



# **St Mary's CBS The Green Code of Behaviour, Suspensions & Expulsion Policy**

*'An Edmund Rice School'*

## SECTION 1

**CBS The Green Secondary School, as a member of the Edmund Rice Schools Trust, is committed to**

***“Promoting full personal and social development in caring Christian communities of learning and teaching.”***

***- Vision Statement, Edmund Rice Schools Trust Charter.***

### **1.1 Rationale**

CBS The Green endeavours to provide a safe environment for the education and care for each member of the school community in the tradition of Blessed Edmund Rice. The legacy of Edmund Rice challenges our schools to be inclusive and to be especially mindful of the disadvantaged and those with special needs.

This school recognises that every student is unique, with different talents and needs. The dignity of all students, staff members and parents is respected, and this is reflected in school policies and structures. Educational achievement and full personal development are promoted through the class based teaching and learning environment and through the student's participation in extra-curricular activities. This includes the life skills, values and attitudes, which will enable our students to lead fulfilling lives and contribute to society. Our school encourages a spirit of mutual respect for all and this is reflected in Appendix Two '**The Respect Rule**'. Our 'respect' rule sets out in a positive manner our expectations of all students in the school. A copy of our 'respect' rule is also printed in the students' journal. The 'respect' rule, which applies to all in the school community, adults and young people alike, states: "**Respect will be shown to everyone in the school community at all times.**"

The Principal and the Board of Management support individual teachers in their efforts to create a positive teaching and learning environment in the school. Support includes providing teaching resources, arranging appropriate in-service, funding continuous professional development and the formal recognition and support of subject departments. The school community works with parents to develop a meaningful relationship to meet the needs of students. Communication between the subject teacher and the parent is encouraged. The school, through information evenings, meetings, assemblies and explanatory leaflets, seeks to ease the transition from Primary to Secondary school. Class Tutors and Year Heads counsel students regarding behaviour and develop a rapport with them, while also monitoring their academic progress. A special effort is made to maintain a warm and welcoming environment within the school, while pastoral structures have been established to promote positive behaviour.

### **1.2 Pastoral Structures which promote positive discipline**

1. Each subject teacher explains and clarifies to student's appropriate classroom behaviour and health and safety rules for their classroom / laboratory / workshop / gym. Advice and encouragement is given with regard to proper completion of assignments and high standards of work. The use of 'Assessment for Learning' by teachers is encouraged and practiced.
2. Every class is assigned a Class Tutor. The Class Tutor explains the Code of Behaviour with the class at the start of each year and the reasons for having a code of behaviour. The primary role of the Class Tutor is to offer individual support and encouragement and to help with any difficulties

the student may have. The Class Tutor also highlights the extra-curricular activities on offer to students and encourages student participation.

3. Every year group is assigned a Year Head. The Year Head works with the Class Tutors and the senior management of the school on disciplinary matters and takes an interest in knowing students personally and advising them on correct procedures. The Year Head will discuss difficulties with class tutors, Principal/Deputy Principals and parents. The Year Head attends functions associated with the year, encourages students to achieve to the best of their ability, keeps records and liaises with parents.
4. Assemblies are held at the start of each half term at which students are advised about attendance, punctuality, high standards of behaviour and work, as well as the support services, activities and events open to them. Presentations and recognition as appropriate are given for positive behaviour and achievement.
5. The Student Support Team (SST) brings together all the support services of the school to review how the school is responding to the overall needs of the students and in particular students 'at risk'. An 'at risk' student is one who has personal issues or disciplinary/behaviour issues. The team supports class tutors and subject teachers by offering advice or putting a plan of action/support/intervention in place to address the issue. The team also reviews students with difficulties and advises the senior management team and relevant groups within the school on pastoral and educational issues, as well as liaising with support agencies in the wider community. The SST meet as necessary and is attended by the Principal or Deputy Principals, Year Heads, Guidance Counsellor and Special Educational Needs Co-ordinator and other members of staff who may volunteer to be part of the team.
6. The school organises a number of award schemes (for punctuality, attendance, participation, sporting, extra-curricular, community work and academic achievement) to recognise achievement and positive behaviour in many facets of school life.

### **1.3 Reinforcing Positive Behaviour**

#### **1. Introduction**

The Code of Behaviour has been developed at CBS The Green to promote and support positive behaviour in the school community. Positive behaviour is defined as behaviour which supports the teaching and learning environment, which adds to a sense of community and/or emphasises the sense of respect at the heart of the School Mission. In accordance with the Tusla Guidelines this document seeks to emphasise building upon a culture of positive expectation, devising systems of praise and reward to inculcate the positive.

#### **2. Positive Student System - VsWare**

Staff are encouraged to make positive comments on VsWare in recognition of a student's efforts in all of school life.

### **3. Awards systems**

An annual Awards system serves to recognise the merits of being a positive member of the school community. These Awards, in May each year will serve to recognise pupils, past and present for excellence in a breadth of areas of endeavour in school life

### **4. Referral to Student Support Team**

Where it is deemed suitable and necessary, students will be referred to the Student Support Team and contact will be made with parents/guardians regarding support.

### **5. Referrals to student Welfare Officer**

Where it is deemed suitable and necessary, students will be referred to the Student Welfare Officer who will work closely with students, parents/guardians and other outside agencies to provide the necessary support.

### **6. Mentoring programme**

The school operates a mentoring programme, supporting student academic, emotional or behavioural needs as identified.

### **7. Targeted Behaviour Support Cards**

Targeted Behaviour Support Cards are designed to cultivate and reinforce good classroom behaviour. They are used as early intervention to support a student to meet the behaviour expectations within a classroom. Behaviour support cards are also used to gather information and to identify to both student and parent/guardian the seriousness of continued non-compliance with the code of behaviour. The student, parent, class teacher, Year Head and Deputy Principal/Principal are involved throughout the planning and implementation stages of a behaviour support card. The Student Support Team, Learning Support, external agencies where appropriate will also be involved.

Targets are decided upon through consultation with the relevant personnel, while keeping the student central to the process. The student presents the card to each teacher at the beginning of each class period and thereby receives immediate feedback on his behaviour for that class. The students' progress can then be evaluated by the staff member assigned. The report card will also be signed by the parents or guardians each evening to reinforce its significance and presented to the Year Head each day. Examples of cards are Encouragement, Punctuality, Homework and Behaviour. If behavioural difficulties continue or escalate a Yellow and Red Card are used to represent the more likelihood of more profound consequences, see Appendix 4 Referral Ladder.

### **8. Student Support Planning**

When required, an SSP will be put in place to support the behaviour of a particular student.

Individual behaviour supports are also put in place by the learning support department for those students deemed to require extra support. Outside agencies may also be involved in assessing the requirement of such supports and their advice would be sought in deciding the type of intervention's that need to be put in place to ensure the student's needs are appropriately met.

## **9. Induction Days / Information**

Induction is a gradual process, allowing students to prepare for their next phase of their education. Throughout life in CBS The Green students will be involved in a number of induction events;

- As a new entrant into first year.
- Second and Fifth year Subject Option Information Evenings
- At the beginning of Transition Year

Induction will focus on developing student awareness of the practical requirements and the relevant supports pertinent to the particular year. It will focus on easing and reassuring the students in the transition into each new programme.

## **10. Year Group Behaviour.**

The Year Head, Class Tutors, Wellbeing Department and Positive Behaviour Coordinator work collaboratively in promoting positive behaviour within each year group.

## **11. Teaching Positive Behaviour**

Each member of staff has a role to positively model the behaviour and life skills that CBS The Green expects students to develop. A mutually respectful classroom improves the teaching and learning environment for all. The teaching of positive and appropriate behaviour is given specific emphasis in Wellbeing classes. Senior school students may also be invited to work with junior classes in order to guide and mentor the development of an understanding of appropriate behaviour in school.

