

Loreto Abbey Secondary School, Dalkey

Code of Behaviour

“Our school is a caring Christian community in which pupils have the opportunity to achieve academic excellence and to grow spiritually, emotionally, socially, creatively and physically in a healthy environment.”

1. Definition

The Code of Behaviour is the set of programmes, practices and procedures that together form the school’s plan for helping students in the school to behave and learn well.

The Code of Behaviour addresses the following:

- The standards of behaviour expected in the school
- The plan for promoting good behaviour
- The ways in which the school responds to unacceptable behaviour
- The plan for implementing the Code of Behaviour
- School procedures for the use of suspension and expulsion

2. Scope

The Code of Behaviour applies to all students until the completion of their Senior Cycle education in Loreto Abbey Secondary School Dalkey and should be observed while in school, when in school uniform, while travelling to or from school and while attending any school activity including trips, sporting, cultural events and T.Y. work experience. This code was formulated following consultation with students, parents, teachers and the Board of Management and takes cognisance of the Education Act, the Education Welfare Act, Equal Status Act and the Guidelines for Schools on Developing a Code of Behaviour (NEWB: 2008). Paragraph 7.6 is of particular importance to those who are travelling to and from school by DART. The code should be read in conjunction with the Internet Acceptable Use policy, Substance Use policy, Anti Bullying policy, Mobile Phone policy and Student Support policy.

3. Relationship to our mission, vision and aims

The Code of Behaviour of Loreto Abbey, Dalkey is determined in the context of the school’s Mission Statement which has at its core the holistic development and care of the student. The code is an integral

part of a positive school ethos where learning and personal development can take place.

4. Rationale

Loreto Abbey promotes a positive approach to discipline in the classroom and in the school generally. This positive approach emphasises encouragement and praise rather than criticism and sanction. In such a climate, it is expected that the relationships between students and between students and staff are based on mutual respect, trust, caring and consideration for others resulting in a highly motivated learning environment. The Code of Behaviour ensures that good behaviour and right relationships are fostered.

5. Objectives of the Code of Behaviour

The objectives of our Code of Behaviour are:

- a) To foster an atmosphere in the school which promotes the holistic development of the student and which allows right relationships to flourish.
- b) To create a safe and secure learning environment for all students by promoting a sense of mutual respect among all members of the school community.
- c) To nurture self discipline and encourage students to take responsibility for their learning.
- d) To have effective procedures in place which will allow for the day to day running of the school and which meet the demands of current legislation.
- e) To help young people to mature into responsible participating citizens.

6. The Promotion of Good Behaviour

In Loreto Abbey, we are proactive in promoting positive behaviour and preventing inappropriate behaviour.

a) Teachers set high expectations for student behaviour, have good class routines, give positive feedback about behaviour and model the behaviour that is expected from students. Teachers recognise the importance of developing mutually respectful relationships that balance warmth and empathy with objectivity, professional detachment, fairness and consistency.

b) Students are clear on the contents of the Code and the standards expected of them. The Student Council was involved

in the formulation of the Code of Behaviour. A copy of the school's Code of Behaviour is given formally to each student on her entry to the school, is printed in the Student Journal and is published on the website. A reminder of the rules, the reasons for such rules and the procedures followed if the rules are not upheld is given at assemblies at the opening of every school year.

c) Reference to the Code of Behaviour is made during the taught curriculum. School rules and the reasons for them are discussed as part of SPHE and CSPE. The concepts of tolerance, self control, fairness and the principles of natural justice are explored as part of the RE programme. Issues such as Bullying, Racism, Sexism and Substance Use are discussed with the students in formal classes and/or with guest speakers.

d) Parental co-operation is considered fundamental to the implementation of the school's code. An introductory meeting for parents of new students takes place prior to entry. At this meeting, the values underlining the Code of Behaviour are explained. Parents are encouraged to meet a member of the Senior Management Team to share information on anything that might affect a student's learning/behaviour in school. Parents are then asked to sign the Code of Behaviour and it is placed in the student's file. It is accepted that parents are acknowledging acceptance of the Code of Behaviour and that they will make every effort to ensure that their daughter complies with every aspect of the Code.

Loreto Abbey recognises the challenges faced by parents and supports the Parents' Association in the organisation of seminars on behavioural matters and on aspects of child and adolescent development.

