

# **Carrignafoy Community College**



## **Code of Behaviour May 2023**

## Introduction:

'The code of behaviour (conduct) is the set of programmes, practices and procedures that together form the schools plan for helping students in the school to behave well and learn well'

(NEWB Guidelines)

This policy is the Code of Behaviour for Carrignafoy Community College. It was last reviewed and ratified by the school's Board of Management on May 22<sup>nd</sup>, 2023.

## SCOPE:

This policy applies to students of Carrignafoy Community College and relates to all school activities both during and outside normal school hours. This policy provides that if a student is recognisable as a student of Carrignafoy Community College (i.e the wearing of the school uniform at school events/ trips, throughout the school day including travel to and from school) then the school reserves the right to safeguard its good name.

## Relationship to our school mission statement:

*" We welcome all on the basis of care and respect and encourage each student to strive for personal excellence"*

In line with our mission statement Carrignafoy Community College Code of Behaviour aims to articulate the schools high expectations for behaviour, its plan for promoting and supporting good behaviour and its response to inappropriate behaviour, along with the plan for implementing the code of behaviour, with a view to ensuring a happy safe and secure learning environment which will support all students to reach their full potential and to the benefit of all members of our school community. Respect is a central tenet of both our mission statement and our Code of Behaviour.

## Rationale:

The code of behaviour is necessary in the best interests of students and staff affording clarity of procedures for all members of the school community. Many people work together daily in our school and therefore a high level of courtesy, respect, order and consideration for others is needed. This code is one based on the recognition of the student as an individual while creating an environment in which the welfare and rights of all are protected.

## Standards of behaviour

The school expects all members of the school community to behave in ways that show respect for others. Students are more likely to benefit from their education and to be happy in a structured, caring environment where high standards of behaviour are expected and adhered to. The term standards can also mean rules or expectations.

Our school's standards of behaviour reflect values such as:

Respect for oneself and all other members of the school community

Kindness and willingness to help others

- ★ Respect for the beliefs and culture of others
- ★ Fairness
- ★ Courtesy and good manners
- ★ Pride in your community
- ★ Taking responsibility for your learning
- ★ Adhering to the rules so that a safe and pleasant learning environment exists for all to benefit from

- ★ Striving to do one's best
- ★ Displaying understanding and respect for the varied ways in which individuals learn

## Whole school approach:

The code of behaviour, on its own, cannot create the environment that makes it possible for students to learn and behave well. All members of the school community have responsibility to ensure that our students behave well. The main elements of a whole school approach to behaviour include:

- ★ An ethos, policies and practices that are in harmony with creating a safe and positive school environment
- ★ Related policies including the school's Attendance Strategy, Anti – bullying Policy, Acceptable Use Policy and a positive behaviour strategy
- ★ The school improvement plan/DEIS plan
- ★ A consistent and fair approach to behaviour
- ★ Effective classroom management and curricular planning
- ★ An inclusive and involved school community

Classroom management and teaching methods have a strong influence on students' behaviour. The classroom environment, like the wider school community, gives students clear messages about teachers' expectations and creates boundaries. The skills of the teacher in managing a routine engagement with students are critical in preventing problems. In addition, the supervision of students at break times also helps to ensure the school creates and maintains a positive school environment for all members of the school community.

## 1.2 General Classroom Rules

1. I will arrive to class on time and have all necessary materials.
2. I will line up outside the classroom in a quiet and orderly fashion.
3. I will enter the room in an orderly manner.
4. I will place my journal on the desk at the start of class.
5. I will be respectful to my teachers, SNAs, fellow students and all visitors.
6. I will listen, participate and ask relevant questions during class.
7. I will follow instructions/directions from staff
8. I will keep the classroom in a neat and tidy state
9. I will always do my best.

## School Rules

*(As per Admission Policy, admission to the school implies acceptance of all school rules)*

Each student at the school has a right to learn in a peaceful and calm environment. No student will be permitted to cause disruption. Therefore a high standard of behaviour is expected from all students at all times.

