St. Mary's B.N.S Code of Behaviour 2024-2027

Introductory Statement

This policy statement is based on previous statements, codes, and school practices. It was drawn up in January - April 2008 following consultation with the staff, principal, students, parents, and the Board of Management. Following an audit of the code it was updated in 2009 to bring it in line with the NEWB Guidelines for Schools: Developing a Code of Behaviour. The Policy was most recently reviewed in January 2024.

Rationale

Due consideration has been given to the needs of St. Mary's. We recognize the variety of differences that exist between children and our aim is to ensure that the individuality of each child is accommodated, while acknowledging the right of each child to education in a relatively disruption-free environment.

Relationship to the Characteristic Spirit of the school

This policy reflects our school's philosophy and ethos which aims to foster the values of respect, honesty, courtesy, responsibility, tolerance, and consideration of others. We believe that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, pupils, and parents. Every effort will be made to ensure that parents are kept well informed, that the school provides a welcoming atmosphere towards parents and parents are told not only when their child is in trouble but when they have behaved particularly well.

Aims

- To provide guidance for pupils, teachers, and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To develop pupils' self-esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration, and tolerance of others.
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach without disruption.

General Guidelines for Positive Behaviour

1. Pupils are expected to treat adults and fellow pupils with respect and courtesy. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.

2. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.

3. Pupils are expected to take pride in their appearance, to have all the required materials and to be in the right place at the right time.

4. Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present assignments neatly.

5. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing (Record of Absence slip), stating the reason for absence.

School Rules: School rules are kept to a minimum and are devised regarding the health, safety, and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are

clearly stated and enforced consistently and fairly. The school rules have been agreed in conjunction with parents, teachers, and children. Our specific school rules are:

1. Individual class rules/contracts appropriate to the age of the class.
2. The Molanó Code.
3. St. Mary's Anti-Bullying Charter.
4. Rule on Use of Mobile Phones
5. Yard Rules.
6. General Rules
7. List of Undesired Behaviours.

*** See Appendix 2: St. Mary's School Rules-Complete Version**

*** Children and parents sign a short version of the school rules at the start of each school year, confirming that as a pupil of St. Mary's, they agree to abide by these rules (see Appendix 1).**

Affirming Positive Behaviour: Positive reinforcement of good behaviour leads to better self- discipline. We place a greater emphasis on rewards and incentives than on sanctions.

Examples of Strategies/Incentives

- A quiet word or gesture to show approval.
- A comment on a child's work.
- A visit to another class or the principal for commendation.
- Praise in front of class group/whole school (at tionól).
- Réalt na Seachtaine.
- Individual class merit awards, points awards or award stamps/stickers.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent. This may entail a letter/note, text, email, Seesaw/Dojo comment, phone call or meeting.

Bullying

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

> ***'Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.'***

Bullying will not be tolerated, and parents will be expected to cooperate with the school in dealing with instances of bullying in accordance with the school's separate policy 'St. Mary's Anti-Bullying Policy.'

Discouraging Misbehaviour: The purpose of sanctions and other strategies is to promote positive behaviour and to discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. These may include:

- reasoning with pupil.
- verbal reprimand including advice on how to improve.

- temporary separation from peers within class and/or temporary removal to another class
- prescribing extra work
- loss of privileges
- timeout
- detention during break (in extreme circumstances and for the safety of the other children in the yard, it may be deemed necessary to detain a child during break time)
- communication with parents. This may entail a letter/note, text, email, Seesaw/Dojo comment, phone call or meeting.
- referral to Principal
- principal communicating with parents (telephone call, bullying investigation letter, meeting with parents)
- Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000) and National Education Welfare Guidelines 2008

***Teachers shall keep a written record of instances of serious misbehaviour as well as a record of improvements in the behaviour of disruptive pupils. (see Appendix 4)**

Children with Special Needs

- At the start of the school year, an IPLP (Individual Profile Learning Programme)/IEP (Individual Education Programme) will be drawn up for each child with special behavioural needs. This plan will be drawn up by the class teacher, resource teacher, parents, and where relevant the child's SNA.
- A PPP (Pupil Personal Plan) is also drawn up for pupils with access to SNA support.
- Recommendations from psychological reports (where available to the school) will form an integral part of this plan.
- This plan will be reviewed regularly by the class teacher, resource teacher, parents and where relevant by the child's SNA.
- Every effort will be made to have a child with special social, emotional and/or behavioural needs referred for psychological assessment without delay. Help will be sought, also, from support services within the wider community.
- Teachers should take particular care to help the student with special needs to understand clearly any sanction being imposed and the reason why their behaviour is unacceptable.
- For some students, visual prompts or pictures may be needed. Some students may need opportunities to practise observing the rules, with feedback on their progress.
- Teachers should keep children with special needs in mind when doing circle time, drama, SPHE and other topics dealing with a behavioural theme.
- The school and classroom practices that support good learning behaviour are valid for all students, including those with identified special educational needs.