- e) The school community rewards good behaviour by:
- 1) a positive comment in the Student Journal.
 - 2) a letter of commendation from the Year Head/Deputy Principal/Principal.
 - 3) recognition at assembly and in school publications.
 - 4) the presentation of prizes at our end of year ceremonies.
 - 5) delegation of responsibilities to a student.

7. The Terms of the Code of Behaviour

7.1 Attendance

Attendance at school enables students to achieve their academic potential, to develop a sense of belonging to the school community and to benefit from all school activities.

The Education Welfare Act (2000) requires that the school should be notified if a student is absent. The purple slip at the end of the Student Journal explaining the absence should be completed by a parent/ guardian and returned to the Year Head when returning to school following an absence.

If a student has to leave school early, the green slip at the end of the Student Journal should be completed by a parent/ guardian and presented to the Year Head. The slip will be countersigned and should be presented by the student to the secretary at the reception prior to departure. The student should then sign out.

No student may absent herself from class at any time. Students feeling ill should report to reception, having first informed the class teacher. The Deputy Principal / Year Head will then assess the situation and will authorise contact with a parent / guardian.

Sixth Years may visit Dalkey at lunch time. All other students must remain in school.

In accordance with section 21 of the Education Welfare Act (2000), the school is obliged to notify the National Educational Welfare Board when a student is absent for 20 days or more in any given academic year.

7.2 Punctuality

Being on time for class encourages self-discipline and is an expected habit both in the workplace and in personal relationships. Late-coming inconveniences both teachers and students.

All students must be in class on time. Pupils should move quickly but safely at the end of each class in order to be in time for the next. Students should only go to their lockers before morning classes, at break times and at the end of the day.

Students arriving late in the morning must have their journals stamped at reception. Students arriving late for classes during the day will be recorded by class teachers. If a student is late twice in one

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week, detention will be imposed. Parents/ guardians will be informed by text usually 24 hours before detention. The detention will be recorded in the Student Journal.

7.3 Journal

Each student is provided with a journal. The journal serves as a place to record all homework and allows for effective home-school communication. The journal should be brought to all classes, be available to all members of staff for inspection. It is the responsibility of the student to ensure that the Journal is kept neatly and free of graffiti.

7.4 Academic work

Good work habits enable the student to contribute to the class and to be successful.

Students are expected to be prepared for, and to work in, each class. They should have the necessary text books and class materials, should complete homework on time and be prepared and present for all tests and examinations. If homework is not presented, a student is required to have a note of explanation from a parent / guardian.

Students should submit academic work which is their own and is not copied from other sources.

7.5 Behaviour in school and at school functions

Good behaviour in class and around the school creates a safe environment conducive to learning.

- a) All members of the school community have a right to be treated with dignity and courtesy.
- b) Students should follow the instructions given by their teachers and other members of staff.
- c) Students should not engage in actions where others may be adversely affected. This includes play fighting, running through public areas or engaging in conduct potentially harmful to themselves or others.
- d) Eating and drinking are strictly confined to An Ghrianan, Cois Fharrage, the 6th Year Common Room, designated lunch rooms and the grounds of the school.
- e) The chewing of gum and the eating of crisps and pop corn is forbidden in school.

- f) Students are required to use the bins provided for litter and to treat all school property with care.
- g) Behaviour during liturgies, formal events and presentations must be appropriate to the occasion.

7.6 Behaviour Travelling to and from School on the DART

Many of our students travel to school by DART and an impression is created of our school by observing their behaviour while commuting. Students are asked to observe the following guidelines which will ensure mannerly behaviour and pleasant commuting for everyone.

1. While waiting for the DART and on the DART, avoid noisy and rough behaviour.
2. When the DART arrives, do not crowd around the door. Allow passengers to alight before you attempt to get on.
3. When you are on the DART, move inside immediately to any available seats and avoid blocking doors.
4. Do not keep seats for your friends.
5. Do not sit on the floor.
6. If an elderly or infirm person needs a seat, offer it to them.
7. Keep your belongings with you.
8. Take any litter with you and dispose in the bins at the DART stations.

7.7 Lost Property

The school operates a dedicated Lost Property retrieval system called FoundIt. All students are issued with labels for application to their property, thus ensuring the lost items are easily identified and returned to the rightful owners.

