and friendly relationships with my peers and all adults in our school community. I will support the

characteristic spirit of our school by ensuring that all people who use our school are treated to an environment that is free from disruption, interference with one's personal space including lockers and school bags, verbal abuse or slagging, bullying and physical violence. I will be truthful at all times particularly when conversing with a member of staff of Ardee Community School.

Why: Everyone in our school has an obligation to create a friendly, supportive, uplifting and safe school culture that values the honest contributions of each individual and supports the wellbeing and resilience of all members in our school. I appreciate that everyone has a right to be happy in school. Bullying makes people unhappy; they may not want to come to school which affects progress in our school and bullying can affect people for the rest of their lives.

3. Teamwork

I commit to working as a team player in Ardee Community School by being on my best behaviour at all times throughout the school grounds.

This Means: I will be well behaved throughout the school campus, in the malls, the canteen, in the toilets, on the corridors and outside the school buildings. I will follow directions given by staff at all times. I will walk throughout the school building, avoid pushing, running and shoving and will only enter classrooms, administrative areas, study areas, work areas and the canteen when advised to do so. I will collaborate with the members of all teams and groups I am involved with throughout school life.

Why: As a team player it is my responsibility to work well with others in our school and contribute to the organisation of each school day while valuing the work and contribution each individual makes to our school and creating unity among all members of ACS. Through my commitment to teamwork and all associated collaboration I will be developing important life skills.

4. Self-Presentation

I will wear my uniform properly and proudly to school every day.

This Means: I will wear my full uniform in school, travelling to and from school, on school trips (unless otherwise informed) and during the State Examinations. The only jacket I will wear during these times will be the designated school jacket. My hair will be of a natural colour, my appearance will be neat and tidy and I will not have visible facial jewellery or excessive ear piercings including ear bars (no more than two ear piercings). I will bring appropriate sportswear to school for all PE classes when required to do so and accept that such sportswear is reserved for PE classes and sporting activities only. I will take responsibility to care for my belongings and will clearly mark my name on all such belongings.

Why: This value will provide me with a sense of belonging to Ardee Community School and create an identity for our school to the wider community while encouraging me to dress smartly and be proud of my appearance and our school.

5. Pride

While wearing my school uniform outside the school grounds and at all times when I am on school related activities, I will treat school staff, students and members of the community with respect.

This means: I will be well mannered, use appropriate language, refrain from using banned or dangerous substances and safely use footpaths and cross roads while coming to and from school, outside the school at lunch time and during any school related activity either inside or outside school hours. I will avoid all areas that are deemed 'out of bounds' by our school management.

Why: As a student of ACS I commit to providing a positive image of our school to the wider community in order to protect the good name of our school.

6. Engagement

I will engage with the school's curriculum, have a positive attitude to my work and always try to do my best by availing of all opportunities to work and learn.

This means: I will bring all necessary equipment, materials and books that are required for each class including the School Journal, textbooks and copybooks. I will listen to and work with my class teacher and follow all class rules. I will participate in an active and positive way in all lessons and extended learning activities that I commit to. I will be punctual so that class can start on time. I will always do homework to the best of my ability – written work, oral work, practical work and study. I will take responsibility and ensure that I record all homework and/or classwork in my Homework Journal for each lesson and I will get my Journal signed at least once a week by my parent(s)/guardian(s). If my class is unsupervised at any time I will take action to inform a member of the school management team and/or administration staff. I will only use phones or electronic devices on the school premises or on school related activities if I have been given consent to do so by my teacher, SNA or school management including administrative staff. I am aware that if I need to contact my parent(s)/guardian(s) at any stage throughout the day that I can request permission from my year head/deputy principal(s) and/or principal to use the student school phone located in the New building of our school. I understand that if my mobile phone is seen, heard or used on the school campus or on school related activities without the express consent of a member of staff that as far as practicable the procedures outlined in appendix one (Policy on mobile phones and other technological equipment) of this code of positive behaviour will be followed. I will take an active part in the development of our school by electing suitable members to the Student Council and/or seeking nomination for election to this group. I will avail of the extended learning programme in our school through my engagement in extra-curricular activities

Why: I should have a positive attitude to learning so that all students in Ardee Community School including myself can receive a quality education that is characterised by high expectations and the pursuit of personal excellence. I should contribute to the development of our school to increase my social competence, camaraderie and sense of purpose. I should engage in class to increase my attention and focus while promoting meaningful learning experiences that lead to enhanced learning outcomes for me.