- (1) **Pupils in CCC are expected to show co-operation, good manners and respect to all members of staff as well as to each other and to any visitors, and to obey instructions by staff.**

Rationale

This is a rule of our school because:

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- ★ We need to treat everyone as we would like to be treated ourselves, with respect and consideration. We must never willingly put our own learning and wellbeing or the learning and wellbeing of others at risk.

**(2) Students are expected to refrain from the use of foul/bad or aggressive language.**

Rationale

This is a rule of our school because:

- ★ Using bad language is hurtful and shows others that we do not respect ourselves or them. We must never willingly put our own or others' learning or safety at risk by the way we act.
- ★ When we use bad language to another person it has a negative impact on their feelings and their self-worth and it damages our relationship with that person.
- ★ We know that the use of bad language will not resolve any conflict and will be interpreted by the other person as aggressive and hurtful, which in turn does not create an atmosphere where conflict can be resolved.
- ★ The best outcome in any conflict is a win/win situation where both people feel heard, understood and valued.

**(3) Students are expected to attend school every day and be punctual. In the case of absence, an explanation must be provided in line with the school's procedures. Sign out procedures must be followed by all students leaving the school building for any reason other than at break or lunch times.**

**Students must remain on school grounds during morning break. 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Year students (and/or other year groups as designated by school management) must remain on school grounds during lunch break.**

**Students who miss or absent themselves from class or from the school building or grounds without permission will receive an automatic detention and will progress up the ladder of referral.**

Rationale

This is a rule in our school because:

- ★ It is important to be on time for class and being late for class is a source of disruption.
- ★ Time that is missed for avoidable reasons is difficult to make up.
- ★ High standards in academic achievement requires excellent attendance.
- ★ The school needs to know of the whereabouts of all students during the school day for their personal safety.
- ★ All absences must be explained as the school is legally obliged to report on student attendance.

**(4) Students must have a school journal, homework and all appropriate equipment and materials as required. Each student is responsible for his/her own personal belongings.**

Rationale

This is a rule of our school because:

- ★ Without the proper materials we cannot participate fully in our learning.
- ★ Having to leave class or ask others to provide you with materials causes disruption to the teaching and learning.

**(5) Students are expected to co-operate and follow the instructions of all members of staff.**

Rationale

This is a rule in our school because:

- ★ Maintaining good order and avoiding disruption creates a better learning/working environment for all

- ★ Instructions are given assist the smooth day to day running of the school and are in everyone's best interests
- ★ Students are more likely to benefit from their education and to be happy in a well-structured and caring environment
- ★ Students and staff will benefit in lessons where the teaching and learning can continue without unnecessary and avoidable disruption

**(6) The wearing of school uniform in line with the school's uniform policy is obligatory and a full uniform must be worn every day on the way to and from school, on school related business and or outings. Non-school items must be removed before student attendance. We encourage parents/guardians to have a second uniform available at all times.**

**Students who are not in full school uniform will be sent home to change.**

Rationale

This is a school rule because:

- ★ A uniform creates equality and it is the student's responsibility to wear the uniform with pride as it represents our school at all times.
- ★ The uniform contributes to a sense of belonging and community among students.

**(7) Possession of, use of, selling or other distribution of any form of prohibited or illegal substances or equipment is strictly forbidden and may lead to expulsion.**

Rationale

This is a rule in our school because:

- ★ Smoking/vaping on the school grounds is forbidden and/or illegal, and smoking seriously damages health.
- ★ Possessing such material for distribution to others or associating with others engaged in the use of these items is against the law and a serious breach of college rules which can affect students' records in the future.
- ★ Banned/prohibited substances pose a risk to the safety of all.
- ★ Alcohol/substance abuse wrecks lives and causes misery in families. It is dangerous, addictive, unhealthy and illegal.

**(8) Students will show respect for all property and equipment in the school and on the school grounds.**

Rationale

This is a rule of our school because:

- ★ Everyone deserves to come to school to a pleasant environment, it is our school and we should all take pride in and responsibility for its upkeep.
- ★ Dangerous or defaced school property costs money in repairs that could be better spent on equipment and materials to improve teaching and learning.
- ★ Damage to school property can cause a health and safety risk to members of the school community.

