



Scoil na mBráithre, Dungarvan

An Edmund Rice School

Code of Positive Behaviour

Introduction

Scoil na mBráithre wishes to clearly set out a Code of Positive Behaviour for our school community which reflects the values of Edmund Rice as clearly expressed in the Edmund Rice Schools Charter.

The Code encourages active participation by all the partners in this community – students, parents, school management and staff, - to ensure the Code of Positive Behaviour works to the benefit of all and creates an environment in which the welfare of all is protected. This code should be read in conjunction with other relevant School Policies, particularly the Anti-Bullying Policy.

The school's Code of Positive Behaviour is rooted in the Edmund Rice School's Trust vision which states that:

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



**Iontaobhas Scoileanna Éamainn Rís
Edmund Rice Schools Trust**



The five key elements of the Edmund Rice Charter within which our school mission, ethos and expectations are grounded are:

Nurturing Faith, Christian spirituality and Gospel-based values

Promoting Partnership

Excelling in Teaching and Learning

Creating a caring school community

Inspiring transformational leadership

The elements of the charter are at work in our school as students are encouraged to take responsibility for their own behaviour and learning and to help create a healthy, safe and happy environment, in which everyone can learn and develop. Student leadership and innovation are encouraged and promoted. The school partners seek to promote personal dignity and safety so that all members of the school community may work and learn together, free from harassment, bullying or disruption. The school promotes a disciplined work ethos and rewards initiative. It seeks to assist students to develop their talents and skills for the benefit of all. The school acknowledges, affirms and appreciates the genuine efforts of the entire school community to make it a better place for everyone.

This Code of Positive Behaviour is underpinned by three principles for all members of the school community:

- We Care
- We are Respectful
- We are Responsible

Creating a Positive School Environment

The Board of Management and staff in Scoil na mBráithre strive to maximise the likelihood of positive student behaviour. This is achieved by:

- Creating a clear set of expectations, rules and routines that are outlined in the code, taught to the students and practiced daily.
- Having high expectations of the students.
- Staff modelling respectful behaviour.
- Offering relevant programmes and a wide range of extra-curricular activities, thereby encouraging the engagement of all students.
- Staff, starting with Subject Teachers communicating with parents about positive and negative behaviour patterns.
- Being aware of relevant factors in students' lives.
- Showing fairness.
- Working to ensure excellent staff collaboration and staff induction.
- Providing effective student support services including Student Support Team, Guidance Counsellor, SEN Support Team, Class Tutor and Year Head system.
- TY mentoring programme.
- A comprehensive First Year Induction Programme.
- Promoting a positive school climate.
- Showing an interest in the pupils' achievements outside of school.
- Maintaining a clean and tidy environment.
- Check & Connect System.

Promoting Positive Behaviour

We believe that noticing and affirming positive student behaviour is essential.

Teachers promote positive behaviour by using the following strategies:

- Noticing and acknowledging positive behaviour.
- Positive comments to individuals/groups.
- Acknowledging extra-curricular achievements.
- Teacher/Class Tutor/Year Head feedback.
- Phone calls/emails home.
- Points on VShare.
- VShare points prizes.
- Rewarding students.
- Certificates and awards for positive behaviour and achievements.

Whole school strategies to encourage & promote positive behaviour

- Engaging lessons and activities.
- VShare Points – encourages and acknowledges positive behaviour among the school community.
- Awards Ceremony – recognises progress, achievement, participation and effort in school.
- Class Rewards/Student Awards/Certificates.
- Encouraging students to participate in extracurricular activities.
- Encouraging students to participate in out of school activities (sports, clubs, societies).
- Encouraging students to participate in school events e.g. Open Night, Meet & Greet etc.
- Encouraging students to take a leadership role in the school including Student Council and mentoring.
- Recognition of achievement on School Newsletter/Website/Local Media/School Social Media accounts.
- School teams entered into competitions.
- Various class visits/trips/tours.
- Participate in outdoor pursuits and adventure trips.

School Expectations and Standards

These are the expectations for our school community to ensure a positive and hard-working teaching and learning environment within which every student can reach their potential.

1. That you show respect, courtesy, consideration and good manners in your dealings with teachers, other staff members, visitors and the local community.