## **12. Assemblies**

Assemblies are held regularly with each year group. The school's expectations will be reinforced and positive behaviours will be acknowledged. In particular Year Heads and school management utilise Assemblies as an opportunity to reiterate an aspect of the Schools Ethos.

### **1.3 Policies**

The school has also formulated a number of policies and procedures to be followed with a view to ensuring the physical and psychological safety of both staff and students during the normal course of the school day. Such policies that are specifically relevant to students include

- Health and Safety Policy
- Child Protection Policy
- Code of Behaviour
- Anti-Bullying Policy
- Guidance and Counselling Policy
- R.E. Policy
- Special Needs Policy

- Critical Incident Management Policy
- Internet and ICT User Policy
- Substance Abuse Policy
- Attendance Policy
- Acceptable Internet Use Policy
- Dignity in the Workplace Policy
- Wellbeing Policy
- School Trips Policy

### **School Safety Statement**

CBS The Green endeavours to create a safe environment for all members of the school community. The school has a detailed safety statement, which is available from the school authorities on request.

## **Roles and Responsibilities**

### **2.1 The Role of the Board of Management**

The Board of Management manages the school on behalf of the Trustees and for the benefit of the students and their parents. The Board upholds the characteristic spirit of the school, and must publish its policies on admissions, participation, suspension and expulsion. The Board submits the code of behaviour to the Trustees – the Edmund Rice Schools Trust – for approval. Only the Board has the authority to expel a student. It also has the authority to suspend a student and is updated on disciplinary matters by the Secretary to the Board/Principal at its regular meetings. Certain incidents may require the calling of an extraordinary meeting of the Board.

The Board formally records the adoption of the code of the behaviour, the commencement date and decisions about when the code will be reviewed.

### **2.2 The Role of the Principal and Deputy Principals**

Both the Principal and Deputy Principals have responsibility for the internal management and discipline in the school on a day-to-day basis. The Board of Management has delegated the power of suspension (of up to five days) to the Principal. As Secretary to the Board, the Principal reports on disciplinary matters to the Board at its regular meetings. Important leadership tasks for the Principal and Deputy Principal are leading the audit and review of the code of behaviour and ensuring that it is implemented in the school.

### **2.3 The Role of Support Agencies**

A small minority of students may show particularly challenging behaviour. These students will need a supportive response involving the important adults in their lives, in school and at home. CBS The Green has established links with local support services in responding to the needs of students with serious behavioural/attendance/personal difficulties. Sources of support may include the National Educational

Psychological Service (NEPS), Tusla, HSE Social Workers, Youth Justice Workers, Garda Juvenile Liaison Officer and the Community Garda.

## **2.4 The Role of the Student Support Team**

The Student Support Team brings together all the support services of the school to review how the school is responding to the overall needs of the students. The team works with Year Heads tutors, reviewing students with difficulties and advising relevant groups within the school on pastoral and developmental issues and liaising with support agencies in the wider community. The student is encouraged to review his behaviour as part of this process.

## **2.5 The Role of Restorative Practice**

Restorative practice is based on restorative justice, which places an emphasis on repairing relationships and aims to create an ethos of respect, inclusion, accountability, and taking responsibility for our own actions. The key skills involved are active listening, dialogue, and problem solving with a view to conflict resolution.

## **2.6 Referrals to Other Members of Staff**

Some students need more active intervention to help them manage their behaviour. As part of the whole-school plan, subject teachers have access to support from other members of staff. Additional inputs or interventions might include referral to a Class Tutor, Year Head, Deputy Principal/Principal, or Board of Management. It may also involve the Guidance Counsellor, Learning Support staff, Student Support Team (SST) and Student Welfare Officer and Academic Monitor

### **The Class Tutor**

The Class Tutor has a pastoral relationship with his/her own class group. The teacher concerned develops positive relationships within the class and liaises with the relevant Year Head.

### **The Year Head**

The Year Head regularly liaises with Class Tutors and other staff members to identify students with difficulties or challenging behaviour in a particular Year group. He/she helps to foster a positive learning environment so that students are given every opportunity to achieve their full potential. The Year Head reports regularly to the senior Management team, e.g., the Principal or Deputy Principals at the SST team/year head meeting or as appropriate.

## **2.7 The Role of Staff**

### **The Subject Teacher**

All members of staff have a significant role to play in modelling effective teaching and learning which must include good practice and promoting positive behaviour in their daily interaction with students. These essential life skills are learnt by every student such as the ability to make well-balanced decisions; to resolve conflicts in a non-violent manner; and to develop a healthy lifestyle, good social relationships and responsibility.

The subject teacher is a significant source of help for students. As a leader of learning, and someone with an established relationship of trust, the teacher has a strong influence with students. The subject teacher

will deal with routine incidents of misbehaviour through classroom management strategies, thus minimizing the need for other interventions. Addressing the different types of student misbehaviour is suggested in Appendix Four & Five.

Teachers use their experience and professional skill to maintain a high-quality learning atmosphere and to modify and adapt the content of lessons and the methods of instruction to suit the needs of students. Staff praise student endeavour, set targets and monitor progress, keep records and communicate regularly with parents or guardians as the need arises.

Most students behave appropriately, with the help of consistent and clear rules in class and in school. Occasional minor misbehaviour should be attended to routinely and effectively through the skill of the classroom teacher. Good classroom management, conflict resolution, mediation and restorative practices encourage students to

1. Take responsibility for their actions.
2. Consider the impact their behaviour has on others.
3. Work collaboratively with members of the school community.
4. Repair any harm done and prevent conflict from reoccurring.

## **2.8 The Role of Parents**

Parents/guardians have the primary responsibility for the education and welfare of their children; they are key partners in the school community. The Principal will as a condition of registration, request all parents to confirm in writing that the code is acceptable to them and that they will ensure compliance with the code by their child.

Parents who have registered their son, must advise the school while their son is in 6th class primary school, of any medical, personal, educational or special needs their son may have. This information will enable the school to provide necessary supports for early intervention.

Parents have a responsibility to access their sons Academic, Attendance and Behavioural Reports regularly on Vsware

Parents are expected to make themselves available to discuss any concerns relating to their son.

It is imperative that the school always has a phone contact number for parents/guardians. It is the responsibility of the parent/guardian to provide this information, as well as the contact details of a family relation in that the event that the school cannot make contact with parents. The school must be made aware of a change of address or telephone number immediately.

Regular consultation and communication between the school and the parents/guardians and active participation by them in their child's education and specific school activities are all crucial to establishing effective home, school and community links. 8

Parents are encouraged to keep in regular contact with the school and advise the school of any difficulties their son is encountering by phoning the school and/or making an appointment with the relevant staff member.



Parents and guardians should make every effort to attend the regular Parent/Teacher Meetings held in the school.

The Parents' Council meets regularly and acts in an advisory capacity in drafting policies and in promoting the ethos of the school and the general welfare of students. The association hosts occasional seminars for parents on adolescent well-being and other areas of interest to parents. Parents are encouraged to be involved in the Parents Council.

## 2.9 The Role of Students

Prior to enrolment each year, prospective students and their parents are furnished with a copy of the school's Code of Behaviour and the code is explained to students again at the school's induction day. The Principal will as a condition of registration, request all parents to confirm in writing that the code is acceptable to them and that they will ensure compliance with the code by their child. By enrolling their son in the school, parents and guardians are agreeing to the code and will sign their son's school journal annually to confirm this and in doing so also agree to represent their son in all matters relating to the school.