7. Participation and Punctuality

I will attend school regularly and be punctual every day.

This Means: I will do my best come to school each day and to attend all classes for the duration of the school day by seeking to schedule any appointments I may have outside school hours or term time. I will vacate the locker areas and/or malls at least five minutes before class starts in the morning, and at the end of break and lunch so I will be in the classroom of each lesson on time and have all required materials on my desk. If I arrive to school late in the morning I will sign in at the office, get my diary stamped and collect any necessary books for my classes from my locker without delay. Each day I will be on time for all other lessons throughout the school day and will only go to my locker in the morning before school starts, at break time, lunch time and at the end of the school day. I will remain in all classes until the bell rings (with some exceptions for first year students as outlined by their year head, deputy principal(s) and/or principal). If I need to leave a lesson at any stage I will seek permission from my teacher and obtain a corridor pass or note in my School Journal. Once I enter the school premises in the morning I will remain on the school grounds for the duration of the school day (as a Junior Cycle student this will include time before afterschool study, homework club, sports training, school bus collection, etc. if applicable) unless I have been given permission to leave by my year head, one of the deputy principals or the principal. I understand that it is a senior privilege to leave the school at lunchtime and recognise that my enjoyment of this privilege is subject to courteous and appropriate behaviour at all times. If I need to attend an appointment during the school day I will have a note from my parent(s)/guardian(s) in my school journal detailing the time that I need to sign out at and when I will be returning to school (if relevant). I will show this note to my Year Head or in the event of their absence the Principal/Deputy Principal(s). Having been granted permission from the school authorities I will fill in the sign out book at the office, leave my note in the relevant notes box for my Year Head and await collection by my parent(s)/guardian(s) from the school reception area. If I am absent from school for any length of time I will leave a note (as required by the Education Act 1998) for my Year Head explaining my absence in the relevant notes box at reception. I understand that I am responsible for catching up with any classwork and assigned homework if I am absent as a result of illness, sporting, cultural or other such activities.

Why: In order to fully participate in all lessons, I will need to attend all my classes and be punctual so lessons can begin on time. I understand that by attending class and being punctual I will be supporting my fellow students to work together, generate enthusiasm and participate in our lessons while building on our learning to date. By remaining on the school premises throughout the school day I will endeavour to ensure my safety and guarantee punctuality. As our school acts in 'loco parentis' it is imperative that the school authorities know where I am at all times throughout the school day.

8. Responsibility

I will take action to promote my own wellbeing and that of others by making right choices to protect my safety, attention, memory and ability to learn and that of others.

This Means: I will not smoke or have, use, pass, buy, sell or share alcohol, cigarettes, e-cigarettes, smoking paraphernalia, solvents, or drugs, legal or illegal and I will not have, use, pass, buy, sell or share fireworks or similar products including laser lights or any offensive weapon while on the school premises, wearing the school uniform outside the school or while on school related activities. I will be responsible by ensuring that I am not under the influence of alcohol or drugs at any time during the school day, while in school uniform or on school related activities. I am aware that in accordance with the Public Health (Tobacco) Amendment Act 2004 smoking in a public building is prohibited and I will adhere to this legislation. I understand that appendix two of our Code of Positive Behaviour will be applied if I do not uphold this value of responsibility.

Why: To ensure that ACS is a safe and healthy environment where our potential and learning outcomes are not negatively affected, attendance at school and extra-curricular activities is maintained and our brain development continues without any changes as a result of trauma or the misuse of substances.

9. Acceptance

As a student of Ardee Community School, I promise to abide by the values and their interpretation as outlined in Our Code of Positive Behaviour. I accept that in upholding this Code of Positive Behaviour I am making a positive contribution to our school and pledging to co-operate with all members of the school community to progress my learning.

Signed (Student): _____

As a parent/guardian of the above student I hereby confirm my intention to co-operate with the school authorities to support my child in upholding the values of the Code of Positive Behaviour in Ardee Community School. I accept that the school has the right to investigate any infringements of the Code of Positive Behaviour and to apply interventions and sanctions as detailed in Parts II and III of this Code, which I have read and previously accepted on enrolment/ratification by the Board of Management.