Suspension/Expulsion

The Board of Management of St. Mary's has the right to suspend or expel a student. (see Appendix 3)

Before/After School

Parents are regularly reminded that the staff of the school does not accept responsibility for pupils before 8.40 a.m. (8.30 a.m. on wet mornings) or after the official closing time of 1.30 p.m. (infants) and 2.30 p.m. (other classes), except where pupils are engaged in an extra-curricular activity organized by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with the school behaviour policy during these times.

Implementation

Every member of the school community has a role to play in the implementation of the Code of Behaviour.

Board of Management's Responsibilities

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

Principal's Responsibilities

"The overall responsibility for discipline within the school rests with the principal teacher. Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises. A pupil will be referred to the principal teacher for serious breaches of discipline and for repeated incidents of minor misbehaviour"-CPMSA Handbook: Appendix 55.

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code, as required.

Teachers' Responsibilities

- Support and implement the school's code of behaviour.
- Create a safe working environment for each pupil in their class.
- Recognize and affirm good work.
- Build a positive relationship with each pupil.
- Prepare schoolwork and correct work done by pupils.
- Recognize and provide for individual talents and differences among pupils.
- Be courteous, consistent, and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Pupils' Responsibilities

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid nasty remarks, swearing and name-calling.
- Include other pupils in games and activities.

- Bring correct materials/books to school.
- Follow school and class rules.

Parents/Guardians' Responsibilities

- Encourage children to have a sense of respect for themselves, other pupils, the staff, and school property.
- Ensure that children attend regularly, punctually and in the school uniform or tracksuit.
- Be interested in, support and encourage their children's schoolwork.
- Be familiar with the code of behaviour and support its implementation.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect child's progress/behaviour.

Appendices

1. **St. Mary's Pupil Behaviour Contract**
2. **St. Mary's School Rules- Complete Version**
3. **Suspension and Expulsion**
4. **Recording of Serious Incidents**
5. **Anti-bullying Investigative Procedures**

Ratified by Board of Management on _____

Signed _____

(Chairperson, Board of Management)

Appendix 1: St. Mary's Pupil Behaviour Contract

1. Class Contract: drawn up at start of school year and signed by everyone in the class.

2. Molanó Code:

- I will ask.
- I will listen.
- I will do my best.

- I will be gentle.
- I will be a friend.
- I will tell the truth.

- I will bring what I need.
- I will ask before taking.
- I will be careful.

3. Anti-Bullying Charter

- Be Gentle.
- Be a Friend.
- Tell about Bullying.

"Say No....Get Away....Tell Someone."

4. Yard Rules

- Be Gentle.
- Be a Friend.
- Be responsible.
- Ask a teacher/supervisor for help.
- Stay in your own part of the yard.
- Respond to the Bell.

Some Rewards for Good Behaviour

- A quiet word or gesture of approval
- A comment on a child's exercise book
- A visit to another class/principal for commendation
- Praise in front of class group/whole school
- Individual class merit awards, points awards or award stamps/stickers.
- Delegation of some special award or privilege
- St. Mary's Merits
- Award of whole class privilege e.g. extra P.E./ Art etc.
- Written Communication with home
- Verbal communication with parents/guardians
- Group point systems.
- Homework passes.
- etc.

5. Other Rules

- In our school we are respectful, cooperative, and polite.
- We walk quietly around the school.
- We keep the school environment clean and litter free.
- We respect school property.
- We take pride in our appearance. We wear our uniform and tracksuit on the correct days.
- We come to school on time.
- If we have been absent, parents/guardians fill in reason for absence on Aladdin.
- We follow our school's healthy eating policy.
- Pupil mobile phones are not seen or heard in St. Mary's.