Throughout their years at The Green, the code of behaviour and its rationale is explained to students by the class tutor, year head and school management. At assemblies, behaviour and work expectations are reinforced. Students are reminded of the awards for keeping behaviour rules, and the personal satisfaction of doing one's best with school and homework. A copy of the School Code of Behaviour is also published in the Student Journal. **The parent/guardian and student must sign this page in the journal at the start of each school year.**

Students are encouraged and taught to take individual responsibility for their own behaviour and learning, and to help create a healthy, safe and happy environment in which everyone can learn and develop. Restorative justice may be used as a means of sanction for misbehaviour, if appropriate. Students are encouraged to take responsibility for their actions, to repair the harm they've done. Students look out for each other's welfare and work for the greater good of the community. They show respect with reference to the Respect Rule in Appendix Two. They are encouraged to live by Christian values and to work for social justice. Students are expected and encouraged to engage and participate in all facets of school life.

Student leadership and innovation are fostered through the student council, mentoring programme, and a wide range of extra-curricular activities. Student leadership shall also be encouraged and fostered in the classroom by the subject teacher.

The student council is a valuable resource for supporting students. The council members are consulted on certain school policies, and they articulate issues of concern for students and suggest effective ways of addressing them.

In the mentoring programme, transition year volunteers assist first year students as they make the transition from primary to secondary school. They help to pre-empt many difficulties that can arise in this period and build relationships between senior and junior students.

## **SECTION 3.**

### **3.1 Formal Code of Behaviour**

This code has been developed in consultation with the school partners with the intention of encouraging students to behave appropriately, become self-disciplined and responsible in their adult lives. The code, which is in everyone's interest, has the following aims:

- To create a school that is safe for all.
- To provide an orderly environment for teaching and learning.
- To educate students to be courteous and respectful of others.
- To prepare students to become responsible citizens.
- To respect every student's right to an education.

### **3.2 School Rules**

The standards and rules contained in this code of behaviour apply not only within the environs of the school, but outside the school and in any situation where the student is still the responsibility of the school. Examples include attending school games, tours, extra-curricular activities or other school-related events. They apply where the student can be readily identified as a student of the school by their school uniform. This includes travel between the home and school. While wearing the school uniform the students are representing our school and must ensure that they do not behave in a manner that will bring discredit on themselves, their parents or their school. The School Rules will also apply where students engage in serious misbehaviour outside the school and their actions are deemed to have a direct impact on the school or on the reputation of the school.

1. Students shall treat staff, fellow students and visitors to the school with dignity, due respect and courtesy at all times. Behaviour such as verbal or physical abuse of staff, visitors and students will be sanctioned, up to and including expulsion.
2. Students must attend every class assigned to them on their timetable. Visits to the toilets and lockers, routine messages, etc. shall be restricted to break times.
3. Students must attend class on time, and during class behave in a manner that allows themselves and others to gain full benefit from the lesson being taught.
4. Students must not absent themselves from class without permission. Students leaving class must have their journal signed by their teacher.
5. Students leaving the school must (a) have a note from their parents on the school App, (b) get this note approved in the journal by their year head, Deputy Principal or Principal (c) sign out in the office before departure (d) must be collected from the school by parent/guardian immediately after signing out.
6. The School App must be used to:

- Explain all absences. Parents are reminded of their obligation to inform the school of an absence (or illness) and the reasons for same as set out in section 18 of the Education (Welfare) Act 2000. The School Ap is to be used by parents to inform the school in writing giving permission for their son to be absent from school.
  - Request permission to leave the school premises during the day. (see procedure 3.2.4 above)
  - Explain late arrivals to school.
7. Students are expected to take pride in their personal appearance. Full school uniform must be worn at all times in school, on their way to and from school and on school related outings.

The school uniform consists of blue shirt, grey jumper, grey trousers, plain black shoes (no coloured trim, logos, symbols, or laces permitted) .

The school jacket is the only jacket allowed to be worn in the school building. It may be worn in class with the teachers permission. Non uniform items will be confiscated and returned at the end of the school day.

Jewellery (incl. earrings, bars, studs) and inappropriate hairstyles are not permitted. No dyed or lighted hair is permissible , only natural hair colour is allowed. A note in the homework journal is required if a student needs to wear an alternative to the uniform for a short period of time.

8. Students must have proper books, copies and equipment for each subject. All personal property must be neat and free from graffiti.
9. The homework journal must be used in every class. All homework, written or learned shall be noted at the end of each class period. All homework assigned should be properly learned and presented. The journal is the property of the school. It must be kept neat and free from graffiti at all times. If the journal is deemed to be inappropriately used e.g. graffiti or information not pertaining to the school, a student will be asked to replace the journal at a cost of €20.

#### 10. Smoking/Illegal Substances

Students are forbidden to smoke/ vape in the vicinity of the school and during school activities. Under the Public Health (Tobacco) Act 2002, it is an offence for any person to smoke/vape any where within the school grounds and building. The school therefore deems smoking/vaping within the school boundaries a serious offence.

The possession of E-cigarettes are strictly forbidden on the school grounds.

Any student caught smoking / vaping will incur a one-day suspension.

Repeated offences will incur more serious sanctions, up to and including expulsion. The student's attention will also be drawn to the Act and he will be advised that he will be reported to the Environmental Health Officer. He will also be reminded that he is liable to the penalties referred to in the Act, up to and including a fine of €3,000.

#### 11. Alcohol

The consumption of alcoholic drink and bringing alcoholic drink to school or on school outings is expressly forbidden. Any student found in possession of, or under the influence of, or selling/offering alcohol, will be sanctioned, up to and including expulsion.

## 12. Substance misuse

Substances including the misuse of drugs, and “legal highs” is expressly forbidden. Possession of drugs or drug-like substances in school or on school related outings/activities is also strictly forbidden. Any student found in possession of, or under the influence of, such substances will be sanctioned, up to and including expulsion (Ref: Substance misuse policy). The Gardaí will be notified.

13. Food and drink may be consumed only in designated areas and school grounds during break times. The chewing of gum is forbidden.

14. All electronic equipment including mobile phones must be switched off and out of sight unless sanctioned by a class teacher (see AUP). Any student needing to use a phone may report to the office for assistance. Non-compliance will result in the item being confiscated, given to the Principal/Deputy Principal and returned to a parent/guardian. Subsequent breaches will mean confiscation of the item for five school days. The SIM card is defined as part of the mobile phone. The use of mobile phones by students to record pictures or sounds is strictly forbidden on the school campus or on any school related activity. Any student found to be in contravention of this could be liable for a sanction, up to and including suspension in line with the school's Code of Behaviour.

We acknowledge that the use of internet and mobile phones can be invaluable. However, these technologies can also be misused, thus causing offence and harm to others. Each student is required to sign up to the school's Acceptable Internet Use Policy. Making nuisance phone calls, or sending unwanted text messages/e-mails/ posting offensive messages/photos is defined as harassment by law. It is contrary to the school's Dignity in the Workplace Charter, it's Anti-Bullying Policy and Code of Behaviour. Inappropriate behaviour and breach of any of these policies will result in serious disciplinary action, up to and including exclusion from school, in accordance with the school's disciplinary procedures.

15. School property should be treated with care and respect. Students must compensate the school for damage they cause. Students are expected to practice a positive approach to order and tidiness by not littering and by picking up any litter found in classrooms, corridors and communal areas.

16. All students are expected to contribute positively to school life. Willing participation in school related activity and/or other extra-curricular activities is expected.

17. Students must follow directions from all staff while moving around the school. They must not run or engage in inappropriate behaviour while doing so.