7.8 Lockers

1. Students are assigned the use of a specified school locker for the duration of the school year.
2. School lockers remain the property of the school and the use of them by a student is strictly subject to these terms and conditions.
3. The student and her parents/guardians agree to these terms and conditions upon accepting the use of a school locker.
4. The permitted use of a school locker is for storage of school bags, school books, and other items necessary for the student's

- school-related activities only. Storage of any other items in a school locker will be a breach of these terms and conditions and, at the absolute discretion of the school, may lead to a withdrawal of permission to use a school locker and other disciplinary consequences.
5. The school may withdraw its permission to the use of a school locker by any particular student at any time.
 6. The school may search any school locker at any time without notice and remove therefrom any item or items not permitted by these terms and conditions.
 7. The placing of unlawful drugs or alcohol in school lockers, or anywhere on the school premises, is a criminal offence and, if detected, will be reported immediately to An Garda Síochána.
 8. The student remains liable, during the period of use of a school locker, for the proper use thereof in accordance with these terms and conditions and for the safe use of the locker. Any purposeful damage to a school locker by a student will be treated as a disciplinary matter.

7.9 Bullying (Please refer to our Anti-Bullying Behaviour policy)

Conduct which is injurious to the mental and physical well being of others is not conducive to good school morale or to a secure learning environment.

Students should not engage in any activity that could be interpreted by others as harassment, intimidation or bullying.

Bullying is defined as unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time. You will note a list of types of bullying behaviour with detailed explanations of each one in the Anti-Bullying Behaviour policy (April 2014) available in the policy section of the website.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Code of Behaviour.

However, in the context of the Anti-Bullying Behaviour policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

Additional information on different types of bullying is set out in Section 2 of the ***Anti-Bullying Procedures for Primary and Post-Primary Schools***.

All allegations of bullying will be investigated according to the procedures outlined in the Anti-Bullying policy and appropriate sanctions will be taken against those who bully.

7.10 Uniform

The school uniform helps promote a sense of belonging to the school community and is a visual symbol of Loreto Abbey. Students wearing our uniform should be conscious that they represent the entire school community and as such, their behaviour should reflect our ethos and code.

- a) Students should maintain a neat and tidy appearance.
- b) Full uniform must be worn when travelling to or from school.
- c) All items of uniform should be clearly labelled.
- d) Hairstyles should be neat. Hair should not be dyed un-natural colours. The school authorities are the judges of acceptable hairstyles.
- e) One pair of stud earrings is allowed in the ear lobes only and one simple ring may be worn.
- f) Any other facial or body piercing is unacceptable.
- g) The discreet use of make-up is allowed for Fifth and Sixth year students. The school authorities' decision about what constitutes the discreet use of make-up shall be binding.

- h) Make-up of any description may not be used by students in other years. This includes concealer, coloured nail varnish and fake tan.
- i) Shoes should normally be black and flat. Navy deck shoes are acceptable.
- j) The school track suit and runners are required for P.E. Our Loreto hooded sweatshirts, approved by the Board, may only be used for sport.

7.11 Smoking, Alcohol and Substance Use (Please refer to the Substance Use policy)

7.11.1) It is illegal to smoke in a school or its environs.

7.11.2) Students are not permitted to smoke on school related activities or when in school uniform.

7.11.3) The possession/ consumption of alcohol and the possession, use or handling of illegal substances are strictly forbidden in school, during school related activities or while wearing school uniform.

7.12 Internet (Please refer to Internet Acceptable Use policy)

- a) Students are expected to use computers and computer networks solely for the purpose of education and academic research. Students must not tamper with or reconfigure any computer software without the permission of a teacher.
- b) Students may not misuse electronic mail or have access to Internet sites that violate any aspect of this Code of Behaviour.
- c) Any student using Information and Communication Technology (ICT) for the purpose of bullying a fellow student, insulting or defaming a teacher or any other member of staff associated with the school and/or bringing the school into disrepute in any fashion will risk suspension, pending consideration of the case by the Board of Management.