This means:

- Full cooperation with all teachers in the classroom.
- Full cooperation with all substitute teachers in the classroom.
- Full cooperation with all staff on the corridors, the school yard and playing pitches, on school grounds and environs.
- Full cooperation with all staff on any school related activities.
- Not being aggressive or defiant in behaviour or language.
- Not using foul language in your daily interactions with students or teachers or in the presence of any members of the school community.
- Following instructions.
- Respectful behaviour towards staff in interactions outside of the school setting.
- Respectful behaviour towards staff in use of Social Media.
- Respectful behaviour towards our local community – this applies particularly in the journey to and from school, and visits to external sites.

Because:

- We are driven to ensure that we as a school are ‘Creating a caring school community’ as outlined in the ERST Charter.
- At Scoil na mBráithre dignity must be reflected in all actions.
- Smooth running of the school environment demands it.
- The opportunities for learning need to be maximised.
- Mutual respect is important.
- Students who bring discredit to the school by their behaviour outside the school may be subject to disciplinary action within the school.

2. That you have respect and consideration for other students

This means:

- Being fair to everyone.
- Helping other students if they need help.
- Not using foul or aggressive language with other students.
- Not picking on or bullying others.
- Not fighting in or out of school.
- You respect the property of other.

Because:

- Mutual respect is important.
- Everyone has the right to be treated with respect.
- Bullying can cause fear, hurt and misery.
- We want our school to be a safe place.
- It could cause serious injury or accidents.
- Defacing/damaging school property is destructive and shows a lack of respect for the school community of which the student is a member.

3. That you come to school every day and arrive on time

This means:

- That you attend every day unless it is absolutely unavoidable.
- That if you miss school a Vsware notification is submitted to the school system as soon as possible to alert your Year Head of an absence.
- If you are scheduled to leave school during the day, a Vsware notification must be submitted to the school prior to any student signing out.
- Students arrive in school at 8.50, with classes starting at 8.55.
- Students arriving late, Vsware notification is submitted to the school system by parent/guardian explaining the reason why they are late.
- That you arrive at all classes/school events on time and not delay on the way at lockers or in the toilets.

- Lockers to be used at designated times (until 8.50am, small break and big break and at the end of the school day).

Because:

- Time missed is hard to make up.
- The school is entitled to an explanation.
- The school needs to double check whether a student's excuse is valid.
- The school is responsible for you during school time.
- It shows courtesy and respect to your teachers.
- Good attendance and good timekeeping helps all students do well.
- Good attendance and punctuality prepares students for the world of work.
- Late arrivals impact on the teaching and learning environment.

4. That you come to school in full uniform which is clean and tidy.

This means:

- That you wear the school shirt (plain grey shirt), school tie, school jumper with crest, grey trousers and all black footwear (footwear should be totally black including laces)
- That students are expected to be neat and tidy in their appearance.
- No other items of clothing should be worn over the uniform.
- Students are not permitted to have piercings/earrings in the interest of Health and Safety.
- While a student of the school, students agree not to get 'visible tattoos'. All other tattoos must remain covered at all times.
- Hair should be neat and tidy. Distinctive haircuts and hair-colours are not permitted.

Because:

- This is the uniform agreed to by students, parents and the school authorities – Students should wear it with pride.
- We all have a responsibility to maintain the image of the school – this includes travelling to and from school and other school identity situations.

- Final decisions on acceptable standards of appearance and dress rest with the school management because they have to make decisions on what is best for the image and perception of the school.
- Wearing the school uniform and rules regarding piercings/tattoos prepare students for the world of work.

5. That you do your best to work both in class and at your homework

This means:

- That you listen to and cooperate with your teachers.
- That you do not disturb or disrupt the class.
- That you respect that others attend school to learn.
- That you do your homework each night, reading, written and oral.
- That you always carry your journal and take down homework in it.

Because:

- The teacher has a right to teach.
- All students have a right to learn.
- It supports the work done in class.
- It helps you to organise your homework so that you will have success in school.
- It ensures a positive teaching and learning environment to achieve success.

6. That you come properly prepared for your subjects

This means:

- That you have proper books, pens, copies etc.
- That you respect and care for all your books and equipment.
- That you bring any special equipment needed e.g. P.E. gear, drawing equipment etc.
- That you have completed projects and assignments as per deadlines.
- That you go to your locker at designated times – mornings until 8.50am, small break, big lunch and at the end of the school day.

Because:

- You waste time if you have not got them.
- You cannot do the subject without them.
- You should not disrupt the running of the classroom.