* For further information/ details see our Behaviour, Supervision and Anti-Bullying policies on the school website (www.marysbns.ie)

The following is a list of undesirable behaviours which were developed in conjunction with the children. It is an example of some misbehaviour that may occur and should not be interpreted as definitive.

Physical	*Verbal*	*Emotional/Social*
• Hitting, punching. • Pinching, scratching. • Kicking, pushing, tripping. • Spitting, biting. • Pulling hair • Pulling at other boys' clothes, hoods etc. • Damaging/stealing property. • Throwing objects at someone/something. • Hiding/taking belongings.	• Teasing, name calling. • Threatening someone • Use of offensive language. • Hurtful, sarcastic comments • Shouting out/singing in class • Showing disrespect to staff e.g. refusal to comply with requests or directions.	• Intentionally excluding someone for no apparent reason • Spreading rumours • Making fun of someone • Involvement in a racist or other identity based (see anti-bullying policy) incident. • Stopping people from befriending someone • Cyber-bullying • Undermining another pupil with facial expressions or gestures

The following is a list of typical staff responses to misbehavior:

Teachers	*Principal*	*Bullying*
- Reason with the pupil. - Give a verbal reprimand including advice on how to improve. - Arrange a temporary separation from peers within class or temporary removal from class. - Prescribe extra work for the pupil (not the whole class) - Take away a privilege. (not the whole class) - Communicate with parents (note, letter, message on Seesaw/ Dojo, telephone call, meeting with parents) - Refer the boy to the principal	- Give a verbal warning - Record the incident - Send an email/text message to parents informing them of the misbehaviour - Ring the parents - Arrange a meeting with the parents - If the misbehaviour continues a meeting with the boy's parents and the Chairperson of the Board of Management will be arranged. - The Board has the right to suspend and expel students.	**- 'Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.'** -Where bullying behaviour is suspected by the class teacher, the matter should be referred to the principal. - A "Bullying Incident Investigation Form" form may be filled out by the victim and/or the offender. -Where a Bullying Incident is suspected, relevant parents/guardians will be contacted by the principal. See separate Bí Cineálta Policy on www.marysbns.ie

*** I have read the rules of St. Mary's with my parents/guardians. I understand that, as a pupil of St. Mary's, I have a responsibility to try my best to abide by our School Rules.**

Pupil's Signature: _____ Date: _____

Parent(s)/Guardian's Signature _____ _____

Appendix 2: St. Mary's School Rules-Complete Version

1. Class Contract:

Example:

- Put your hand up to ask a question.
- Listen to each other.
- Be honest and fair.
- Do your best at everything.
- Stay in your place when teacher is out of the room.

2. The Molanó Code

**We all have the right to learn in school.*

- *I will ask.*
- *I will listen.*
- *I will do my best.*

-It is my responsibility to work as well as I can and to make sure others can work well too.

**We all have the right to be safe and happy in school.*

- *I will be gentle.*
- *I will be a friend.*
- *I will tell the truth.*

-It is my responsibility to make sure others are safe and happy too.

**We all have the right to keep our things safe and tidy.*

- *I will bring what I need.*
- *I will ask before taking.*
- *I will be careful.*

-It is my responsibility to make sure things belonging to myself, other boys or to the school are safe and tidy too.

3. St. Mary's Anti- Bullying Charter

Every pupil has the right to be free from bullying during his time in St. Mary's.

Our school will not tolerate any unkind actions or remarks, even if these were not meant to hurt.

Any series of unkind actions or comments will be called bullying.

Bullying can be physical, verbal or psychological.

Pupils: Remember your CODE-

- *Be Gentle.*
- *Be a Friend.*
- *Tell about Bullying.*

"Say No..... Get Away.....Tell Someone."

Parents

- *Be alert to signs of bullying -of or by your child.*
- *Look for support.*
- *Do not encourage your child to "give as good as you get."*

We, the teachers, consider bullying to be a serious matter.

We are a telling school.

We recognise that the victim and bully need help.

ADULTS MUST PROTECT CHILDREN

4. Rule on Use of Mobile Phones

The use of mobile phones is forbidden on the school premises. If a member of staff sees or hears a mobile phone, it is sent to the office where parents will be asked to collect it.

5. Yard Rules

Be gentle -Be a friend-Be responsible -Ask-Stay in bounds- Respond to bell.