7.13 iPads and eBooks

- Your iPad should be kept safe at all times – never leave it unattended. It should be stored securely in your locker when

- you cannot keep it with you e.g. during P.E., lunchtime, attending school events etc.
- Your iPad should be kept in a suitable Protective Case. Mind the screen; keep the iPad away from water, food etc.
 - Take special care as to how you place your iPad on your desk, making sure it cannot be easily knocked over. Your iPad should be laid flat on your desk at all times unless otherwise instructed by your teacher.
 - Before arrival to school and at the start of each class ensure that all apps are closed.
 - Make sure your iPad is charged when coming to school. Regularly allow your battery to fully discharge (run down), perhaps every weekend – this will help the battery to last longer.
 - Take care with your iPad charger. Ensure there is no strain on the cable when you are charging your tablet.
 - The use of your iPad will be monitored. It is primarily for educational purposes.
 - You may not use your iPad for social networking. This includes, but is not limited to, apps and websites such as Facebook, Instagram, Snapchat, Twitter, AskFM or any chat rooms or internet forums.
 - You must not use your iPad to photograph another person (student or staff) without their knowledge and consent.
 - Do not use your iPad to contact Parents/Guardians during the school day – either by email or any other means. Report to the office if you need to contact home.
 - Communicating with anyone from outside of school or home is strictly forbidden.
 - Do not provide personal information to anyone over the internet.
 - Do not share your passwords with anyone.
 - Do not let anyone use your iPad other than your Parents/Guardians and Teachers.
 - You must adhere to the school's Acceptable Usage Policy (AUP) for use of the Internet at all times.

7.14 Mobile Phones/Smart Phones (Please refer to the Mobile Phone policy)

- a. Where a student brings a mobile phone to school, the mobile phone/smart phone must be switched off during the school day and stored in a locked locker. They may not be used for any purpose on school premises or grounds. This period is inclusive of lunch times. Contact with the school may be made through the office at 2718900 and students are directed to use the office phone in emergencies.

- b. Students found in contravention of (a) will have mobile phone/smart phone confiscated immediately and stored in the safe in the office. It will be returned at 16.30 that day and a note will be made in the student's Journal. For second and subsequent offences, parents/guardians will be required to collect the mobile phone from the office.
- c. Mobile phones/smart phones may not be used for photographs or recording. Using phones in such a way can seriously infringe on people's rights and appropriate sanctions may be imposed.
- d. Incidents where students use mobile phones to bully other students or send offensive messages or calls will be investigated under the Anti-Bullying policy. It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. As such, the school may consider it necessary to involve the Gardaí in such incidents.
- e. The school accepts no responsibility for replacing lost, stolen or damaged mobile phones. The safety and security of mobile phones is wholly a matter for students/parents.
- f. It is strongly advised that students mark their mobile phones with their names and use pin codes to ensure that unauthorised phone calls cannot be made on their phones.

7.15 Cameras

No student is allowed to take a photograph of another person in school or at any school event without the express permission of that person.

7.16 Cars

As parking space is limited, a student who drives to school may not bring her car into the school grounds. Students are reminded of the importance of adhering to Road Traffic legislation.

7.17 Disciplinary Procedures

The procedures for dealing with incidents of unacceptable behaviour are referred to as our 'ladder of referral'. The basic principle is that the higher up the ladder an incident is dealt with, the more seriously

it is viewed. The staff involved in reporting an incident are informed of outcomes.

- The class teacher has primary responsibility for discipline in his/her classroom and deals with minor infringements of the Code as they arise.
- The tutor may be informed of minor incidents.
- If the misbehaviour persists, a referral form is completed for the Year Head who meets with the student, discusses the behaviour in relation to the Code and applies a sanction keeping in mind the ultimate aim of restoring right relationships so as learning can resume.
- The sanction is noted on the referral form and the student is asked to sign the form. The form is filed.
- Parents/guardians may be informed if sanctions are imposed.
- If the Year Head is concerned about persistent misbehaviour, the student may be referred to the Student Support service within the school and/or may be referred to the Deputy Principal.
- The Deputy Principal may consider various options including a more formal meeting with the parents/guardians.
- The Principal becomes involved when all other approaches have failed.

7.18 Disciplinary Sanctions

The purpose of a sanction is to bring about a change of behaviour by:

- Helping students to learn their behaviour is unacceptable.
- Helping them to recognise the effect of their actions and behaviour on others.
- Helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences.
- Helping them to learn to take responsibility for their behaviour.