7. That you respect the classroom and school environment

This means:

- Keeping the school clean and free of litter.
- Litter must be placed in the correct bins.
- No drinks or food are allowed in classrooms.
- No liquid Tipp-Ex.
- No chewing gum.
- Not returning to the school grounds after school hours, at weekends or during the holidays (unless invited to do so).
- Not marking or interfering with school furniture.
- Not defacing school property.
- You do not enter classrooms without the permission of a teacher.
- You do not interfere, cause damage or remove equipment from the school grounds.
- You do not use school equipment without permission or without a member of staff present.

Because:

- Everybody benefits from working in a pleasant environment.
- We have a responsibility to recycle and care for the environment.
- The health and safety of all members of the school community is important.
- Chewing gum is unhygienic.
- Liquid Tipp-Ex is messy.
- School equipment is vital for teaching and learning.
- Scoil na mBráithre is Private Property.

- It is respectful to all members of our school community to have a clean learning environment.
- It is important to recognise and respect the work of the support staff in maintaining a clean school environment.
- Your safety is important to us and you must only be in areas of the school that are appropriately monitored and checked by staff.

8. That you have your school journal with you at all times

This means:

- Your journal is visible on your desk for all classes.
- You use your school journal to record all homework/classwork or study as required by each subject teacher.
- You may be asked by any staff member to present your journal and must do.
- Your school journal must be produced when requesting to use the toilet.
- You do not deface your journal or any other journal with inappropriate or personal markings in any way.
- If the journal is lost you must report to your Year Head and a new journal purchased.
- Notes entered by members of staff must be signed by parent/guardian on the day that the note is given. These notes will be checked by staff members.

Because:

- The school journal helps you stay organised and remember the work for all your subjects.

9. That you follow the rules regarding electronic devices (Mobile Phones/Smart Watches/Air-Pods etc)

This means:

- We recognise that mobile phones/electronic devices can enhance learning and have a positive educational impact. We ask parents to work with the school in guiding and supporting their children to become good digital citizens thereby helping to develop their children's knowledge in the correct and safe use of mobile technology. Students are permitted to bring phones to school, but phones should not be used unless under the specific instruction and supervision of the class teacher.
- The unauthorised use of mobile telephones (or other electronic devices) by students in any part of the school building is not permitted.
- Unauthorised use will result in the phone being confiscated and this will be recorded on Vs Ware. Confiscated phones may only be reclaimed from the Deputy Principal/Principal between 3.50 and 4.00pm.
- Misuse of mobile phones/devices/social media is a serious breach of the school's Acceptable Use Policy and will be subject to sanctions as outlined below.

Because:

- The school is a learning environment in which students should be fully engaged.
- Students should not distract other students learning with non-school related items.
- This forms part of the school's Anti Bullying Policy.
- Access to technology is teacher directed at all times.
- The school cannot accept responsibility for valuable items.

10. That you follow the school's Substance Use Policy

The school Substance Use Policy forbids possession or use of cigarettes (including e-cigarettes), alcohol or drugs on the school premises or while engaging in school activities.

This applies also when students are in school uniform.

This means

- Smoking or vaping is not permitted on the school premises or in school identity situations (this includes travelling to and from school or any time when you may be identified as a student of our school).
- Alcohol must not be brought to school.
- Students should not attend school in an intoxicated state.
- Drugs or 'legal' highs must not be brought to school.
- Drugs or 'legal' highs must not be taken in school or in school identity situations.
- Students must not 'take' or 'abuse' any substance that may alter their personality, mood or actions.

Because

- This is a workplace and under the Public Health (Tobacco) Acts smoking is illegal in enclosed work spaces (the school building).
- The school grounds are a smoke free area.
- It is illegal for anyone under the age of 18 to buy cigarettes.
- Smoking is bad for your health and those around you.
- It is illegal to consume alcohol under the age of 18.
- The school has a duty of care for the health and safety of all staff and students.
- Drugs are illegal substances in Ireland.

11. That you must attend Parent/Teacher/Student Meetings

Continuous feedback regarding student progress is an essential part of their education. Feedback to students include (but is not restricted to):

- Verbal/Written feedback.
- Notes in copy books.
- Assessment grades.
- Christmas/Summer/Pre-Examination Reports on VShare.

Feedback to parents include (but is not restricted to)

- Viewing notes in copies and the school journal.
- Assessment results.
- Christmas/Summer/Pre-Examination Reports on VShare.
- Phone calls/emails from staff members.
- Meetings with staff.

Important to this structure are the parent/teacher/student meetings held annually and included on the school's yearly calendar. It is a key part of this code that parents/guardians agree to attend these meetings with their son, where applicable.