- Be gentle - no rough play, stay on your feet no rolling on the ground etc.
- Be gentle - no pulling, dragging etc. no trains.
- Be a friend - include others in your game – share.
- Make friends - meet and play with different boys in the yard.
- Be responsible - talk to the supervising Teacher, an SNA or to your own Teacher or the Principal if you are unhappy in the yard, if someone is bullying you etc. Remember the Stay Safe rules.
- Stay in your own section of the yard. If you must enter the junior yard to retrieve a ball, be gentle with the junior boys
- Stay in the yard -do not leave the yard without permission.
- If you need to use the toilet, ask a teacher for permission.
- Play safely - no throwing nuts, pieces of stick pebbles etc.
- Play safely - no use of pieces of wood, sticks or any other dangerous implement.
- Play safely - matches to be played the length of the yard only.
- Treat yard equipment with respect.
- Respect our environment - no balls in the yard when the surface is wet.
- Respond to the bell.

6. General Rules

- In our school we are respectful, cooperative, and polite.
- We walk quietly around the school.
- We keep the school environment clean and litter free.
- We respect school property.
- We take pride in our appearance. We wear our uniform and tracksuit on the correct days.
- We come to school on time.
- We follow our school healthy eating plan.
- If we have been absent, our parents/guardians fill in reason for absence on Aladdin.
- Pupil mobile phones are not seen or heard in St. Mary's.

7. List of Undesired Behaviours

The following is a list of undesirable behaviours, which was developed in conjunction with the children. It is an example of some misbehaviour that may occur and <u>should not be interpreted as definitive.</u>

Physical	***Verbal***	***Emotional/Social***
• Hitting, punching. • Pinching, scratching. • Kicking, pushing, tripping. • Spitting, biting. • Pulling hair • Pulling at other boys' clothes, hoods etc. • Damaging/stealing property. • Throwing objects at someone/something. • Hiding/taking belongings.	• Teasing, name calling. • Threatening someone • Use of offensive language. • Hurtful, sarcastic comments • Shouting out/singing in class • Showing disrespect to staff eg refusal to comply with requests or directions. • *Use of offensive language to staff will warrant an automatic Cárta buí*	• Intentionally excluding someone for no apparent reason • Spreading rumours • Making fun of someone • Involvement in a racist or other identity based (see anti-bullying policy) incident. • Stopping people from befriending someone • Cyber-bullying • Undermining another pupil with facial expressions or gestures

Appendix 3: Suspension and Expulsion

Suspension

1) Authority to Suspend

The Board of Management of St. Mary's has the authority to suspend a pupil.

2) Why Suspend?

- Provide respite for staff and the student and his classmates.
- Give the student time to reflect on the link between their action and its consequences.
- Give staff time to plan ways of helping the student to change unacceptable behaviour.
- Enable the school to set behavioural goals with the student and their parents.

3) Grounds for Suspension; Suspension should be a proportionate response to the behaviour that is causing concern. Normally other interventions will have been tried before suspension, and school staff will have reviewed the reason why these did not work. The decision to suspend a pupil requires serious grounds such as that:

- The pupil's behaviour has had a seriously detrimental effect on the education of other pupils.
- The pupil's continued presence in the school currently constitutes a threat to safety.
- The pupil is responsible for serious damage to property.

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

❖ See "Factors to Consider before suspending a student"-page 72 NEWB Guidelines: Developing a Code of Behaviour.

The following are some behaviours that may incur suspension:

- Violence toward a teacher or member of staff
- Serious or repeated disrespect toward a teacher or member of staff
- Abusive language directed toward a teacher or member of staff.
- Gross disobedience
- Repeated incidences of bullying behaviour
- Repeated ignoring of or non-compliance with sanctions.
- Ongoing serious disruption in class
- Serious damage to property
- Possession of or sharing of footage of a pornographic nature
- Inappropriate talk, behaviour or gestures which cause offence to fellow pupils or members of staff.

4) Forms of Suspension

- **Immediate Suspension**: In extreme circumstances, the principal may consider an immediate suspension to be necessary where the continued presence of the pupil in the school would represent a serious threat to the safety of pupils in the school, or any other person. This authority has been delegated by the Board of Management to the Principal. If such an action were considered, the principal would discuss the situation with the Deputy and Assistant Principals before deciding to impose an immediate suspension.