**(9) Eating and drinking (except water) outside of designated areas is not permitted. Chewing gum is strictly prohibited.**

Rationale

This is a rule of our school because:

- ★ Chewing gum damages property
- ★ Leftover food/Food waste is a health and safety hazard and can damage school property.

**(10) The use of mobile phones/other personal electronic devices in the school building or on the school grounds is strictly forbidden at all times during the school day, including at break and lunch times. This means that mobile phones/personal electronic devices and listening devices e.g earbuds/earphones etc (this list is not exhaustive) are forbidden and should not be brought to school or on school activities/excursions (apart from foreign travel or overnight trips).**

**Unauthorised use of devices will result in confiscation. Confiscated devices will have to be collected by a parent/guardian.**

Rationale

This is a rule in our school because:

- ★ Mobile phones, electronic devices and listening devices can cause disruption in school and may prevent teaching and learning.
- ★ Use of mobile phones in school can lead to breaches of privacy.
- ★ Use of mobile phones in school has been and can be a factor in cyber-bullying.

**(11) Inappropriate use of electronic devices to record, photograph or share images of any member of the school community is strictly forbidden.**

Rationale:

This is a rule of our school because:

- ★ Recording, photographing or sharing images is an invasion of privacy
- ★ Accessing inappropriate sites and downloading or uploading content that is inappropriate causes offence and is illegal.
- ★ Inappropriate use of technology to offend, upset or harm others is considered unacceptable and may be considered bullying behaviour.
- ★ This rule protects the privacy of all members of our school community.

**(12) Use of the school toilets must be in line with the school's procedures for toilet access. Students must not congregate or eat/drink in the school toilets. No more than one student should be in a cubicle at any time. Students must use the appropriate Junior (Years 1-3) or Senior (Years 4-6) toilet blocks.**

Rationale:

This is a rule of our school because:

- ★ Being in the toilets without permission results in missing class time
- ★ Eating and drinking in the toilets carries health risks

- ★ Gatherings of students in the toilets may be intimidating for other students who need to use the toilets
- ★ It is unsafe and unhealthy for more than one person to be in a toilet cubicle at the same time

Unless otherwise specified, breaches of the rules outlined above will be dealt with via the ladder of referral outlined below.

## Promoting Positive behaviour

The promotion and affirmation of positive behaviours forms an integral part of our school's code of behaviour. Through the consistent modelling of and affirmation of good behaviours young people learn positive ways in which to interact with those around them. This requires consistency across the teaching team and adult members of the school community.

Strategies used in our school to promote positive behaviour include:

- ★ Affirmation of positive behaviour
- ★ The setting of high, clear, consistent and widely-understood standards
- ★ Trialling the use of restorative practices
- ★ Rewards through DEIS initiatives
- ★ Annual school awards ceremony
- ★ Rewards through the positive discipline systems
- ★ Rewards for attendance
- ★ The adults in our school community modelling the good behaviours expected of the students
- ★ Positive everyday interaction between teachers and students
- ★ Positive notes in the student journal
- ★ Recognition and celebration of student achievements on the school webpage/social media/ school intercom/newsletters/ local media and at assemblies
- ★ Displaying of student work
- ★ Leadership roles given to students
- ★ Exploring with students in wellbeing classes the meaning and importance of respect for themselves and others
- ★ Helping students to learn to recognise good behaviour in themselves and others by teaching them the skills of reflection

## Supports and Interventions

A number of school-wide positive supports and interventions have been put in place to help foster a school culture that actively promotes positive behaviour to enrich the teaching and learning experiences of all members of our school community.

These supports and interventions include:

- ★ Class teacher and year head teams for each year group
- ★ Timetabled tutorial system
- ★ Home School Community Liaison Officer
- ★ School Completion Programme
- ★ School Counsellor
- ★ Care Team/Student Support Team

- ★ Behaviour Support Team
- ★ Wellbeing Programme
- ★ Induction processes
- ★ Check-and-Connect programme

## Sanctions

The purpose of sanctions is to help students understand that their behaviours are unacceptable and to support the student to change those behaviours. This is part of a school wide approach agreed and understood by all.