If for any reason you cannot attend the meeting, the school should be informed.

Parents/Guardians/students are required to sign in and out of this meeting.

Support will be put in place for any parent/guardian who may feel anxious regarding attending these meetings.

Because:

- Parents and students need to meet subject teachers to discuss progress and development.
- The meeting allows parents/students and teachers to interact with one another.
- The meetings help build better relationships and allow staff to praise student achievements.
- The meetings provide an opportunity for all parties to focus on areas of improvement and goal setting.
- The school needs to know who is attending the event, who is present and who has left the building for security reasons.

12. That you accept that serious breaches of the code may be referred to external agencies

Where allegations of criminal behaviour are made about a student, these will usually be referred to the Gardai who have responsibility for investigating criminal matters.

Supervised Study

Supervised study is an integral part of the school's programme and every student who enrolls for supervised study automatically accepts the Code of Positive Behaviour. Any student who is in breach of these expectations may be excluded from study during the current term with loss of deposit and not permitted to apply in the terms following

- Study will begin promptly at 4:10 pm and concludes at 6:10 pm, Monday to Thursday. Friday study will begin promptly at 1.30pm and conclude at 3.30pm.
- Eating and drinking is not allowed during study.
- Students must present in uniform and have all their own books for study and be silent during study.

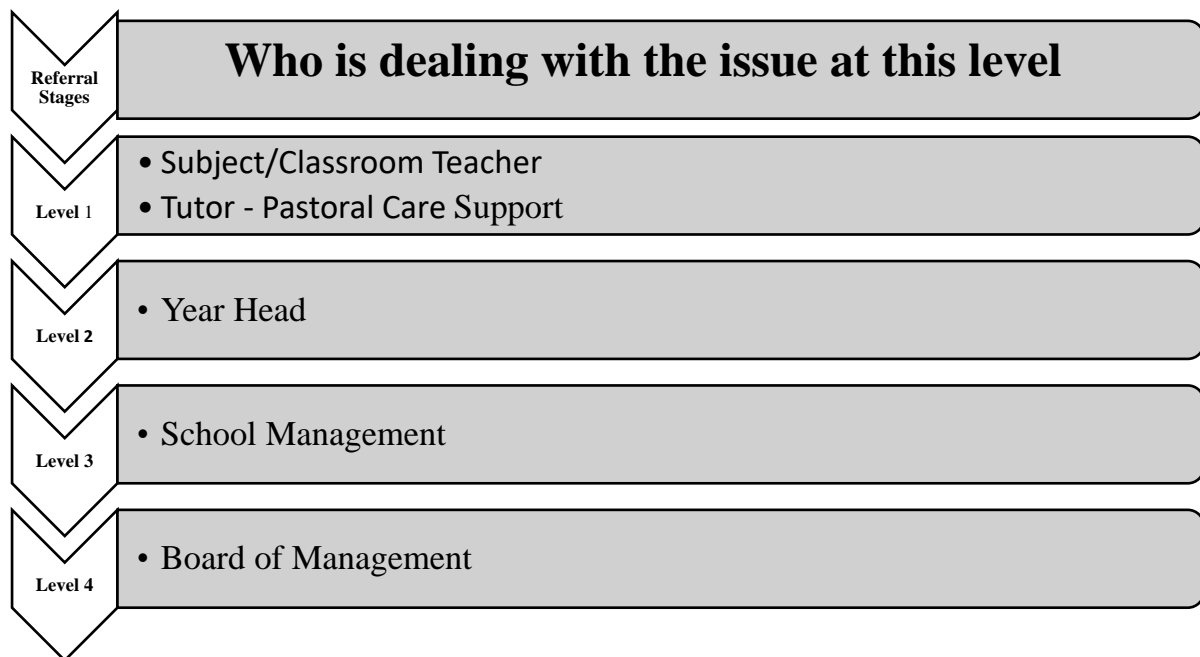
Levels of Behaviour (This is not an exhaustive list)