A pupil will not be suspended again shortly after they return to school unless:

- They engage in serious misbehaviour that warrants suspension.
- Fair procedures are observed in full.
- The standard applied to judging the behaviour is the same as the standard applied to the behaviour of any other pupil.

Informal or unacknowledged suspension/Voluntary withdrawal: Exclusion of a pupil for part of the school day as a sanction, or asking parents to keep a child from school, as a sanction is a suspension. Any exclusion imposed by the school is a suspension and will follow the guidelines relating to suspension.

5) Procedures in Respect of Suspension:

Where a preliminary assessment of the facts (by the Principal and Deputy Principal) confirms serious misbehavior that would warrant suspension, the school will:

- Inform the student and his parents about the complaint.
- Give the student and his parents an opportunity to respond.

Where an immediate suspension is considered by the principal to be warranted for reasons of the safety of the pupil, other pupils, staff or others:

- A preliminary investigation will be conducted (by the Principal, Deputy Principal and Assisstant Principal 2) to establish the case for the imposition of the suspension.
- A formal investigation will immediately follow the imposition of the suspension.
- All the conditions for suspension apply to immediate suspension.
- No suspension, including an immediate suspension, will be open-ended.
- In the case of immediate suspension, parents will be notified, and arrangements made with them for the pupil to be collected. The school will have regard to its duty of care for the pupils, hi no circumstances will a pupil be sent home from school without first notifying the parents.

6) Fairness of Procedures:

We respect the Constitutional rights of parents and pupils in the matter of education.

- We acknowledge that pupils and parents have the right to be heard. We will make them aware that the alleged misbehaviour is being investigated, the details of the allegation being made and any information that will be considered. They will be fully informed about the processes that will be used to investigate and decide the matter. Prior to a decision being made and before a serious sanction is imposed parents/ pupils will have the right to respond to allegations and be heard by the decision-making body and to ask questions of the other party or witnesses where there is a dispute about the facts.
- Pupils and parents have the right to impartiality. There will be an absence of bias in the investigation and decision-making e.g. If the child of a Board member is accused of misbehaviour, they will absent themselves from the Board for any consideration of the matter by the Board.
- The person alleging the misbehaviour, or who is a victim, or a witness will not conduct the investigation.
- Thoughtful application of professional judgement and knowledge of fair procedures will generally guide decision making about suspension and expulsion. However, in circumstances of complexity, school authorities may need to seek legal advice to support their decision making.

***7)* The Period of Suspension**

- A pupil will not be suspended for more than three days, except in extreme circumstances where the Board considers that a period of suspension longer than three days is needed in order the achieve a particular objective e.g. to enable the school to set behavioural goals with the student and their parents, to give staff an opportunity to plan other interventions.
- If a suspension longer than three days is being proposed by the principal, the matter should be referred to the Board of Management for consideration giving the circumstances and the expected outcomes. However, the Board of Management may wish to authorize the principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.
- The Board of Management will place a ceiling of ten days on any period of suspension imposed by it.
- The Board should formally review any proposal to suspend a pupil, where the suspension would bring the number of days for which the pupil has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under Section 29 of the Education Act.
- These provisions enable school authorities to give the pupil a reasonable time to reflect on their behavior while avoiding undue loss of teaching time and loss of contact with the positive influences of school. They recognize the serious nature of the sanction of suspension and ensure that this seriousness is reflected in school procedures. The provisions mean that the Board of Management takes ultimate responsibility for the sanctions of significant length, especially where such suspensions might reach twenty days in one school year and therefore might lead to an appeal.

8) Section 29 Appeals

Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the parents may appeal the suspension under Section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007. When parents are being formally notified of such a suspension, they and the pupil will be told about their right to appeal to the Secretary General of the Department of Education and Science under Section 29 of the Education Act 1998 and should be given information about how to appeal.

9) Implementing the Suspension

(a) Written Notification

The principal will notify the parents and the pupil in writing of the decision to suspend. The letter will confirm:

- 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 pupil and the parents (for example, parents might be asked to reaffirm their commitment to the Code of Behavior)

- the provision for the appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, Section 29)

(b) Records and Reports

Formal written records will be kept of:

- the investigation (including notes of all interviews held)
- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension.
- The principal will report all suspensions to the Board of Management, with the reason for and the duration of each suspension.
- The principal is required to report suspensions in accordance with the NE WB reporting guidelines (Education Welfare) Act, 2000, section 21 (4)(a).