A sanction may also:

- Reinforce the boundaries set out in the Code of Behaviour.
- Signal to other students and to staff that their well-being is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- Prevent serious disruption of teaching and learning.
- Keep the student or other students or adults safe.

Examples of possible sanctions are:

- a) Reasoning with the student.
- b) Reprimand (including advice on how to improve)
- c) Temporary physical separation from the classroom.
- d) A community task such as picking up litter.
- e) Loss of privileges.
- f) Detention before or after school.
- g) Prescribing additional written work or homework.
- h) Putting students on report.
- i) Suspension by the Principal (in accordance with the school's policy on Suspensions).
- j) Recommendation to the Board by the Principal for Expulsion (in accordance with the school's policy on Expulsions).

8. Suspension

8.1 Definition

Suspension is defined as requiring the student to absent herself from the school for a specified, limited period of school days.

8.2 Authority to suspend

The Board of Management has formally delegated to the Principal the authority to suspend a student. In implementing a decision to suspend, the Principal shall adhere to:

- (1) The procedures for suspension as set down in the Code of Behaviour of the school.
- (2) Paragraph 11.6 of Developing a Code of Behaviour: Guidelines for Schools (NEWB:2008)

In the event of the absence of the Principal on approved leave or school business, the authority to suspend is delegated to the Acting Principal subject to the provisions of (1) and (2) above.

8.3 The grounds for suspension

Suspension is a serious sanction and should be a proportionate response to the behaviour that is causing concern. It may be considered in the following circumstances:

- the student's behaviour has had a seriously detrimental effect on the education of other students
- repeated deliberate breaches of the Code of Behaviour
- the student's continued presence in the school at this time constitutes a threat to safety
- the student is responsible for serious damage to property

A single incident of serious misconduct may be grounds for suspension.

8.4 Factors to consider before suspending a student

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether suspension is a proportionate response
- The possible impact of suspension.

8.5 Forms of Suspension

Immediate suspension: The Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school or any other person.

Suspension during a State examination: This sanction must be approved by the Board of Management and should only be used where there is:

- a threat to good order in the conduct of the examination
- a threat to the safety of other students and personnel
- a threat to the rights of other students to do their examination in a calm atmosphere

8.6 Procedures in respect of suspension

Fair procedures are followed when proposing to suspend a student. Where a preliminary assessment of the facts confirms serious

misbehaviour that could warrant suspension, the following procedures will be observed:

- (a) The student and her parents will be informed of the complaint, will be told how it will be investigated and will be informed that it could result in suspension.
- (b) Parents and student will be invited to meet the Principal and will be given an opportunity to respond to the complaint before a decision is made and before any sanction is imposed.
- (c) In the case of an immediate suspension, parents will be notified and arrangements made with them to collect their daughter from the school. A formal investigation will then be initiated with a meeting between all parties arranged for a later date. Parents and student will be given an opportunity to respond to the complaint before any decision is made and any further sanction imposed.

8.7 The period of suspension

- (a) In general, a suspension should be no longer than three days. If a suspension longer than three days is proposed by the Principal, the matter should be referred to the Board of Management for consideration and approval. In circumstances where a Board of Management meeting cannot be convened in the time frame necessary, the Principal with the approval of the Chairperson may impose a suspension of up to 5 days.
- (b) No student will be suspended for more than 10 days on any one period of suspension.
- (c) The Board will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student is suspended in the current school year to 20 days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998.

8.8 Appeals

- (a) The decision of the Principal to suspend a student may be appealed to the Board of Management.
- (b) Where the total number of days for which the student has been suspended in the current year reaches 20 days, the parents, or a student aged over 18 years, may appeal the suspension under section 29 of the Education Act 1998.

8.9 Implementing the suspension

The Principal will notify the parents and the student in writing of the decision to suspend. The letter should confirm the following:

- the period of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the student and the parents
- the provision of an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Skills (Education Act : Section 29) in particular circumstances.

8.10 Grounds 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.

8.11 After the suspension ends

- (a) A period of suspension ends on the date given in the letter of notification to the parents about the suspension.
- (b) A member of the Student Support team is assigned to help the student re-integrate into school.

8.12 Records and Reports

- (a) Written records will be kept of:
 - the investigation (including notes of all interviews held)
 - the decision making process
 - the decision and rationale for the decision
 - the duration of the suspension and any conditions attached to the suspension
- (b) The Principal should report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.
- (c) The Principal is required to report suspensions in accordance with the NEWB reporting guidelines.