18. Bullying is strictly forbidden as outlined in the school's Anti-Bullying Policy.

19. Tampering with the Fire alarm or other security devices is strictly forbidden and will be dealt with under this policy.

## **SECTION 4**

### **Sanctions**

#### **4.1 The Objective of a Sanction**

The purpose of sanctions is to bring about a change in behaviour by helping students to learn that their behaviour is unacceptable, to take responsibility for their actions and to recognise the effect of their actions and behaviours on others. In instances of serious breaches of school standards, sanctions are necessary to prevent serious disruption of teaching and learning or to keep members of the school community safe.

#### **4.2 How are Sanctions Applied?**

Teachers and Year Heads have the power to impose minor sanctions. The Principal has the authority to suspend, while the Board of Management has the authority to suspend or exclude a student.

Sanctions are applied in a fair, consistent and timely fashion and are proportionate to the nature and seriousness of the misbehaviour. The school distinguishes between minor misbehaviour and serious misbehaviour, depending on such factors as:-

- the nature of the offence
- the frequency, duration and persistence of the misbehaviour
- whether it is part of an escalating pattern of poor behaviour
- The context of the behaviour.

#### **4.3 Range of Sanctions**

Sanctions range from a word of advice/warning to expulsion.

Sanctions by a teacher may include some of the following, but this list is not exhaustive, while paying due regard to restorative justice in as far as is possible at this point:

- Verbal reprimand.
- Being moved to another location within the classroom.
- Extra work/Penalty sheet.
- Note on Vsware (Behavioural Tab)
- Note in journal
- Detention
- Parents are contacted
- Meeting with parents in the school.

Referral to the Year Head

- Subject teacher escalates the issue to year head by referral through VsWare.
- Year Head meets with student and interviews him using restorative questioning techniques.
- Parents are contacted.
- Student may be put on a Targeted Positive Behaviour Card
- Year Head may alert the Student Support Team/ Guidance Counsellor/ Student Welfare Officer/ Academic Monitor/SENCO who links with student as soon as possible
- Parents are contacted by phone by the year head if misbehaviour continues
- A meeting is arranged between year head, parent and student and the student is placed on a yellow Behaviour Report Card for 5 school days

#### Referral to Senior Management

- Student and parent meets Deputy Principal & Year Head.
- Student is placed on a red Behaviour Report Card for 5 school days & automatic one and a half hour, Saturday morning detention takes place.

#### Referral to Deputy Principal or Principal

- Temporary removal to a supervised location e.g., while awaiting the arrival of parents.
- Withdrawal of privileges (e.g., school outing or participation in extra-curricular activities withheld).
- A Fine if damage to property is caused.
- Suspension

#### Referral to Board of Management

- Board advised of short-term suspensions.
- Board decides on longer term suspensions.
- Formal report on discipline matters to the Board of Management.
- Parent/Student Appeals to the Board of Management.
- Expulsion.

#### Referral to the Gardaí, HSE or other support agencies

- In the case of an alleged criminal act, the matter may also be referred to an Garda Síochána and/or the duty Social Worker at Tusla, as appropriate, in line with national child protection procedures, best practice and State legislation.

#### **4.4 Detention**

It is expected that students will accept and respond positively to correction from members of staff, be it inside or outside the classroom. Students who fail to do so or who repeatedly disregard any regulations, will be given a period of detention. This may be after school, Saturday morning, during lunchtime or at another time deemed appropriate by the school authorities in consultation with parents. (See Appendix 3 & 5)

#### **4.5 Sanctions may not always be Incremental**

Sanctions are applied appropriate to the misbehaviour concerned. Generally, the sanctions may follow incremental steps if the student re-offends. However, in certain serious cases (see examples of listed named behaviours in Appendix Three) the degree of disrespect or disregard for school rules shown by a single act may warrant that a student is referred directly to the school Deputy Principal or Principal and in line with fair procedures (and following consultation with the student, parents and Year Head) be suspended or recommended for expulsion.

However, fair and just procedures, as well as the right of appeal, still apply in these cases.

#### **4.6 Ladder of Referral (see Appendix Four)**

The initial sanctions outlined above are effective for the majority of students. However, a small number of students may require further attention. The following structures and procedures – a ladder of referral - indicate how the situation will normally be dealt with, when the need arises:

- The teacher deals with the issue. The teacher imposes their own sanctions.
- If the mis-behaviour continues in class, the teacher records each incident on VsWare and records the intervention taken / sanctions. Parents are contacted to discuss the issue.
- The matter is referred to the Year Head. If there is no improvement, the year head contacts home and a student may be placed on a Targeted Positive Behaviour Report Card.
- In some cases, the student may be referred to the Student Support Team/ Guidance Counselling Service/ Student Welfare Officer/ Academic Monitor/ SENCO or other external support agencies e.g. TUSLA, NEPs and others.
- If there is no improvement in the student's behaviour, steps 5 & 6 of the Ladder of Referral (Appendix 4) will be followed.
- The matter is referred to the Deputy Principal, refer to step 7 of the Ladder of Referral
- If there is an escalation in behaviour the matter may be referred to the Principal and the Board of Management. The Board may be asked to consider expulsion.
- In the case of expulsion, officers of the National Education Welfare Board are informed.
- The matter may be referred by way of appeal to the Department of Education under Section 29 of the Education Act.

#### **4.7 General Procedures for Dealing with Breaches of the Code**

(a) Any breach of classroom discipline will in the first instance be dealt with by the classroom teacher. The classroom teacher will employ restorative justice techniques, help the student see his wrong doing and impose a sanction on the student, as appropriate. Parents/guardians will be informed of the issue by a note on VSWare and a phone call if the issue continues. Appendix Five illustrates how aggressive behaviour will be dealt with.

(b) Where the behaviour is repeated, the class teacher should escalate the matter to the Year Head, and if the offence continues, it is referred to the Deputy Principal. Appendix Four illustrates the steps in the ladder of referral.

(c) The Year Head will continue to employ restorative justice techniques and impose a sanction on the student as appropriate. Where a student is placed on detention, twenty-four hours' notice is given. The Year Head will report to the Deputy Principal and/or Principal on a regular basis.

(d) A serious breach in the code of behaviour or an offence must be noted on an incident form (Appendix 6) and must be brought directly to the attention of the Deputy Principal or Principal.

(e) The matter is referred to the Deputy Principal or Principal where the above procedures have been followed and there is persistent low-level disruption or misconduct; where there is a once-off incident of a very serious nature - intimidation, bad language, damage to property, harassment, refusal to obey reasonable instructions or disruption to the educational process; where students have failed to comply with the sanctions outlined above or where there are other considerations which merit it, the matter will then be investigated. Following investigation, sanctions will be applied.

(f) Where an investigation may need to be carried out, the Year Head/Deputy Principals/ Principal may meet with the student on a one to one to fully investigate the matter. A written record of the meeting will be taken. Where any student is interviewed about alleged or suspected wrongdoing by others or by themselves, notes of the interview will be taken. Students may be asked to make a written statement about their knowledge of an incident. Records may be kept by the Year Head, Deputy Principal, Principal and Guidance Counsellor and if necessary, the subject teacher involved.

(g) Suspension. After consulting with the parents/guardians, year heads, class tutors, and subject teachers, if necessary, the Principal may suspend a student from school. The Parents have a right of appeal to the Board of Management. The Principal will report on discipline matters to the Board of Management at their regular meetings. The Board of Management has delegated the authority to **suspend a student for up to three consecutive days to the school Principal. However, the principal may suspend a student for five consecutive days with the approval of the Board of Management. See Section 5 for more information on Procedures involved in Suspension.**

(h) Expulsion. A decision to expel a student rests with the Board of Management. Where it is decided to expel a student, or where the cumulative number of days on suspension for a particular student exceeds twenty in one school year, parents will be informed of their right to appeal the decision to the Department of Education under Section 29 of the Education Act. See Section 6 for more information on Procedures regarding expulsion.