(c)Engaging with Student and Parents:

* To maximise the impact of suspension, the principal or a member of staff delegated by the principal will endeavour to.

- arrange meetings with parents and the pupil to try and find ways of helping the pupil to change their behaviour
- ensure that the pupil understands the possible consequences of their behavior if it should persist.
- seek the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community service, the National Behavioral Support Services, National Council for Special Education)

10) After the Suspension:

A period of Suspension will end on the date given in the letter of notification to the parents about the suspension. The school will:

- Plan for the re-integration of the pupil
- Formulate a plan to help the student to take responsibility for catching up on the work missed.
- The Behaviour Support System Co-ordinator (Don O'Neill) will provide support to the student during the re-integration process.
- Give the pupil the opportunity for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the suspension has been completed the school expects the same behaviour of this pupil as all others.

11) Review of the use of Suspension

The Board of Management will review the use of suspension in the school regularly 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 suspension is used appropriately.

Expulsion

- The sanction of expulsion will only be used in exceptional circumstances when all other avenues have been exhausted. However, we are mindful of the fact that we have a duty of care to ensure the health, safety, and welfare of all our pupils, teachers, parents, and visitors. Provisions relating to the expulsion of a student are following section 24 of The Education Welfare Act 2000 and National Education Welfare Guidelines 2008

1) Authority to expel; The Board of Management of St. Mary's has the authority to expel a student. Expulsion should be a proportionate response to the student's behaviour. The following steps will be undertaken to address misbehavior and to avoid expulsion.

- Meeting with parents and pupils to try to help the students change their behaviour.
- Making sure the pupil and parents understand the possible consequences of the behaviour.
- Exhausting all other possible options.
- Seeking the help of support agencies i.e. National Educational Psychological Service (NEPS), Health Service Executive (HSE), National Council for Special Education (NCSE), National Behaviour Support Service (NBSS)

2) Grounds for Expulsion.

- The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The pupil's continued presence in the school constitutes a real and significant threat to safety.
- The pupil is responsible for serious damage to property.
- See 'Factors to Consider before proposing to expel a student"-page 82 NEWB Guidelines: Developing a Code of Behaviour

3) Difference between Suspension and Expulsion.

Whilst the grounds may be similar there would be additional factors:

- The degree, seriousness, and persistence of the behaviour.
- Where expulsion is considered a series of interventions will be tried by the school.
- All possibilities of changing the pupil's behaviour should have been exhausted.

4) Expulsion for a First Offence:

The Board of Management can impose automatic expulsion in exceptional circumstances for a first offence. These offences include:

- Sexual assault.
- Supplying illegal drugs to other pupils in the school.
- Actual violence or physical assault.
- Serious threat of violence against another pupil or member of staff.

5) Procedures in respect of Expulsion:

- A detailed investigation will be carried out under the direction of the principal.
- The principal will make recommendations to the Board of Management.
- The Board will consider the principal's recommendation and hold a hearing.
- The Board will deliberate and propose action following the hearing.
- Consultations will be arranged by the Education Welfare Officer.
- The Decision to expel will be confirmed in writing.

6) Fairness of Procedures:

We respect the Constitutional rights of parents and pupils in the matter of education.

- We acknowledge that pupils and parents have the right to be heard. We will make them aware that the alleged misbehaviour is being investigated, the details of the allegation being made and any information that will be considered. They will be fully informed about the processes that will be used to investigate and decide the matter. Prior to a decision being made and before a serious sanction is imposed parents/ pupils will have the right to respond to allegations and be heard by the decision-making body and to ask questions of the other party or witnesses where there is a dispute about the facts.
- Pupils and parents have the right to impartiality. There will be an absence of bias in the investigation and decision-making e.g. If the child of a Board member is accused of misbehaviour, they will absent themselves from the Board for any consideration of the matter by the Board.
- The person alleging the misbehaviour, or who is a victim, or a witness will not conduct the investigation.
- Thoughtful application of professional judgement and knowledge of fair procedures will generally guide decision making about suspension and expulsion. However, in circumstances of complexity, school authorities may need to seek legal advice to support their decision **making.**

7) Appeals

- Parents will be informed of their right to appeal a decision to expel to the Secretaary General of the
- Department of Education and Science (Education Act 1998, Section 29)
- An appeal may also be brought by the National Eductional Welfare Board on behalf of the pupil.