Good practice in the use of sanctions ensures that:

- ★ Sanctions form a part of a plan to change behaviour
- ★ They are applied in a fair and consistent way
- ★ Students and parents understand the purpose of the sanctions
- ★ Students and parents are made aware of what sanctions are used in our school
- ★ Sanctions are proportionate and appropriate

## Stages in the Code of Behaviour

### Ladder of referral

#### Stage 1: Subject teacher

NOTE: Any problems should, where possible be resolved at subject teacher level before being referred to the next level.

The supports and behavioural management approaches deployed at subject teacher level should include the following steps being taken with consideration for the differing needs in each subject area.

- ★ A firm reprimand from a member of staff is expected to be sufficient to correct inappropriate behaviour
- ★ A note home to parents/guardians in the school journal or on VShare.
- ★ Student Reflection - encourage student to reflect on the situation
- ★ Rule Reminder
- ★ Detention for a period of time at lunchtime (1pm-1.25pm) supervised by the subject teacher
- ★ Phone call to parent
- ★ Referral to Class teacher when all classroom management strategies have been exhausted

#### Stage 2: Class Teacher

The supports and behavioural management approaches deployed at class teacher level may include the following steps:

- ★ A pastoral meeting with the student
- ★ Placing a student on a Monitoring Card (colour tbc) to monitor behaviour (Satisfactory or Non-satisfactory) – loss of a Monitoring Card will lead to a Report Card
- ★ Placing students on a first formal detention (five negative behaviour reports)
- ★ Phone call to parent/guardian
- ★ Meeting with parent/guardian
- ★ Lunchtime detention (1pm-1.25pm)



- ★ Referral to Year Head

### **Stage 3: Year Head**

Supports and behavioural management approaches for students displaying behaviours of concern may include:

- ★ Pastoral meeting with student
- ★ Placing the student on a second formal detention (five further negative behaviour reports after first detention)
- ★ Consultation with those providing in-school support structures
- ★ Phone call to parent/guardian
- ★ Meeting with parent/guardian
- ★ Placing student on a Report Card
- ★ Referral to outside agencies
- ★ Referral to Care Team
- ★ Referral to Behaviour Support Team
- ★ Referral to Deputy Principal

### **Stage 4: Behaviour Support Team**

The primary function of the Behaviour Support Team is to help students identify specific behaviours which are of concern and to ensure that all the supports available to the school have been utilised to their maximum benefit to support students in changing their behaviour. The team assists in the development of an individual behaviour plan which aims to help a student understand the need for change and then to implement those changes in behaviour within a reasonable and fair time frame agreed by all.

The Behaviour Support Team comprises the relevant Year Head, another Assistant Principal 1, the Guidance Counsellor and the Deputy Principal.

The team may consult with the student, parents/guardians, outside agencies and others as appropriate in developing the individual behaviour plan.

Only a year head, Deputy Principal or Principal can make a referral to the team. The team will ensure that the student has been offered all available supports to assist them in bringing about changes in their behaviour.

The Behaviour Support Team will monitor the student's behaviour during this period. At the end of the agreed period of time the team will meet the parents/guardians/student/student over 18.

If adequate improvement has not taken place, then the file will be referred by the team to the Principal, who will be examine the file and report from the team and refer to the Board of Management where deemed appropriate.

Parents/guardians/student over 18 will be informed in writing of this decision. The Board of Management may decide to suspend the student while this process is in train, following the suspension procedures outlined below.

### **Stage 5: Deputy Principal**

Supports and behavioural management approaches for students displaying behaviours of concern may include:

- ★ Meeting with student
- ★ Phone call/letter/email to parent/guardian
- ★ Referral to outside agencies
- ★ The right to withdraw privileges from students as appropriate
- ★ Referral to Principal