Level 1 Behaviour	Level 2 Behaviour
<ul style="list-style-type: none"> • Talking in Class • Eating Chewing Gum • Drinking in Class • Arrival for class without necessary books/equipment • Late for Class • Incomplete Homework • In Toilet Without Permission • Copying Homework • Phone (Phone Ringing/Interrupting Class) • Graffiti to school Journal • No Uniform (Noted by Teacher initially) • Inappropriate Language • No Journal (Noted By Teacher initially) • No PE Gear (Noted by Teacher initially) 	<ul style="list-style-type: none"> • Refusal to follow instruction • Repeated No Uniform • Repeated No Journal • Repeated No PE Gear • Rudeness to Staff/Fellow Student • Use of Phone without Permission • Misuse of electronic device e.g Chromebook. • Disrupting Teaching & Learning • Forgery of Parental Signature/Email/Vsware • Graffiti to School Desk/Chair/Classroom • Leaving Class without permission • Absent from School without permission • Defiance of a teacher/substitute teacher or staff member
Level 3 Behaviour	
<ul style="list-style-type: none"> • Verbal Abuse towards Staff Member/Fellow Student • Aggressive/Threatening Behaviour or Language • Serious Vandalism • Theft (From School/Staff Member/Fellow Student) • Bullying (i.e actions/comments intended to cause distress to another person) • Refusal to hand up phone • Interference with Health and Safety Equipment 	<ul style="list-style-type: none"> • Possession of Illegal Substances • Substance Misuse • Inappropriate use of social media - e.g. intimidation, cyber bullying, explicit material. • Breach of Public Laws- Smoking/Vaping on school grounds (Public Space) • Physical Assault or use of physical force against a student/staff member. • Possession of a weapon • Sexual assault/intimidation/aggravation • Any illegal activity • Harassment of another person because of gender, marital status, family status, age, disability, sexual orientation, race, religion, or membership of the travelling community.

Ladder of Referral

The procedures for dealing with incidents of unacceptable behaviour/breach of the school Code of Positive Behaviour are referred to as our 'ladder of referral'.

The basic principle is that the more serious the incident, the higher up the ladder it is dealt with varying degrees of response.



Ladder of Referral

Referral Stages	Who is dealing with the issue at this Level	Actions to be taken
Level 1	Subject / Classroom Teacher	<p>Each subject teacher has responsibility for promoting positive behaviour in his/her own classroom. With the help of consistent rules and routines in class/school, occasional minor behaviours of concern should be attended to effectively by the classroom teacher.</p> <p>Subject teachers should utilise the Low-Level Behaviour Management Approach where appropriate.</p> <p>Subject Teachers should utilise the VSware Points System to reward/sanction behaviour.</p> <p>Subject teachers should record all incidents of failure to meet expectations in their own records.</p>
Level 1 - Pastoral Care Support	Tutor	<p>Each class group is assigned a Class Tutor with special responsibility for their class. Tutors will act in a Pastoral Care role and will not be responsible for Disciplinary Action or the imposing of sanctions resultant of poor behaviour.</p>
Level 2	Year Head	<p>Each year group is assigned a Year Head. The Year Head has special responsibility for the year group and has a pastoral and disciplinary role. Year Heads usually deal with more serious offences or specifically the accumulation of minor offences.</p> <p>Year Heads can impose school sanctions up to the level of after school detention. Year Heads should keep detailed records of student conduct and will enter them onto the school Vs Ware system.</p>

		Year Heads should utilise the VSware Points System to reward/sanction behaviour.
Level 3	School Management	Students whose behaviour has not modified despite the schools best efforts will be referred by the Year Head to the Deputy Principal or Principal. Students may also be directly referred to School Management if the breach of the Code of Positive Behaviour is deemed to be a Level 3 disruption.
Level 4	Board of Management	The Principal informs the Board of Management of all suspensions and recommendations for exclusion (see section on Suspension and Exclusion).

Sanctions

PLEASE NOTE: Sanctions are a response to help students change behaviour. They are necessary to show disapproval of, and to discourage unacceptable behaviour. They help students to understand that they have choices for their own behaviour and that all choices have consequences.

A refusal to cooperate with sanctions under the School Code of Positive Behaviour is deemed a breach of the School's Code.

In accordance with Developing a Code of Behaviour (NEWB 2008), sanctions should be proportionate to the nature and seriousness of the behaviour. Certain factors will be considered such as:

- The frequency, duration and persistence of the behaviour.
- Whether it is part of an escalating pattern of poor behaviour.
- The context of the behaviour, including a student's personal circumstances.

For students who have been sanctioned under the School's Code of Positive Behaviour, up to and including suspensions, the privilege of attendance on school excursions will be reviewed.

In some cases a number of sanctions may be issued in response to student breaches of the school code.

A sanction is a form of positive intervention. Sanctions are used as part of a wider plan to help the student to learn. They are used in conjunction with student support services.