8) Review of the use of Expulsion

The Board of Management will review the use of expulsion in the school regularly 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 expulsion is used appropriately.

Appendix A: Suspension Investigation Template

Appendix B: Suspension Notification Letter Template

Appendix A: Suspension Investigation Template

St. Mary's Boys' School
Grange Road
Rathfarnham
Dublin 14

Scoil Náisiúnta Mhuire
Bóthar na Gráinsí
Ráth Fearnáin
Baile Atha Cliath 14

Tel: 493 1477/ Fax: 493 7108 www.marysbns.ie

Suspension (record)

The investigation

The decision making process

The decision and rationale

Duration /conditions

Reported to Board _____ **Date**_____

Reported to NEWB _____ **Date**_____

Appendix B: Suspension Notification Letter Template

St. Mary's Boys' School
Grange Road
Rathfarnham
Dublin 14

Scoil Náisiúnta Mhuire
Bóthar na Graisí
Ráth Fearnáin
Baile Atha Cliath 14

Tel: 493 1477/ Fax: 493 7108 www.marysbns.ie

Suspension Letter

Dear Parents,

Following consultation with the Deputy Principal Mr. Don O' Neill, I regret to inform you that I am suspending your son _____ from school for a period of _____ day(s) from _____ to _____.

Reasons for suspension:

Your son is being suspended for the following reasons:

Arrangements for returning to school:
On returning to school after this suspension we request that at least one parent accompany your son to the office to meet with me and with his class teacher. Your son will be requested to apologize for his offending behaviour and he will be requested to give an undertaking not to behave in such a manner in the future.
At this meeting both you and your son will be requested to reaffirm your acceptance of the code of behaviour of the school and to sign this commitment.

Study programme to be followed: While your son is on suspension, he is requested to do the following school work:

Note: **It is your right as parents to appeal against this decision to suspend your son to the Secretary of the Department of Education and Science. It is also your right to appeal against this decision to the Board of Management of the school.**

Sincerely,

_____
Edward O' Riordan (Principal)

Appendix 4: Recording of Incidents

- **Class teachers keep records of serious incidents and misbehavior.**
- **Serious incidents that occur in the yard are recorded in the blue Non-Injury Related Yard Incidents book in Room 8.**

Non-Injury Related Yard Incidents (Blue Book)

Date	Pupil's Name	Incident	Teacher

If an incident is deemed to be of sufficient seriousness a Serious Incident Report Form is completed:

Serious Incident Report Form

Name: _____ Date: _____

Time: _____ Pupil's Teacher: _____

Class: JI SI 1 2 3 4 5 6
Any others involved in incident:

_____

1. Type of Incident:

□ Physical (Punch/Kick/Push/Trip etc.) □ Emotional (Name Calling/Taunting/Exclusion etc.)

□ Behavioural (Disobedience/Rule Breaking)

2. Sanction:

□ Situation Resolved □ Sitting Out on Bench □ Verbal Warning
□ Blue Card □ Sent to Principal

3. Repeat Event:

□ Yes □ No

4. Injury to Others (if applicable):

□ Bruising □ Cut □ Graze □ Swelling

5. Acceptance of Incident:

□ Admitted to incident □ Denied Incident

6. Notification Given:
□ Principal Informed □ Class Teacher Informed □ Blue Card Given
□ Parent Informed □ Blue Form Returned

7. Description of Incident:

_____
_____
_____
_____
_____

Teacher Signature: _____ Date: _____

SNA (if involved): _____

Parents' Signature: _____ _____

Appendix 5: Anti-Bullying Investigative Procedure

St. Mary's Boys' School
Grange Road
Rathfarnham
Dublin 14

Scoil Náisiúnta Mhuire
Bóthar na Gráinsí
Ráth Fearnáin
Baile Átha Cliath 14

e-mail: info@marysbns.ie Tel: 493 1477/ Fax: 493 7108 www.marysbns.ie

No. ____

ANTI-BULLYING INVESTIGATION/PROCEDURE

Bullying is repeated aggression – verbal, psychological or physical – conducted by an individual or a group against others.

Bullying in any form will not be tolerated in St. Mary's.
It is our school policy to take any matter of alleged bullying very seriously.
Please supply any details which you may think may assist our investigation.

Pupil's Name: _____ Date: _____

What?	
Where?	
When?	
Who?	
Any other comments?	

Notes:	

Teacher's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____