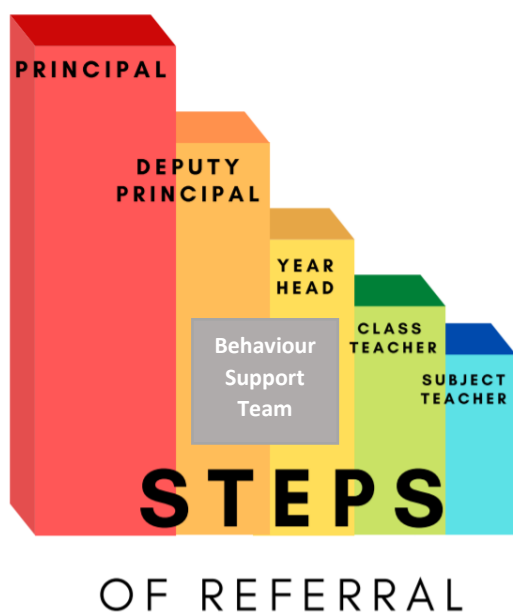
## Stage 6: Principal

Sanctions/strategies for more serious breaches of our school's Code of Behaviour include:

- ★ Meeting with student
- ★ Phone call/letter/email to parents/guardians
- ★ Meeting with parents/guardians
- ★ The right to withdraw privileges from students as appropriate
- ★ Review of documentation and supports put in place
- ★ Referral to outside agencies
- ★ Implementing suspension policy
- ★ Recommendation to Board of Management for permanent exclusion

## Procedures and Record Keeping

- ★ The school takes a positive approach to discipline and recognises that most minor misbehaviours are dealt with on a regular basis by the subject teacher. The subject teacher is responsible for the implementation of positive discipline strategies in their own classroom and for the most part the consistent a fair application of school rules is enough to support students in learning positive ways to behave in a learning environment. Where it is deemed appropriate, subject teachers will use the agreed sanctions available to them in the Code of Behaviour. It is the responsibility of each subject teacher to take action to correct such behaviours before referring them on to the next stage in the process. The subject teacher, where possible, should record any incidents of misconduct in the student journal so that parents are kept informed of their child's behaviour. Should the subject teacher need to refer the issue to a class teacher, a behaviour note will be added to VSware.
- ★ Each class group is assigned a class teacher with special responsibility for that group. The class teacher role is primarily pastoral and supportive but also requires the class teacher to monitor student diaries and impose sanctions e.g. detention for accumulation of notes. Class Teachers keep records of student misbehaviour on school forms.
- ★ Each year group is assigned a year head. The year head has a special responsibility for the group. They have a pastoral and disciplinary role in the care of each student in the year group. Year heads usually deal with more serious and persistent misconduct. Year heads apply agreed supports and/or school sanctions which will be monitored and recorded appropriately for and agreed amount of time and liaise with all parties in the process including students, teachers, parents and the senior leadership team.
- ★ The Principal and Deputy Principal have a specific role in promoting positive behaviour and ensuring a consistent, fair and proportionate response to unacceptable behaviour in accordance with the school's Code of Behaviour. Together they are responsible for communicating with parents and students over 18 regarding the values underpinning the school's Code of Behaviour and the importance of parental support for maintaining positive student behaviour. It is the responsibility of the Principal to inform the Board of Management of all suspensions and recommendations to permanently exclude a student. The school procedures for suspension and exclusion are outlined in this document.



## Implementing the Code of Behaviour

The implementation of the Code of Behaviour for Carrignafoy Community College shall have regard to the following:

1. All the school's partners/stakeholders are involved in the development and review processes for the Code of Behaviour and any amendments will be communicated to all the stakeholders.
2. The school's Code of Behaviour will be ratified by the Board of Management
3. The school's Code of Behaviour is made accessible to all by its publication on our school's website and/or email to all parents/guardian. Hard copies will be provided should they be requested.
4. The school welcomes feedback from all its partners on the Code of Behaviour
5. School rules/expectations and the reason for them will be discussed as part of the school's wellbeing programme.
6. At the start of each school year/ the induction process each class will be guided through the school's Code of Behaviour/Expectations/Standards of Behaviour/Expectations/Rules/Sanctions and the rationale underpinning them.
7. Any amendments made to the Code of Behaviour will be highlighted to students during the induction process
8. A synopsis of the Code of Behaviour will be published in the student journal for students and will be referred to in the school's Wellbeing curriculum by teachers.
9. Students and their parents/guardians must sign in the student journal each year indicating that they have read, accept and are willing to support the school's Code of Behaviour.
10. Admission to Carrignafoy Community College is subject to acceptance of and compliance with the school's Code of Behaviour as agreed by the signature of a Parent/Guardian/Student over 18 Years from the date of enrolment up to and including the final day of attendance.
11. The Code of Behaviour must be adhered to at all times including school trips/ outings and school organised activities.
12. The journal is an important element for the monitoring of the school's Code of Behaviour as it allows the school to have oversight of the way the code is working.