When any sanction including suspension is completed, a student should be given the opportunity and support for a fresh start. Although every case will be dealt with on its merits, the school management may take account of previous records of good and/or poor behaviour in the school in the same academic year. Students will be given the opportunity for a fresh start at the commencement of each academic year.

The following sanctions do not represent an exhaustive list

- Contact with parents.
- Consider the withdrawal of the privilege of attendance on school excursions.
- Repair or replacement of property damaged by students must be paid for by them.

- Verbal Warning.
- Note in Journal.
- Daily Behavioural Report Card(s).
- Lunchtime detention or School Community Service.
- After School Detention.
- School Community Service.
- Withdrawal from lessons where negatively impacting learning & teaching.
- Suspension.
- Expulsion.

Student Support Services

A range of student support services are available in the school; students will be encouraged to engage in these services:

- Providing opportunities for students to discuss concerns with tutor/year head.
- Guidance Counselling.
- Student Support Team.
- Mentoring.
- Check and Connect.
- SEN support.
- Recommendation to engage in external services.

Support for Parents/Guardians

- Providing opportunities for parent(s)/guardian(s) to discuss concerns regarding their son.
- Referral to External support services.

Suspension & Expulsion Policy Statement

This policy outlines the school's approach to suspension and expulsion and has been formulated taking due consideration of the rights and responsibilities inherent in the Education Act 1998, the Education (Welfare) Act 2000, the Equal Status Act 2000 and the principles of fairness and natural justice. The Board of Management of Scoil na mBráithre has a statutory obligation to provide students with a safe place of study and to provide staff with a safe place of work. Section 24 (5) of the Education Welfare Act 2000 refers to "the right of a board of management to take such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured."

Suspension Principles

In certain cases of unacceptable behaviour, it may be in the best interests of the school community and/or the pupil involved, to remove the pupil from school for a period of time. Under the Articles of Management for Secondary Schools, the Principal has the authority to suspend a pupil from attending school for a period up to and including three school days. Suspensions beyond three days may be sanctioned by the Board of Management of the school. The Principal/Board of Management will exercise this authority in a fair and non-discriminatory manner, having regard to their responsibilities to the whole school community and to the principles of natural justice. The purpose of suspension is to allow pupils the time, under the supervision of their parents/guardians, to reflect on their unacceptable behaviour; accept responsibility for the behaviour that led to the suspension and to change their future behaviour to meet the future expectations of the school.

In general, there are two sets of circumstances under which suspension will be imposed:

- (a) Serious breaches of the school's Code of Positive Behaviour that indicate the pupil should be removed from the school immediately following due procedures.
- (b) Repeated less serious breaches of the School Code that have not been rectified by disciplinary measures short of suspension.

In such cases, a warning detailing the unacceptable behaviour will have been notified to Parents/Guardians through the School Journal/Vsware, in meeting(s), by letter, email or telephone communication.

Serious breaches of the School Code of Positive Behaviour include, but are not limited to:

- Endangering the health or safety of any member of the school community.
- Disrespect, defiance, harassment or intimidation of a member of staff or the harassment or bullying of another member of the school community.
- Possession, use or supply of prohibited substances (including alcohol, drugs or other illegal substances) in the school, on school trips or in the course of any school-related activity. Exception will be made only for legitimate medical use with prior notification to the school authorities.
- Deliberate vandalism including the writing of graffiti in relation to school property or the property of a member of the school community.
- Interference with or persistent disruption of teaching and learning.
- Refusal to obey clear and reasonable instructions of a member of school staff on a repeated basis.
- Smoking/Vaping anywhere in the school grounds or building.
- The repeated use of obscene, abusive or otherwise inappropriate language.
- Any physical assault on another member of the school community or retaliation using physical force.
- Stealing, fighting or the possession of offensive weapons. In addition to these being serious breaches that incur suspension, these are criminal offences that may be reported to the appropriate authorities.
- Misuse of social media/electronic devices.

Suspension Procedures

In the event that the Principal exercises the authority to suspend a student, the following procedure will be used:

1. In cases where the student is to be suspended immediately, parents/guardians will be informed by telephone with a written follow-up.
2. Pupils will not be sent home during the school day unless collected by a parent/guardian or appointed representative.

3. A formal letter of suspension will issue to the parent/guardian including the following information:

- Notice of the suspension.
- Effective date of the suspension.
- Duration of the suspension.
- Reason(s) for the suspension.