(i) Tusla will be informed of any suspension of six days or more and of any expulsion. Tusla shall also be informed if any suspension gives rise to a situation where a student's total absences for the school year exceed 20 days. Appeals may be made by the parents/guardians to the Department of Education in the case



of an expulsion or where the cumulative total number of days on suspension for a student exceeds twenty in any one year.

## SECTION 5.

### Suspensions and Expulsions

#### Relevant Legislation

1. Education Act 1998
2. Education Welfare Act 2000
3. Equal Status Act 2000

#### **5.1.(i) Education Act 1998 – Section 15 (2)**

*The Board of Management shall “Consult with and keep the patron informed of decisions and proposals of the Board”*

*Publish, in such manner as the Board with the agreement of the patron considers appropriate, the policy of the school concerning admission to and participation in the school, including the policy of the school relating to expulsion and suspension of students and admission to and participation by students with disabilities or who have other educational needs, and ensure that as regards policy principles of equality and the right of Parents to send their children to a school of the Parents’ choice are respected and such directions as may be made from time to time by the Minister, having regard to the characteristic spirit of the school and the constitutional rights of all persons concerned, are complied with.*

#### **5.1.(ii) Extract from Section 23 of The Education Welfare Act 2000 states**

*“The board of management of a recognised school shall, after consultation with (Principal, Teachers, Parents, Educational Welfare Officer) prepare a code of behaviour in respect of the students registered at the school”.*

*A code of behaviour shall specify –*

- a. the standards of behaviour that shall be observed by each student attending the school*
  - b. the measures that may be taken when a student fails or refuses to observe those standards*
  - c. the procedures to be followed before a student may be suspended or expelled from the school concerned*
  - d. the grounds for removing a suspension imposed in relation to a student; and*
  - e. the procedures to be followed relating to notification of a child’s absence from school*
- The Principal of a recognised school shall, before registering a child as a student at that school ...provide the Parents of such child with a copy of the code of behaviour in respect of the school and may, as a condition of so registering such child, require his or her Parents to confirm in writing*

*that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child.*

**Extract from Section 24 of The Education Welfare Act 2000 states**

- *Where a board of management or a “person acting on its behalf” believes that a student should be expelled it must before doing so inform the welfare officer of this belief and the reasons for so believing.*
- *The welfare officer must consult with the Principal (or his / her nominee), the student and his/her Parents and other appropriate persons and convene a meeting of those willing to attend.*
- *A student may not be expelled for twenty school days after the welfare officer receives this notification*
- *A board has the right to take such reasonable measures as it considers appropriate “to ensure that good order and discipline are maintained... and the safety of students is secured” during this twenty-day period”.*

**Extract from Section 29 of The Education Welfare Act 2000 states**

*Where the board or a person acting on behalf of the board-*

- *Permanently excludes a student from a school or suspends a student from attendance at a school for a period to be prescribed for the purposes of this paragraph, or refuses to enrol a student in a school, or makes a decision of a class which the minister, following consultation with Patrons, national association of parents, recognised school management organisations, recognised trade unions and staff associations representing teachers, may from time to time determine may be appealed in accordance with this section, the parent of a student, or in the case of a student who has reached 18 years of age, the student, may, within a reasonable time from the date that the parent or student was informed of the decision and following the conclusion of any appeal procedures provided by the school or the patron, in accordance with section 28, appeal the decision to the Secretary General of the Department of Education and Skills and the appeal shall be heard by a committee appointed under subsection (2).*
- *The full section of this appeals procedure is available on request from the school.*

**5.1.(iii) Section 3 Equal Status Act 2000 states**

*“..discrimination shall be taken to occur” where a person is treated less favourably than another on any of the grounds set out in Section 5.*

**Section 5 Equal Status Act 2000 states**

*The prohibited grounds of discrimination are: Gender, marital status, family status, sexual orientation, religion, age, disability, race, membership of the Travelling Community, victimization.*

**Educational establishments**

## **Section 7 (2) Equal Status Act 2000 states**

*(a) An educational establishment shall not discriminate in relation to:*

*the admission or the terms or conditions of admission of a person as a student to the establishment,*

*(b) the access of a student to any course, facility or benefit provided by the establishment,*

*(c) any other term or condition of participation in the establishment by a student, or*

*(d) the expulsion of a student from the establishment or any other sanction against the student.*

## **5.3 General Principles**

1. Students have a statutory obligation to attend school up to age 16. Accordingly, students have a right to attend school up to that age.

2. Having been admitted to CBS The Green, all students have the right to learn in an orderly and caring environment. CBS The Green establishes and maintains high expectations of student behaviour. All members of the school community should be aware of and model these expectations and participate in their development.

3. All students and teachers of CBS The Green have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination.

4. There may be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the Principal and /or the Board of Management of CBS The Green in these situations.

5. Collaboration between Board of Management, school staff, students and parents is an important feature of Behaviour Management in CBS The Green. All should be fully aware of the suspension and expulsion procedures and their place in the context of the school's Code of Behaviour.

6. Suspension is only one strategy within our school's Code of Behaviour. It is most effective when it highlights the Parents'/Guardians' responsibility for taking an active role, in partnership with the school, to work with their child, to enable the child's behaviour to change. CBS The Green will work with Parents / Guardians with a view to assisting a suspended student to rejoin the school community as quickly as possible.

7. Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for School Authorities to plan appropriate support for the student to assist with successful re-entry.

8. The Principal has authority, under the Articles of Management for Secondary Schools, to suspend "any pupil for a limited period and shall report any such suspension to the Board of Management at its next meeting". [Article 19(b)]

9. If, in the judgment of the Principal, a pupil should be expelled, the Principal shall refer the matter to the Board of Management for decision. [Article 19 (c)]

10. The Board of Management and the Principal will exercise this authority having regard to their responsibilities to the whole school community and to the Principles of Natural Justice.

11. In implementing these procedures, the Principal and Board will ensure that no student is discriminated against on any of the following grounds:

- . gender
- . marital status
- . family status
- . sexual orientation
- . religion
- . age
- . disability
- . race
- . membership of the minority community
- . victimisation

12. The Board of Management will ensure that the implementation of these procedures will take into account such factors as:

- a. The age and state of health of the pupil
- b. The pupil's previous record at CBS The Green
- c. Any particular circumstances unique to the pupil which might sensibly be taken into account in connection with the behaviour, e.g.; strained or traumatic domestic situations
- d. The extent to which parental, peer or other pressure may have contributed to the behaviour
- e. The degree of severity of the behaviour, the frequency of its occurrence and the likelihood of its recurring;
- f. Whether or not the behaviour impaired or will impair the normal functioning of the pupil or other pupils in CBS The Green.
- g. Whether or not the behaviour occurred on school premises or when the pupil was otherwise in the charge of the school staff or when the pupil was on the way to or from school. An important consideration in cases of doubt is the extent to which behaviour away from the school had a serious impact on the life of the school;
- h. The degree to which behaviour was a violation of one or more rules contained in the school's Code of Behaviour and the relative importance of the rule(s);

i. Whether the incident was perpetrated by the pupil on his own or as a part of a group.

13. Depending on the nature and extent of the misbehavior, the support of other agencies such as the National Education Welfare Board (TUSLA) or the National Educational Psychological Service (NEPS) may be sought by the Board of Management.