Signed (Parent/Guardian): _____

PART II

RECOGNITION

In Ardee Community School we are acutely aware that most of our students will attain an education without ever being in breach of our Code of Positive Behaviour. We recognise that these students understand that learning matters and by doing so they make a valuable contribution to the progression of a quality learning environment within our school. Their support of our school community has a significant impact on student outcomes, student engagement and participation as well as lesson preparation and teaching. To encourage and acknowledge their hard work, commitment, resilience and leadership qualities, as well as their sporting, musical or artistic skills we employ a range of initiatives to applaud and affirm them. Some of these initiatives may include but are not limited to the following:

- Public announcement of congratulations on the school's Public-Address system.
- Receipt of verbal praise and/or certificates or awards at weekly assemblies taken by the year head.
- Affirmation of positive behaviour by classroom teacher either verbally, electronically or via a note in the student's school journal.
- Commendation slips to commend exceptional work, improvement or other student achievements.
- School Trip for a class or year group.
- Awards such as student of the month, attendance award, etc.
- Certificate of Merit
- Positive letter or phone call to parents/guardians.
- Display of students work around the school.
- Publication in the local newspapers, school magazine, the school website or social media.
- Recommendation for election to the student council as a reward for demonstrating positive behaviour.
- Promotion to the role of Chairperson of the Student Council or Head Boy or Head Girl to represent the school and serve as a positive role model for others.
- Attendance at or participation in school concerts, carol services, musicals, plays or art exhibitions that promote the arts in our school and encourage teamwork, collaboration and the pursuit of excellence.
- Awards Ceremony at the end of the academic year to recognise contributions to school life and positive behaviour that have been made throughout the year.
- National Awards such as the Gaisce Award or John Paul II award.
- Positive references while in school and/or on completion
- Inter-class competitions
- Enjoyment of privileges e.g. use of locker, attendance on educational tours, etc.

SCHOOL SUPPORTS

To promote positive behaviour and relationships we offer a range of supports for all our students. This is provided for throughout Junior and Senior Cycle in our Wellbeing initiatives, talks and programmes such as SPHE, CSPE, JCSP, LCA and LCVP. All Junior Cycle students have a Class tutor who undertakes the role of caring for a class group in order to promote learning at every level. All students are assigned a Year Head who is a central figure

in the school community. The Year Head provides a critical link between the senior management team and tutors/classroom teachers. The remit of the year head is spread across three areas of responsibility including academic progression, pastoral care and behaviour support. We also offer other supports which can be assessed by our students from time to time. These include but are not limited to the following:

- Learning Support and Resource
- Home School Community Liaison Officer (also a support to parents)
- Guidance and Counselling
- Chaplaincy Services
- School Completion Programme (for some students)
- Care Support Team
- Attendance Support Team
- Anti-Bullying Programme
- After School Study
- Homework Club

INVESTIGATING PROCEDURES AND INTERVENTIONS

Students will be encouraged to correct inappropriate behaviour as far as practicable without recourse to formal sanctions. However, we recognise that there may be times when a student may display behaviour that contradicts our Code of Positive Behaviour. To address infringements on our Code of Positive Behaviour, staff in Ardee Community School may use a variety of interventions and/or sanctions that will be applied in a fair and reasonable manner. These interventions are spread across four levels.

LEVEL ONE – CLASSROOM TEACHER/TUTOR/SUPERVISOR

Some interventions that may be applied at this level by a classroom teacher or supervisor may include the following:

- Discussing the matter with the student
- Advising the student on aspect(s) of behaviour that need to change
- Changing seating arrangements
- Writing a note in the school journal
- Extra homework/written work (No more than two A4 pages)
- Issuing a penalty sheet to the student
- Confiscating a mobile phone if it visible and/or used on the school grounds
- Confiscating items of clothing e.g. school jacket that are not part of the school uniform
- Writing a report for referral to the Year Head or Principal in the case of repeated negative behaviour that interferes with learning and teaching in the classroom.
- In some instances a teacher may request the assistance of the Year Head/Deputy Principal/Principal to remove a student from class/corridors/Malls due to repeated disruption or inappropriate behaviour or if there is a concern for the health, safety and wellbeing of others.
- Checking and Applying SEN/Care Support recommendations as per VSWare and/or Staff Memo.