13. It is mandatory for students to have a student journal from the outset of each day and to hand the journal up to a member of staff if requested to do so.
14. Parents/guardians are requested to sign the student journal on a weekly basis and to acknowledge any notes from teachers.
15. Parents/guardians are encouraged to share information with the relevant school personnel in order to assist the school in understanding a student's behaviour and to plan interventions where necessary.

## **Suspension and Permanent Exclusion**

Carrignafoy Community College is required under Section 23 (2) of the Educational Welfare Act 2000, to include our procedures for Suspension and Exclusion in our Code of behaviour.

The school's policies and procedures for the use of Suspension and Exclusion are in line with the NEWB. They are based on the principles of natural justice and are applied in a fair way.

Where allegations of criminal behaviour are made about a student, these will be referred to the Gardaí who have responsibility for investigating criminal matters. The Juvenile Liaison Officer is a significant source of support and advice for the school and the student.

The key difference between Suspension and Exclusion is the degree of seriousness and persistence of the behaviour.

### **Authority to Suspend or Exclude**

Cork ETB holds the authority to suspend or exclude a student. Cork ETB may devolve this authority to the Board of Management of a school under Section 31 of the Vocational Education (Amendment) Act 2001. The Board of Management of the school then has the authority to suspend or exclude.

The Board of Management may then devolve the authority to suspend (not exclude) to the Principal of the school. The Board of Management has devolved this authority to the Principal (or appointed person in charge). The Principal may suspend a student for up to and including three days without consulting the Board of Management. A suspension of up to 5 days may be given if sanctioned by the Chairperson of the Board of Management. Suspensions of longer than 5 days in duration must be sanctioned by the Board of Management. No individual suspension may be longer than 10 days. The Board of Management may extend the period of an individual suspension beyond 10 days in exceptional circumstances where the return of the student to the school presents a danger to the welfare, health and/or safety of the students/staff. An accumulation of over 20 days suspension will be reported to the NEWB.

### **Grounds for Suspension/Exclusion**

Suspension/Exclusion should be a proportionate response to the behaviour that is causing concern. A decision to suspend or a proposal to exclude a student requires serious grounds such as (but not limited to) that:

- ★ The student's continued presence in the school at that time constitutes a threat to safety.
- ★ The student's behaviour has had a seriously detrimental effect on the education of other students.
- ★ The student is responsible for serious damage to property.
- ★ The student's behaviour has had a detrimental effect on the welfare of staff or other students.
- ★ The student's behaviour while identifiable as a student of the school has brought the name or reputation of the school into disrepute.

### **Factors to consider before Suspension/Exclusion**

1. Nature and seriousness of the behaviour
2. Context of the behaviour

3. Impact of the behaviour
4. Interventions tried to date
5. Whether the suspension/Exclusion is a proportionate response
6. Possible impact

The key difference between suspension and Exclusion is the degree of seriousness and persistence of behaviour.

### **Forms of Suspension**

- ★ Part of a behaviour management plan
- ★ Immediate suspension (only in exceptional circumstances e.g. threat) In exceptional circumstances, 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. Fair procedures must still be applied
- ★ Suspension during a state examination (threat to the good order of the conduct of the state exams, should normally be approved by the Board of Management) .This sanction should normally be approved by the Board of State examination 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 right of other students to do their examination in a calm atmosphere.
- ★ The sanction should be a proportionate response to the behaviour. For example, it would rarely be appropriate for a first offence, unless there is a threat to the good order of the conduct of the examination. This sanction should be treated like any other suspension, and the principles and fair procedures governing suspensions should be applied. The DES Best Practice Guidelines concerning Certificate Examinations offer guidance to schools.
- ★ Automatic suspension (for particular named behaviours).

A Board of Management may decide, as part of the school's policy on sanctions, and following the consultation process with the Principal, parents, teachers and students, that particular named behaviours incur suspension as a sanction. However, a general decision to impose suspension for named behaviours does not remove the duty to follow due process and fair procedures in each case.