14. The Principles of Natural Justice are fundamental to the implementation of these procedures. [See Appendix 1]

### 5.3 Suspensions

#### 5.3.(i) Procedures to be followed in the event of a Suspension

Suspension is defined as “*requiring the student to absent himself from the school for a specified, limited period of school days*”. During the period of suspension, the student retains his place in the school. The Board of Management has delegated the authority to **suspend a student for up to three consecutive days** to the school Principal. **However, the principal may suspend a student for five consecutive days with the approval of the Board of Management.**

Suspension should be a proportionate response to the behaviour that is causing concern. Normally other interventions would be tried before suspension. The decision to suspend requires serious grounds, for example:

- The student's behaviour has had a serious detrimental effect on the education and/or welfare of students or others;
- 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;
- The latest incident represents an accumulation of offences by the student and other interventions have failed;
- A single incident of serious misconduct;
- The student engages in a behaviour that is seriously disruptive to learning or potentially dangerous.

#### 5.3.(ii) 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 the appropriate response
- The possible impact of suspension

- The fact that all the parties have signed up to Code of Behaviour and the list of named misbehaviours.

### **5.3.(iii) Forms of Suspension**

- Immediate Suspension

In exceptional circumstances the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school would represent a serious threat to the students, or staff or any other person, or for a breach of the named misbehaviours listed in Appendix Three. Fair procedures must still be applied. This sanction should only be used where there is:

A serious threat to safety of other students and personnel

- Automatic Suspension

The Board of Management may decide, as part of the school's policy on sanctions and following a consultative process with all the school partners, that particular named behaviours incur suspension as a sanction. See Appendix Three for a sample list of such named behaviours. However, due process and fair procedures must be followed in each case.

- General Case of Suspension

When there is a serious incident of misbehaviour, the issue will be fully investigated by the Principal or Deputy or a person with delegated responsibility, other than the offended party. Witnesses to the event(s) may be interviewed. A written record of the investigation will be kept.

### **5.3.(iv) Procedures**

Reasons for the suspension of a pupil must be linked with the Code of Behaviour. The student and Parents/Guardian must become familiar with its contents and have signed that they have read and understood and accepted the Code prior to a student's enrolment into CBS The Green. This is printed in the student's journal/diary.

Automatic suspension will only occur after the Principal has :

- ensured all discipline options under the Code of Behaviour have been applied and documented
- ensured all appropriate support personnel ( internal and external) have been involved
- ensured that restorative discussion has occurred with the student and Parent / Guardian regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- ensured that diagnostic assessments have been carried out where appropriate (i.e. NEPS), particularly where unacceptable behaviour is ongoing and consistent.
- provided a formal written warning detailing these behaviours, as well as clear expectations of what is required of the student in the future

- recorded all action taken, and
- copied all correspondence

The Principal may suspend immediately in some circumstances e.g. violence, threats of violence, presence of weapons, illegal drugs etc.

If a student is suspended for a period of 6 days or more, the Principal must inform the local Educational Welfare Officer.

### **5.3.(v) Essential Elements In The Procedure For Suspension**

1. The Principal makes a decision (or, in the Principal's absence, the acting or Deputy Principal) on the basis of the reasons set out in the Code of Behaviour, and the parameters set out by the Board of Management.

2. The student is informed of the decision. The student must be informed of the precise grounds which gave rise to a possible suspension, and be given an opportunity to respond, before a decision to suspend is reached and formalised.

3. Parents/Guardians are informed by (registered) post and/or telephone and invited to come to the school for a meeting.

4. If suspension is to be immediate (e.g. in the interests of health and safety) Parents/Guardians may be informed by phone, with written follow-up.

5. A Student may be supervised 'out of class' in school until suspension takes effect.

6. A student will never be sent home during the school day, unless collected by Parent / Legal Guardian (or other suitable arrangement made).

7. The formal letter of notification should include :

- Notice of the suspension
- Effective date of the suspension
- Duration of the suspension
- Reasons for the suspension
- Expectations of the student while on suspension (A Study Programme may be collected from the school during the period of suspension by a Parent/Guardian).
- Importance of Parental assistance in resolving the matter
- A statement that the student is under the care and responsibility of the Parents/Guardians while on suspension
- A statement that the Education Welfare Board has been informed (If the suspension is longer than 6 days, or the student has been suspended for more than 20 days during the school year to date)

- Information on Appeal rights (internal school appeal /Section 29 Appeal)
- Requirements which need to be in place when student returns ( e.g. written apology, completed assignments etc.)

8. If consideration is being given Expulsion Proceedings, then the letter must make this clear.

Procedures for the formal re-introduction of the student into the school

- Parents may be requested to attend with the student on the day of his/her return to the school
- Undertakings of good behaviour will be requested in writing
- Agreed conditions ( e.g. Counselling, referral to NEPS, other pastoral supports ) should be signed by Parent and pupil.

### 5.3.(vi) Grounds For Removing A Suspension

Section 23 (2) (d) of the Education Welfare Act 2000 requires the school to publish the grounds for removing a suspension. This implies that a system is in place for review / appeal of a suspension.

Grounds may include :

- The Principal / Board may agree that a different sanction should be applied after discussion with the Parents
- Successful appeal to the Board of Management
- Successful appeal under Section 29 of the Education Act
- New circumstances come to light
- Other grounds under GENERAL PRINCIPLES 5.2.(10) above

### 5.3.(vii) Appeals

The Principles of Natural Justice demand that there should always be an appeal to a higher authority.

Any appeal lodged to the Principal/Secretary, Board of Management by a Parent/Guardian of a student that has been suspended from CBS The Green will be brought to the attention of the Board of Management at its next scheduled meeting.

An application for a suspension appeal must be lodged, in writing, to the Principal/Secretary, Board of Management, by the Parent/Guardian of the student suspended, within 10 school days from the time of suspension. A date for final submission of an appeal will be stated in the letter of suspension to Parents/Guardians.

The Board of Management will consider the application for a suspension appeal of a student by;

- Hearing the Principal's case against the student (this case should be made in the presence of the Parents)



- Hearing the Parents' response
- Examining all the documentation
- Ensuring the Principal is not present for the Board's discussion and decision on the matter.
- Discussing the case in detail
- Considering all matters in GENERAL PRINCIPLE 5.2.(10) above
- Making a final decision.
- Communicating the decision to the Parents/Guardians formally through the Secretary of the Board of Management by registered letter.

It is possible that a suspension may already be served before the appeal is actually heard. If the appeal is successful, the only remedy may then be to have the suspension removed from the student's file / record.

(See Appendix 1)

## **5.4 Expulsions**

This is the ultimate sanction imposed by the school and is exercised by the Board of Management in extreme cases of indiscipline. In advance of any hearing, which could result in an expulsion, the school will investigate the matter in accordance with the principles of natural justice (see Appendix 1). Reasons for the expulsion of a pupil must be linked with the Code of Behaviour. Parents/Guardians must be familiar with its contents and have signed that they have read, understood and accepted the Code prior to a student's enrolment into CBS The Green. [The Code of Behaviour is also in the students diary/journal]

Essential Elements in the Procedure for Expulsion

### **5.4.1 Expulsion can only occur after the Principal has:**

- ensured all discipline options under the Code of Behaviour have been applied and documented
- ensured all appropriate support personnel (internal and external) have been involved
- ensured all procedures, referrals, supports have been exhausted
- ensured that discussion has occurred with the student and Parent / Guardian regarding specific misbehaviour which the school considers unacceptable and which may lead to expulsion
- provided formal verbal and written warnings at appropriate times, detailing these behaviours, as well as clear expectations of what was required of the student in the future
- recorded all action taken
- copied all correspondence
- informed the Parents/Guardians of their intention to recommend expulsion to the Board of Management

- Invited the Parents/Guardians to the Board of Management hearing
- Invited the Parents/Guardians to make a written submission in advance of the Board Meeting
- Provided the Parents with a full, written description of the allegations against the student and the case being made at the Board, together with copies of all documentation, statements etc. supporting that case.
- Made a formal expulsion recommendation to the Board with full supporting documentation.