LEVEL TWO – YEAR HEAD

The Year Head may receive a referral in relation to a particular student if they are absent from class without permission or engaged in behaviour that repeatedly interferes with learning and teaching in the classroom such as late coming, unwanted interruption or failure to bring all necessary materials to class. In Ardee Community School we recognise that the role of the year head is a supportive role whereby the year head works closely with a student in a pastoral capacity to encourage the student to alter their behaviour in a way that supports them in their learning and academic progression. In doing so the Year Head will document and monitor the student over the days and weeks following any referral to them. Some interventions that may be applied by the Year Head may include any of the interventions at level one and/or the following:

- Interviewing one or more students
- Receiving a written statement from one or more students
- Putting a student on report card
- Compiling a positive behaviour report
- Issuing target card(s)
- Issuing one or more lunchtime detentions to the student (students can eat their lunch during this time)
- Issuing an evening detention (with overnight notification to parent(s)/guardian(s))
- Arranging a meeting with Parents/Guardians
- Prohibiting access to the Mall and/or corridors at break time and/or lunchtime
- Referral to any of the school supports as outlined above in our Code of Positive Behaviour
- Referral to the Principal/Deputy Principal(s)

LEVEL THREE – PRINCIPAL/DEPUTY PRINCIPAL(S)

The Principal/Deputy Principal(s) may receive a referral in relation to a particular student as a result of a serious incident and/or persistent infringements of our Code of Positive Behaviour. Examples of a serious incident that may be referred to the Principal/Deputy Principal(s) includes but is not limited to an instance of inappropriate language towards a member of staff, absence from class without permission, bullying, racial abuse, harassment of any kind that is directed at any member of our school community, persistent disruption of class, vandalism, possession or misuse of substances as outlined in part I of our Code of Positive Behaviour or if there is a concern about the health, safety and wellbeing of others in our school. In order to fully investigate any such incident the Principal/Deputy Principal(s) may be assisted by interviews, written statements, referrals and reports from any staff member or the Year Head, CCTV (as detailed in our CCTV Policy), meeting with in school support personnel and/or meeting with parents/guardians. Some interventions that may be applied by the Principal/Deputy Principal(s) may include any of the interventions at levels one and/or two and/or the following:

- Environmental duties
- Restricted access to the canteen or canteen confinement
- Prohibiting leave of the school grounds during lunch time

- Seeking a contribution for any wilful damage and/or interference with school property or that of others while engaging with school related activities
- Suspension as detailed in part III of this policy
- Referral to the Board of Management as detailed in part III of this policy

LEVEL FOUR – BOARD OF MANAGEMENT

The Board of Management of Ardee Community School reserves the right to arrange a meeting with parents/guardians and if necessary to apply further suspension(s) or expulsion as outlined in part III of this policy.

PART III – SUSPENSION AND EXPULSION POLICY

SUSPENSION

RATIONALE

In Ardee Community School our Mission Statement endeavours to provide the best educational environment where effective teaching and learning can take place. The Board has obligations under Health and Safety to provide a safe place of work. “The Board shall take other reasonable measures as it considers appropriate to ensure that good order and discipline is maintained and the safety of staff and students is secured.” It is acceptable that the school can only function effectively with a clear Code of Behaviour that recognises the right of the pupil to learn unimpeded and the right of the teacher to teach without obstruction. As part of the code of behaviour, the Board of Management must ensure that the school has a policy on, and procedures for, the use of suspension. Suspension and expulsion will only be exercised by the Principal/Board as a proportionate response to a student’s behaviour.

DEFINITION

Suspension is defined as requiring the student to absent himself/herself from the school for a specified, limited period of school days. (NEWB Guidelines, pg 70). The decision to suspend is made by the Principal, or in the Principal’s absence, the Deputy Principal(s).