Where appropriate, this letter may include some or all of the following:

- Expectations of the pupil while on suspension.
- Reference to the importance of parental assistance in addressing the incident(s) causing suspension.
- A statement that the student is under the care of the parent/guardian while suspended.
- Information regarding appeal rights and procedures regarding the suspension.
- Requirements to be met for the pupil's return to school.

In the interest of ensuring a fair system for the imposition of suspension, the Principal will take into account the following factors in determining the duration of a suspension:

- The age and state of health (physical and emotional) of the pupil.
- The pupil's previous record of behaviour in the school.
- Any circumstances unique to the pupil that may reasonably be taken into account in connection with the behaviour leading to the suspension.
- The degree to which parental, peer or other pressure may have contributed to the behaviour.
- The severity of the behaviour, its frequency and the likelihood of recurrence.
- The extent to which the behaviour impaired or may impair the normal functioning of the pupil and others in the school community.
- The degree to which the behaviour was a breach of the School Code.
- The degree to which the pupil recognises and accepts that the behaviour was unacceptable and is prepared to exhibit genuine regret.

Rolling suspension:

A student should not be suspended again shortly after they return to school unless:

- they engage in serious misbehaviour that warrants suspension and
- 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 student.

Suspension Removal

As the principles of Natural Justice demand that there should be a right of appeal to a higher authority, a pupil (aged 18) or the parent/guardian (if the student is under 18) may appeal the Principal's decision to suspend to the Board of Management/Manager. Such an appeal must be made in writing to the Secretary of the Board of Management stating the grounds on which the appeal is being made. However, the school may insist that the pupil remain at home while the appeal proceeds. In the event that an appeal is successful, the suspension will be lifted and, if it has already been served, it will be deleted from the pupil's school record. An appeal of a suspension decision may also be made under Section 29 of the Education Act.

Beyond success in such appeals, a suspension may be rescinded in the following circumstances:

- The Principal may agree that an alternative sanction be applied following discussion with the pupil's parent/guardian.
- New circumstances come to light after the suspension has been applied that would have mitigated the sanction had they been known beforehand.
- Other mitigating factors consistent with the application of Natural Justice.

Suspension Completion

Upon completion of a suspension, the following procedures may apply for the formal reintroduction of the pupil into the school:

- Parents may be requested to attend with the pupil on return to school.
- A written or verbal apology may be required of the pupil for the misbehaviour.
- The pupil may be required to enter into a contract of good behaviour before returning to school.
- In cases where the possession of use of prohibited substances led to the suspension, the pupil and parents/guardians may be required to enter into a contract for return to school involving periodic independent medical testing and/or attendance at an appropriate substance misuse programme specified by the school.

Successful Re-integration of student may involve the following approach:

- The Year Head/Deputy Principal will meet with the student to discuss his return to school.
- Scoil na mBráithre's Board of Management recognises that successful reintegration goes beyond academic work. A suspended student may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour.
- Where possible, the school should arrange for a member of staff to provide support to the student during the reintegration process.
- The student will also be expected to engage with the school's counselling services.

Clean slate

When any sanction, including suspension, is completed, a student will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction

imposed, once the sanction has been completed the school should expect the same behaviour of this student as of all other students.

Students should not usually be suspended for:

- poor academic performance.
- poor attendance or lateness.
- minor breaches of the code of behaviour.

However, any behaviour that is persistently disruptive to learning and teaching or potentially dangerous can be a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

Expulsion Principles

Expulsion is the ultimate sanction imposed by the school on a pupil and as such will only be exercised by the Board of Management in relation to cases of extreme indiscipline. In cases where the Principal judges that a pupil's actions are such that expulsion should be considered, the Principal will refer the matter to the Board of Management. Given the severity of the potential sanction, the school, in accordance with the principles of Natural Justice, will investigate extreme indiscipline cases thoroughly in advance of any hearing that could result in an expulsion.

In general, there are two sets of circumstances where expulsion may be considered by the Board of Management to be an appropriate sanction:

A. Cases where the indiscipline of the pupil is so pervasive that teaching and learning become extremely difficult. Such cases include but are not limited to:

- The pupil being so disruptive that she is seriously preventing others from learning.
- The pupil being uncontrollable and not amenable to any form of school authority or discipline.
- Parents/guardians being unable or refusing to exercise their responsibility for the pupil.
- The pupil being a danger to herself or to others.