**5.4.2** Expulsion can only occur after the Board of Management has:

- Heard the Principal's case against the student (this case should be made in the presence of the Parents)
- Heard the Parents' response
- Examined all the documentation
- Considered the student's record in the school
- Taken legal / expert advice
- Ensured the Principal is not present for the Board's discussion and decision on the matter.
- Discussed the case in detail
- Considered all matters in GENERAL PRINCIPLE 5.2.(10) above
- Made a final decision to expel
- Communicated the decision to the Parents formally through the Secretary to the Board (registered letter)
- Informed the Education Welfare officer under Section 24(1) of the Education Welfare Act 2000.

The formal letter of notification should include:

- Notice of the expulsion
- Effective date of the expulsion
- Reasons for the expulsion
- A statement that the Education Welfare Board has been informed
- A statement that the student is under the care and responsibility of the Parents/Guardians for the period of 20 days required by the Education Welfare Officer to examine alternative provisions for the education of the student

- Information and documentation on Appeal rights (i.e. Section 29 Appeal) NOTE: An appeal to an expulsion of a student from CBS The Green is lodged to the Secretary General of the Department of Education & Skills under Section 29 of the Education Act 1988

*Reviewed and approved by the Board of Management on 03/10/2022*

*Review date September 2023*

## **APPENDIX ONE**

### **Principles of Natural Justice**

#### Procedural Fairness

Procedural fairness is a basic right of all individuals dealing with authorities. All communities have a legitimate expectation of fairness in procedures. CBS The Green, (Board of Management, Principal and teaching staff) will follow these principles in all circumstances, particularly when dealing with suspensions and expulsions.

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 an 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

As part of ensuring the right to be heard, the Principal should establish if Parents / Guardians require an interpreter and, if so, make arrangements for one to be available.

The Principal will ensure that students and Parents / Guardians have access to policies and procedures under which action is being taken.

While it is generally preferable for the functions of investigating and deciding to be carried out by different people, in the school setting this may not always be possible.

If the Principal is conducting both the investigative and decision making stages, he/she must be reasonable and objective. Ultimately, the Principal must act justly. While it is difficult to combine the roles of investigator and adjudicator, it is preferable to have another appropriate officer, such as a Deputy or Year Head, carry out the investigation, if possible. There may at times be no other alternative for the Principal but to exercise both roles.

The availability of a line of appeal to a more senior officer adds to the fairness of the process and offers a check, in case there is a perception of a conflict of interest. It is the Principal's responsibility to suspend a

student from school or to recommend to the Board the expulsion of a student from school. This responsibility is not to be delegated to any officer other than one acting in the Principal's position.

To ensure the elements of procedural fairness are met, it is appropriate to provide student and his Parents / Guardians with details of all allegations relating to the incident. This usually will involve providing copies of any relevant statements. The Principal may decide that it is not appropriate to provide exact copies of statements, because of a fear that witnesses may be intimidated. Full details of the allegations outlined in the statements should be provided.

In matters where a long suspension or expulsion is contemplated, the gravity of the circumstances requires particular emphasis being given to procedural fairness. This includes the availability of a support person/observer at formal interviews, the key features of which should be taken down in writing.

Monitoring, Review and Evaluation of this Policy and all related work and procedures will take place on an ongoing basis in order to keep the School up to date with current best practice in this area.

## **APPENDIX TWO**

### **The 'Respect' Rule**

Our 'respect' rule sets out in a positive manner our expectations of all students in the school. A copy of our 'respect' rule is printed in the students' journal. The 'respect' rule, which applies to all in the school community, adults and young people alike, states: "Respect will be shown to everyone in the school community at all times."

In other words, we will all act with courtesy and consideration to one another at all times.

This means that:

1. You always try to understand other people's point of view.
2. In class you make it as easy as possible for everyone to learn and for the teacher to teach. (This means arriving on time with everything you need for that lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times).
3. Remember 'Safety First and Safety Second'. (This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things). On the corridors please keep to the left.
4. You always speak respectfully to everyone and use a reasonable tone.
5. You listen to the other person's point of view.
6. You keep the school clean and tidy so that it is a welcoming place we can all be proud of. (This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of displays, particularly of other people's work).

7. Out of school, coming from and going to school, walking locally or with a school group, you always know that the school's reputation depends on the way you behave.

As part of our Code of Behaviour we have a very strong policy against Bullying. Our Anti-Bullying Policy is stated in the Student Journal. It is part of our Anti-Bullying Code that:

- Every pupil is entitled to an education free from harassment or abuse and bullying is not tolerated in the school. Every person has the right to feel safe and valued at our school.
- There should be no unwelcome name-calling, teasing, verbal abuse, physical abuse or fighting; no unwelcome comments about a pupil or their family.
- Any incident brought to the attention of teachers *or* the school authorities will be investigated. If the problem persists the perpetrator(s) will face serious disciplinary sanctions.

If you are being bullied or are the subject of unwelcome attention or if you are aware that anyone else is suffering in this way, Please tell someone you trust immediately.

It is very important that we are informed about any unwelcome incidents as soon as possible.

## **APPENDIX THREE**

### **Named Behaviours**

To protect the authority of the school and the integrity of the teaching and learning process, suspension up to and including expulsion should be considered the appropriate punishment for the offences listed below. This sanction should be imposed following a collective decision by the Principal, Deputy Principal and where necessary, the Board of Management, having fulfilled the requirements of the Disciplinary Process.

Examples of such named behaviours include:-

Abusive, vulgar, threatening, racial or sexually suggestive language or behaviour directed by a student at any member of the school community.

Sexual abuse and/or sexual harassment.

Physical abuse, violence or threat of physical behaviour (e.g. invasion of personal space liable to lead to violence) towards teachers or peers.

Fighting in school grounds or outside the school grounds during the school day.

Vandalism or deliberate, malicious damage to school property or that of a member of the school community.

Substance Misuse.

Blatant flouting of the school's anti-smoking rules.

Stealing from school/staff/students.

Use of fireworks, bangers, stink bombs, etc.

Setting off fire alarm without good reason.

Disrupting school examinations, State examinations or school-related events.

Persistent disruption.

Refusing to obey the reasonable instructions of a teacher in a significant manner.

Committing a single instance of other such gross misbehaviour.