GROUNDINGS FOR SUSPENSION

The decision to suspend a student requires serious grounds such as:

- Disruption of teaching and learning
- The student’s presence in the school is a threat to health, safety and wellbeing
- Refusal to follow instructions
- A single incident of serious misconduct
- Threatening and abusive behaviour to a student or member of staff
- Threatening and abusive language towards a student or member of staff
- Persistent bullying
- Damage to property
- Selling, buying, passing, sharing, using or in possession of drugs or any illegal substances including alcohol.
- Being under the influence of alcohol and/or drugs or suspected of being under the influence of alcohol and/or drugs
- Selling, buying, passing, sharing, using or in possession of fireworks or any offensive weapon on the school premises or anywhere in school uniform
- Fighting
- Smoking inside the school building
- Failure to attend detentions
- Misuse of the internet and/or Social Media

PROCEDURES

Where a preliminary assessment of the facts, as ascertained by the Principal, could warrant suspension, the school will observe the following procedures:

- Inform the student and their parents/guardians about the complaint
- Give parents/guardians and the student an opportunity to respond
- Parents/Guardians of the student shall be informed by phone and a letter will be sent home as soon as reasonably possible thereafter. This letter will normally include the following:
 - Notice of suspension
 - Starting date of the suspension
 - Reason for the suspension
 - Expectations of the student while on suspension
 - Importance of parental support in resolving the matter
 - A statement that the Education Welfare Board has been informed if the student has being suspended for more than six days
 - Information regarding an appeal of the suspension to the Board of Management
 - Requirements which need to be in place when the student returns
 - Department of Education and Skills will be informed if suspensions exceed 20days and an appeals form will be enclosed if appropriate
 - All Suspensions will be reported to and noted by the Board of Management

The Board of Management of Ardee Community School has authorised the Principal to suspend for a maximum of three days.

In consultation with the Chairperson of the Board of Management, the Principal may suspend a student for five school days.

If a longer period of suspension is warranted the matter will be referred to the Board for consideration and a hearing will ensue. The procedures for investigating and informing the Board of Management hearing are the same as those for expulsion (See the relevant section under expulsion). The Board of Management can suspend for a maximum of ten days.

APPEALS

The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a student.

- All suspensions may be appealed to the Board of Management
- Appeals should be made in writing as soon as practically possible to the Secretary, Board of Management, Ardee Community School.
- The student may be requested to remain at home and away from the vicinity of the school for the duration of the suspension, while any appeal on a suspension is in progress.
- If the suspension is served and the appeal is successful, the suspension will then be removed from the student's file/record.
- All appeals will be heard by the Board of Management as soon as possible.
- Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents/guardians, or a student aged

over eighteen, may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education Act, 2007.

- At the time when parents/guardians are being formally notified of such a suspension, they and the student will be furnished with the relevant information to appeal to the Secretary General of the Department of Education and Skills (Section 29 of the Education Act 1998).

GROUND FOR REMOVING A SUSPENSION

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Skills directs that it be removed following an appeal under Section 29 of the Education Act 1998.

REINTEGRATING THE STUDENT

- The school will encourage the student to take responsibility for catching up on work missed.
- Students must complete detentions, go on report and/or accept any other requirements put in place for their return.
- Where deemed appropriate, a student may be referred to the Care Support Team and a care plan for the student may be put in place.
- A student may be referred to the guidance/counselling team or chaplain for support.

EXPULSION

DEFINITION

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him/her from the school, having complied with the provisions of Section 24 of the Education (Welfare) Act 2000.

GROUND FOR EXPULSION

A proposal to expel a student requires serious grounds as follows:

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The student's continued presence in the school constitutes a real and significant threat to health and safety.
- The student is responsible for serious damage to property.
- The student is/was selling, buying, passing, sharing, using or in possession of drugs or any illegal substances on the school premises or anywhere in school uniform.
- The student has persistently broken the school Code of Positive Behaviour
- The student is involved in a single incident of a serious nature

Where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

AUTOMATIC EXPULSION

A Board of Management may decide, as part of the school's policy on sanctions and following the consultation process with the Principal, parents/guardians, teachers and students, that particular named behaviours incur expulsion as a sanction.

However, a decision to impose expulsion will only take place after the school authorities have followed fair procedures and due process.