### **Suspension Procedures and Implementation**

- ★ Investigate the alleged misconduct.
- ★ Apply fair procedures based on principles of natural justice
- ★ Inform student and parents of this complaint (by phone or in writing).
- ★ Give parents and students an opportunity to respond.
- ★ Make an objective decision based on the findings of the investigation
- ★ Impose the sanction (inform the parents in writing).
- ★ Formal written records will be kept at all stages of the process and any conditions attached to the suspension.
- ★ The Principal will report all suspensions to the Board of Management.
- ★ The student will be reintegrated after suspension with a clean slate.
- ★ The teachers will help the student to take responsibility for catching up on work missed.

### **Appeals against Suspension**

Where the total number of days for which a student has been suspended in the current school year reaches 20 days, the parents/guardians or a student aged over 18 years may request a Section 29 Appeal hearing with the Department of Education and Skills. The relevant form is available at [www.education.ie](http://www.education.ie) . The appeal must be made in writing with 42 calendar days from the decision of the Board of Management.

### **Exclusion Procedures and Implementation**

The procedure for Exclusion is in line with the NEWB Guidelines. A summary of the procedural steps is as follows:

- ★ A detailed investigation is carried out under the direction of the Principal.
- ★ The investigation will follow the principles of natural justice.
- ★ Parents/guardians and the student are informed of the procedure and kept up to date with the investigation.
- ★ A decision is made (free from bias).
- ★ The Principal makes a recommendation to the Board of Management.
- ★ The Board of Management hold a hearing and considers the Principal's recommendation.
- ★ The student and their parents/guardians are invited to attend the hearing.
- ★ The Board of Management deliberates and makes a decision following the hearing.
- ★ The Principal and parents/guardians are notified in writing of the decision.
- ★ Consultations are arranged by the Educational Welfare Officer to ensure that arrangements are made for the student to continue in education.
- ★ Confirmation of the decision to exclude will be communicated to the parents/guardians after 20 days

### **Exclusion for a first offence**

Carrignafoy Community College views Exclusion as a very serious step and will only take cases for exclusion to the Board of Management in extreme cases of misbehaviour. The school will normally have tried a series of other interventions and will have exhausted all possibilities for changing the student's behaviour. However, exclusion is an appropriate sanction in exceptional circumstances for a first offence, for example:

- Serious threat of violence against another student or member of staff.
- Actual violence or physical assault, on the school premises or while identifiable as a student of the school.
- Supplying illegal drugs to other students in the school.
- Sexual assault

### **Appeals against Exclusion**

In the case of exclusion, the parents/guardians or a student aged over 18 years, may appeal the Exclusion to the ETB. If unsuccessful in their appeal, they can then appeal under Section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007 to the Secretary General of the Department of Education and Science. The relevant form is available at [www.education.ie](http://www.education.ie). The appeal must be made in writing with 42 calendar days from the decision of the Board of Management.

### **Procedural Fairness**

Procedural fairness is a basic right of all individuals dealing with authorities. All communities have a legitimate expectation that schools (Boards, Principals and teaching staff) will follow these principles in all circumstances, particularly when dealing with suspensions and Exclusions.

Procedural fairness is generally recognised as having two essential elements.

#### **1. The right to be heard which includes:**

- The right to know why the action is happening.
- The right to know the way in which the issues will be determined.
- The right to know the allegations in the matter and any other information which will be taken into account.
- The right of the person against whom the allegations have been made to respond to the allegations and
- The right to appeal.

#### **2. The right of a person to an impartial decision which includes:**

- The right to impartiality in the investigation and decision-making phases.
- The right to an absence of bias in the decision maker.

To ensure the elements of procedural fairness are met, it is appropriate to provide student and their parents/guardians with details of all allegations relating to the incident. This usually will involve providing copies of any relevant statements. Should the principal be of the view that it is not appropriate to provide copies of the statement, for example, because of a fear that witnesses may be intimidated, full details of the allegations outlined in the statements should be provided instead.

Approved by the Board of Management at its meeting of May 22<sup>nd</sup>, 2023.