8.13 Review

The Board of Management will review the use of suspension annually to ensure that its 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 the use of suspension is appropriate and effective.

9. Expulsion

9.1 Definition

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

9.2 Authority to expel

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

9.3 The grounds for expulsion

Expulsion should be a proportionate response to the student's behaviour and should only be taken in extreme cases of unacceptable behaviour.

A proposal to expel a student requires serious grounds such as that:

- 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 safety.
- the student is responsible for serious damage to property.

There may be grounds for considering that a student be expelled for a first offence. The kind of behaviours that might result in a proposal to expel includes the following:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault

9.4 Factors to consider before proposing to expel a student

- The nature and seriousness of the behaviour
- The context of the behaviour

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- The impact of the behaviour
- The interventions tried to date
- Whether expulsion is a proportionate response
- The possible impact of expulsion

9.5 Procedures in respect of expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the following procedural steps will be taken:

1. A detailed investigation is carried out under the direction of the Principal

The Principal will inform the student and their parents in writing about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.

A meeting will be arranged with the Principal to give the parents and student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and a sanction is imposed.

If the parents and students fail to attend the meeting, the Principal will write explaining the gravity of the issue, the importance of attending a rescheduled meeting, and failing that, the duty of the School Management to make a decision to respond to the inappropriate behaviour.

A record of the invitation issued and the response of the parents will be kept on file.

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 makes a recommendation to the Board of Management to consider expulsion. The Principal will

- inform the parents and student that the Board of Management is being asked to consider expulsion
- ensure that parents 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 parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to the Board of Management
- ensure that parents have enough notice to allow them prepare for the hearing.

3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing

The Board will review the initial investigation and ensure that the investigation was properly conducted in line with fair procedures.

The Board will review all documentation and the circumstances of the case. No party who has had any involvement with the case will be part of the Board's deliberations.

If the Board decides to consider expelling a student, a hearing will be arranged.

At the hearing, the Principal and the parents, or a student aged 18 years or over, will put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. Parents may wish to be accompanied to the hearing.

After both sides have been heard, the Principal and parents will withdraw and the Board will deliberate in private.

4. Board of Management deliberations and actions following the hearing

It is the responsibility of the Board of Management to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

Where the Board, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. The student cannot be expelled before the passage of twenty school days from the date on which the Educational Welfare Officer receives the written notification.

The Board will inform the parents in writing about its conclusions and the next steps in the process. Parents will be informed that the Educational Welfare Officer will be notified of the decision.

5. Consultations arranged by the Educational Welfare Officer

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

- Consult with the Principal, parents and student
- Convene a meeting of those parties who agree to attend.

The purpose of the meeting is to ensure that arrangements are made for the student to remain in education. Pending these consultations about the future education of the student, the Board may consider it appropriate to suspend the student if there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others or represent a threat to the safety of other students or staff.

6. Confirmation of the decision to expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed and where the Board of Management remains of the view that the student should be expelled, the Chairperson and the Principal will be delegated to formally confirm the decision to expel. Parents will be notified that the expulsion will now proceed. Parents will be informed about the right to appeal and will be supplied with a form on which to lodge an appeal. A formal record will be kept of the decision to expel the student.

9.6 Appeals

A parent, or a student over 18 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 National Educational Welfare Board on behalf of the student.

9.7 Review

The Board of Management will review the use of expulsion in the school annually to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be

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influencing behaviour in the school and to ensure that expulsion is used appropriately.

10. Bringing a concern about a behaviour matter

In Loreto Abbey, we foster an openness to dialogue with parents. When concerns arise, parents are encouraged to contact the Principal with the intention of resolving the matter.

11. Monitoring

The Code of Behaviour will be monitored by the Principal and Deputy Principal, the Student Support Group and the Assistant Principals on an annual basis and will be formally reviewed again in 2016/2017.

The Code of Behaviour was adopted at a meeting of the Board on 2nd May 2008 and amendments were adopted on 14th June 2010, 16th June 2011, 29th May 2013, 14th June 2016, 12th June 2018, 20th June 2019 and 5th May 2020.



Signed:

Dr. Eilis Humphreys

Date: 5th May 2020