EXPULSION FOR A FIRST OFFENCE

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the Code could include, but is not limited to the following:

- A serious threat of violence against another student or member of staff
- Actual violence or physical assault
- Supplying or passing illegal drugs to other students in the school
- Sexual assault

PROCEDURES

Where a preliminary assessment of the facts confirms serious misbehaviour, as mentioned in the grounds for expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the principal in accordance with the relevant school policy.

This investigation will be carried out by the Deputy Principal or other member(s) of staff, as nominated by the Principal. Under the principles of natural justice a written report is furnished by the staff member or member(s) and the student is given the opportunity to furnish an oral or written submission outlining their version of events. Other witnesses including students will be asked to give an account of the incident, if necessary.

In investigating an allegation, in line with fair procedures, the Principal should:

- Inform the student and their parents/guardians about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents/guardians and the student every opportunity to respond to the complaint of serious behaviour before a decision is made and before a sanction is imposed.

2. A recommendation to the Board of Management by the Principal.

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal will make a recommendation to the Board of Management to consider expulsion. The principal will

- Inform the parents/guardians and the student that the Board of Management is being asked to consider expulsion.
- Ensure that parents/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion.
- Provide the Board of Management with the same comprehensive records as are given to the parents/guardians.
- Notify the parents/guardians of the date of the hearing by the Board of Management and invite them to that hearing.
- Advise the parents/guardians that they can make a written and oral submission to the Board of Management.
- Ensure that parents/guardians have enough notice to allow them to prepare for the hearing.
- In normal circumstances when the decision to recommend expulsion is being exercised, a Board of Management meeting will be called within 3 working school days.
- Suspend a student in the intervening time, under normal circumstances.
- Inform parents/guardians that they will be facilitated if they wish to be accompanied to the meeting by a third party.
- Request that parents/guardians notify the school, if possible, of their intention to attend the hearing and whether or not they will be bringing a third party.

CONSIDERATION BY THE BOARD OF MANAGEMENT OF THE PRINCIPAL'S RECOMMENDATION AND THE HOLDING OF A HEARING

The Board will review all documentation and the circumstances of the case. The Principal, parents/guardians and the student will have the opportunity to put their case to the Board in each other's presence. The Board will take care to ensure that they are and are seen to be impartial as between the Principal and the student. After both sides have been heard, the Board will ensure that the Principal and the parents/guardians are not present for the Board's deliberations. The Board will then deliberate on whether disciplinary action is warranted, and if so, whether expulsion is appropriate.

BOARD OF MANAGEMENT ACTIONS FOLLOWING THE HEARING

Where the Board of Management has decided that expulsion is necessary, they will:

- Inform parents/guardians in writing about its conclusions, including the reasons for why it is of the opinion the student should be expelled. The Board should advise the parents that it will meet again after the expiration of twenty school days at which a final decision on the matter will be made by the Board of Management.
- ensure that the Education Welfare Board has been informed
- Inform the EWB on the official form/documentation in accordance with Section 24 (1) of the Education Welfare Act.
- Ensure that parents/guardians will be informed in the letter mentioned above, that the Education Welfare Board has been informed.

CONSULTATION ARRANGED BY THE EDUCATIONAL WELFARE BOARD OFFICER

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Board will:

- Make all reasonable efforts to hold individual consultations with the Principal, the parents/guardians and the student, and anyone else who may be of assistance.
- Convene a meeting of those parties who agree to attend (*Education (Welfare) Act 2000*, section 24).

CONFIRMATION OF THE DECISION TO EXPEL

Where the twenty day period following notification to the Educational Welfare Officer has elapsed, the Board will reconvene to consider the matter further. If the Board are still of opinion that the student should be expelled they will make a decision to expel the student.

The Board of Management will confirm their decision to expel in writing to the parents of the student confirming the decision to expel and notifying them of their rights to appeal the decision to the Secretary General of the Department of Education and Skills pursuant to Section 29 of the Education Act, 1998. Parents should be advised that an appeal should be made within forty two calendar days from the date the parent or student is notified of the expulsion.