- When guarantees of reasonable behaviour following repeated suspensions are not forthcoming or are not being met.
- The pupil's conduct acting as a source of serious bad example and having an adverse effect on other pupils in the school.

B. First time offences of a very serious nature. Such cases may include but are not limited to:

- Serious violence or physical assault.
- Supplying illegal drugs to other students of the school.
- Arriving in school under the influence of alcohol or drugs and causing a risk to health and safety.
- Serious burglary or theft.
- Causing serious damage to property.
- Gross insubordination to the Principal or any other staff member

Expulsion Procedures

Except in exceptional circumstances, expulsion will be resorted to only after the Principal has:

- Ensured that all discipline sanctions under the School Code have been applied and documented.
- Ensured that all appropriate support personnel, both internal and external have been involved.
- Ensured all other procedures, referrals and supports have been exhausted.
- Ensured that discussion has occurred with the pupil and her parents/guardians regarding specific misbehaviour that the school considers unacceptable and which may lead to permanent expulsion.
- Provided formal verbal and written warnings at appropriate times dealing with such behaviours and provided clear expectations of what was required of the pupil in the future.
- Recorded all action taken and copies all correspondence.
- Informed the parents/guardians of the intention to recommend expulsion to the Board of Management.

- Invited the parents/guardians to a Board of Management meeting
- Invited the parents/guardians to make a written submission to the Board in advance of the meeting.
- Provided the parents/guardians with a full, written description of the allegations against the pupil and the case being made to the Board, together with copies of all documentation, statements and other materials supporting the case.
- Made a formal recommendation to the Board of Management with supporting documentation.

Following these actions by the Principal, expulsion will occur only if the Board of Management has:

- Heard the Principal's case against the pupil, which should be made in the presence of the pupil's parents/guardians.
- Heard the response of the parents/guardians.
- Examined all of the documentation.
- Considered the pupil's record in school.
- Taken legal/expert advice.
- Ensured that the Principal is not present for the Board's discussion and decision on the matter.
- Discussed the case in detail.
- Considered all commitments made in the School Code of Behaviour.
- Made a final decision to expel.
- Communicated the decision to expel to the parents/guardians formally by registered letter.
- Informed the Education Welfare Officer under Section 24 (1) of the Education Welfare Act 2000.

The formal letter of notification will include:

- Notice of the expulsion.
- Effective date of the expulsion.
- Reasons for the expulsion.
- A statement that the Education Welfare Board has been informed of the expulsion.

- A statement that the pupil 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 pupil.
- Information and documentation on appeal rights.

Expulsion Appeals

Parents/Guardians (and pupils aged 18) have the right to appeal a decision of the Board of Management to expel a pupil to the Minister for Education & Science or to an authority delegated for such appeals by the Minister under Section 29 of the Education Act 1998.

Permanent expulsion may be appealed by a parent/guardian (or a pupil aged 18) or by the Education Welfare Office (TUSLA). Any such appeal must be lodged within 42 calendar days of the decision of the Board of Management.

Sanctions will be determined at all times by the seriousness of the violation of the School Code and will be applied with due regard to the principles of fairness and natural justice. Students will be offered opportunities within the school for counselling and support in changing their behaviour. Referrals may also be made to outside agencies in the best interests of the student(s) subject to the prior permission of parents and a willingness on the part of the student involved to engage with the referral agencies. Refusal to engage with such services may be interpreted as a rejection of all reasonable school efforts to improve student behaviour

Ratified by Board of Management on

Signed: _____

Chairperson: _____

By signing up to the Code of Positive Behaviour, it confirms that I have read and understand the contents and implications of the document. I recognise that placement in the school is based on agreeing to the rules and regulations set out and that behaviour contrary to the ethics of Scoil na mBráithre will be dealt with as per the processes outlined.

Signed: _____

(Parent)

Signed: _____

(Student)

APPENDIX I

The School: This should specify that the “School” includes school buildings, grounds, play areas, public areas where students congregate coming to and going from school, and any other specific area that might apply.

Parents: For the purpose of the policy, parents and or guardians should be defined to include natural parents, foster parents, stepparents, or guardian of the student concerned as applicable, or any person acting in loco parentis, either on a temporary or permanent basis, on the date of an incident.

Child: For the purpose of the policy the world child should be defined as a student of the school residing with natural parents, foster parents, step parents, or guardian of the student concerned as applicable, or any person acting in loco parentis, either on a temporary or permanent basis, on the date of an incident