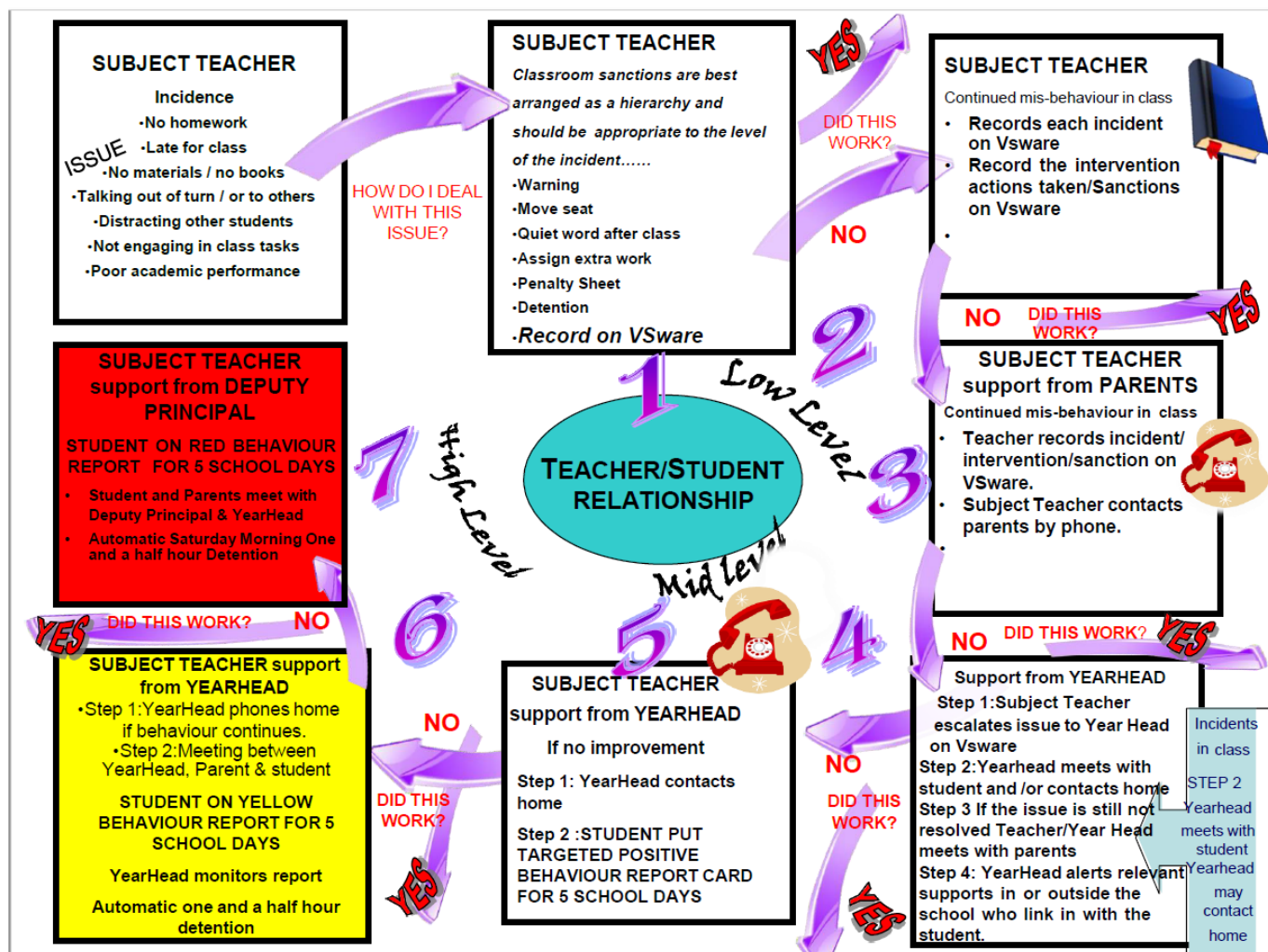
Acting contrary to school policy.

This list is not meant to be exhaustive but indicates the types of offences which may be deemed to merit suspension.

The rights of the disruptive student to remain in class must be balanced against the right of the teacher to teach and for the other students to learn. At times, this might necessitate the removal of a student from class to report to the Deputy Principal or Principal with an incident report from the teacher concerned to be given to the Deputy Principal after class (see Appendix six).

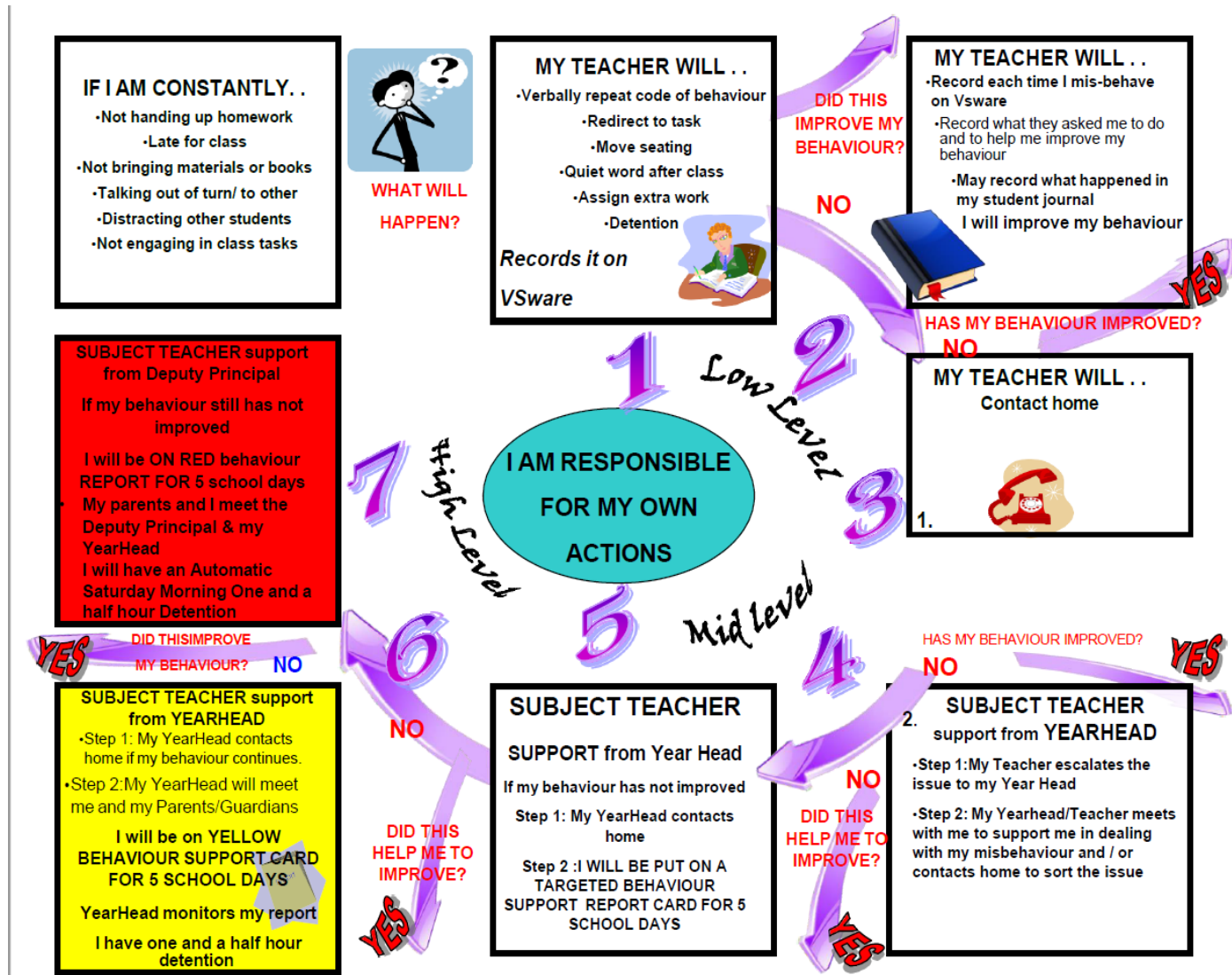
## **APPENDIX FOUR**

### **Ladder of Referral**





### Ladder of Referral – Student Version



## APPENDIX FIVE

### **Aggressive Behaviour**

For example: being continually argumentative/confrontational, using unacceptable language, temper tantrums, refusing to follow reasonable instructions after repeatedly being asked.

What does the teacher do?

- Send for Deputy Principal/Principal
- The teacher should complete an incident form and forward it to the Deputy Principal.
- Deputy Principal/Principal will assess the issue and appropriate steps will be taken.

Sanctions by Deputy Principal/Principal of Saturday morning detention / suspension or referral to the Board of Management will be considered.