The NEWB Guidelines pertaining to suspension and expulsion have been adopted by the Board of Management of Ardee Community School and are available from the school office or on the NEWB website – www.newb.ie

ACCEPTANCE OF THE CODE OF POSITIVE BEHAVIOUR AND THE SUSPENSION AND EXPULSION POLICY OF ARDEE COMMUNITY SCHOOL ON ENROLEMENT/RATIFICATION OF THIS POLICY

As a student of Ardee Community School, I promise to abide by the values and their interpretation as outlined in our Code of Positive Behaviour. I accept that the school has the right to investigate any infringements of the Code of Positive Behaviour and to apply interventions and sanctions as detailed in Parts II and III of this Code, which I have read and hereby accept as part of the enrolment process/following ratification of this policy by the Board of Management.

Signed (Student): _____

As parent/guardian(s) of the above student I hereby confirm my intention to co-operate with the school authorities to support my child in upholding the values of the Code of Positive Behaviour in Ardee Community School. I accept that the school has the right to investigate any infringements of the Code of Positive Behaviour and to apply interventions and sanctions as detailed in Parts II and III of this Code, which I have read and hereby accept as part of the

enrolment process/following ratification of this policy by the Board of Management. I understand that changes may be made to this document from time to time and that every effort will be made by the school authorities to consult with me in relation to these changes.

Signed (Parent/Guardian(s)): _____

APPENDIX ONE – POLICY ON MOBILE PHONES AND OTHER TECHNOLOGICAL EQUIPMENT

While Ardee Community School accepts that it is a student's right to have a mobile phone, the following policy aims to maintain a safe, nurturing environment where the personal dignity and rights of the school community are preserved. In order to assist the school in implementing this policy, **parents/guardians are asked not to arrange to contact the students by mobile at any time during the school day.**

- Any parent/guardian who wishes to urgently contact their child can do so through the main school office at **(041)6853554**. Student announcements are made twice daily at approximately 10.30am and 2.30pm. Students are also directed to use the student school phone if needed.
- If a student brings a mobile phone, ear phones or electronic device to school, **the phone or electronic device must be switched off, unseen and unheard throughout the school day unless** the expressed permission is given by a teacher.
- If, in spite of the above rule, students are discovered to be using such devices or have such devices visible while on the school premises or grounds, they will be confiscated immediately.
- If requested to hand over the device, students must immediately comply with that request.
- The device will be retained by school management and **only returned when a parent/guardian collects it in the main office at the end of the school day.**
- **The school accepts no responsibility for replacing lost, stolen or damaged devices** including those which have been confiscated. **The safety and security of mobile phones and electronic devices are wholly a matter for students and parents/guardians.**
- Students participating in school related activities (e.g. study, extra-curricular activities, school trips, tours, etc.) must abide by the mobile phone rules as instructed by the accompanying teacher(s).
- The Department of Education and Skills regulations during the State Examinations states that an examination candidate is liable to have his/her phone or electronic device confiscated and forwarded to the State Examinations Commission and have his/her whole examination (in all subjects) cancelled if he/she brings into the Examination Centre or has in his/her possession an electronic communications device during the State Examinations.
- Any student found to have recorded or photographed an incident on the school premises or recorded/photographed other students while in uniform, and subsequently uploaded it to a social network, will face serious sanctions, up to and including suspension (See internet Acceptable Use Policy).
- **Circulating, publishing or distributing (including on the internet) material associated with school activities including but not limited to material in relation to staff and students where such circulation undermines, humiliates or causes damage to another person is considered a serious breach of school discipline and may result in disciplinary action. As part of such a disciplinary action, the Board of management reserves the right to suspend or expel a student or students where it considers the action(s) to warrant such sanctions (See Bullying Policy).**

APPENDIX TWO – POLICY ON SMOKING IN A PUBLIC BUILDING

In accordance with Public Health (Tobacco) Amendment Act 2004 smoking in a public building is prohibited - therefore smoking is not allowed in the school, the school grounds or the school environs at any time, while a student is wearing the school uniform or is involved in school related activities.

Students found in possession of cigarettes, e-cigarettes, smoking paraphernalia or illegal substances may be subject to some of the following sanctions:

- Parents/ Guardians will be informed via text, or phone call.
- 3 lunchtime detentions.
- 1 day suspension if smoking within school building or under suspicion of being in possession of smoking paraphernalia.

Students found in possession of or under reasonable suspicion of using/supplying/sharing banned substances.

- Parents/ Guardians will be contacted.
- Definite suspension.
- Possible Garda notification.
- Possible expulsion.