



# Code of Positive Behaviour

**BOYNE COMMUNITY SCHOOL,**

**TRIM,**

**CO. MEATH.**

**(046) 948 1654**

**[info@boynecs.ie](mailto:info@boynecs.ie)**

**[www.boynecs.ie](http://www.boynecs.ie)**

## INTRODUCTION

In keeping with the Vision, Mission Statement and Characteristic Spirit of Boyne Community School, this Code of Positive Behaviour has been developed to create a friendly, respectful and co-operative atmosphere so that every person who belongs to Boyne Community School is given the best possible opportunity to grow and develop academically, socially and personally within an ordered and safe environment conducive to learning. It promotes an atmosphere that encourages all pupils to have pride in being a student of Boyne Community School and inspires them to present a good image of the school to the wider community.

The Code of Positive Behaviour of Boyne Community School is developed in collaboration with all partners in education, parents/guardians, students and school personnel. It is ratified by the Trustees and the Board of Management. Students and parents/guardians accept the terms of our Code of Positive Behaviour prior to enrolment and agree to sanctions should the Code of Positive Behaviour be broken. For the avoidance of doubt any reference in this document to the Principal should be construed as being inclusive of an acting principal or any of the deputy principals or an acting deputy principal if the principal is absent or unavailable.

This Code of Positive Behaviour is divided into three parts:

**Part I** outlines the values that should be upheld by our students to ensure that they make a positive impact on our school community. This part of the Code of Positive Behaviour and/or a summary of its contents will be printed in each student's School Journal every year and agreement to uphold its philosophy must be signed by the student and at least one parent/guardian on/before the student has returned to school for three full days in each academic year.

**Part II** outlines the ways that positive behaviour is applauded and encouraged in Boyne Community School while recognising that despite the best efforts of our school, inappropriate behaviour can happen from time to time and will be addressed using a problem-solving approach and/or the application of sanctions.

**Part III** outlines the procedures in relation to suspension and expulsion at Boyne Community School.

## OBJECTIVES

It is our aim that this Code of Positive Behaviour will support the progression of a professional learning community in Boyne Community School and foster a climate where respect, tolerance and consideration for others is to the fore.

We hope that this Code of Positive Behaviour will empower our students to develop the knowledge, skills, attitudes and values that will support them in learning how to learn and to take responsibility for their learning.

Our Code of Positive Behaviour allows for students to access the appropriate support and guidance when coping with the demands of school life.

By following our Code of Positive Behaviour, it is our hope that we will be in the process of equipping our students to become active responsible citizens and lifelong independent learners while developing the necessary skills that are required for participation in the global economy such as collaboration, creativity, critical thinking, inclusion and working with others.

This policy, to be reviewed regularly, applies to students of Boyne Community School and relates to going to and coming from school and when representing the school or involved in any school activities.

This policy should be read in conjunction with other school policies, such as but not limited to:

- Child Protection and Safeguarding Policy
- Substance Use Policy
- Anti-Bullying Policy
- Guidance Policy
- Teaching and Learning, Assessment and Homework Policy
- Attendance Policy
- Acceptable Use Policy
- Admissions Policy
- School Tours Policy
- Mobile Phone Policy
- CCTV Policy
- Programmes Policies

The most up to date versions of these policies are available upon request from the school office and/or our school website.

## PART I

The Code of Positive Behaviour for Boyne Community School has been designed to support our school motto **Meas, Mórtas, Muintearas (Respect, Pride, Belonging)** and thereby enable each student to reach his/her full potential in a respectful, safe, inclusive environment. The rules contained in the Code seek to encourage and foster in students;

- **Respect** for all members of the school community
- A sense of **pride** in themselves and their school
- A sense of **belonging** and shared responsibility for their actions and learning

We aim to provide, by these means, an environment, which is conducive to the wellbeing of all the members of Boyne Community School and to effective teaching and learning in the classroom.

## **MEAS (RESPECT)**

***ALL STUDENTS OF BOYNE COMMUNITY SCHOOL ARE EXPECTED TO HAVE RESPECT FOR TEACHERS AND STAFF OF THIS SCHOOL***

### **This Means**

- Being respectful to your teachers both inside and outside the classroom
- Obeying and carrying out the instructions of the school without causing disruption

### **Because**

- It is essential that the educational process within the class is allowed to develop and progress in a harmonious fashion.

***ALL STUDENTS OF BOYNE COMMUNITY SCHOOL ARE EXPECTED TO BE RESPECTFUL AND HAVE CONSIDERATION FOR OTHER STUDENTS***

### **This Means**

- Being respectful and treating others with good manners.
- Not picking on, or bullying others but looking out for each other.
- Not fighting, either within or outside the school environs.
- That you do not push or shove your way around but walk.
- That you respect other peoples' property.

### **Because**

- We wish to provide a safe and calm environment for everybody.

***ALL STUDENTS OF BOYNE COMMUNITY SCHOOL ARE EXPECTED TO TREAT THE SCHOOL BUILDINGS, FURNITURE, EQUIPMENT, AND GROUNDS WITH THE UTMOST CARE AND RESPECT***

### **This Means**

- That you do not destroy or deface any part of the structure of the school.
- That you do not break or damage any of the schools' property.
- That you do not litter or dirty any of the school's classrooms, corridors, general areas or grounds.

### **Because**

- The standard of cleanliness of the school reflects on all of the occupants of the school, both staff and students.
- It is important for each individual to protect the school environment and to make sure that it remains a clean, healthy and safe place in which to work and study.

***IN KEEPING WITH THE SCHOOL'S CODE OF BEHAVIOUR, STUDENTS SHOULD NOT BE IN POSSESSION OF CIGARETTES, E-CIGARETTES, ALCOHOL, ILLICIT SUBSTANCES/DRUGS. IN ACCORDANCE WITH THE LAW, IT IS FORBIDDEN TO SMOKE [INCLUDING E-CIGARETTES], DRINK ALCOHOL, USE ILLICIT SUBSTANCES / DRUGS, OR BE IN POSSESSION OF VOLATILE PRODUCTS OR DANGEROUS IMPLEMENTS IN BOYNE COMMUNITY SCHOOL***

### **Because**

- It is against the Law.

## **THE USE OF MOBILE PHONE/DEVICES IN BOYNE COMMUNITY SCHOOL**

### **This means:**

- Where students bring a mobile phone/device to school, it must be switched off while on the school premises, unless otherwise directed by teachers. Teachers may encourage the appropriate use of mobile phone/devices in pursuit of learning, in classrooms and other learning settings. If a student is using a phone/device without permission on school premises, for any reason, the phone/device will be confiscated for 3 school days. The phone must be collected from the School Office by a parent/guardian. A pupil bringing a mobile phone/device to school is responsible for its care and usage at all times. The school cannot accept any responsibility for damage or loss of any device.

### **Because:**

- Mobile phone/devices can be a cause of difficulty in schools when/if they are used in 'cyber bullying', where students/teachers are photographed against their will, where some recordings/video recordings are made against the will of those featured etc.
- Mobile phone/devices can be a major distraction to students in the classroom or on the corridor.
- They are a threat to privacy in bathrooms or changing rooms.
- They can also cause isolation rather than interaction and integration of students.
- The full policy on the use of mobile phones/devices can be accessed from our website.

## **MÓRTAS (PRIDE)**

### **ALL STUDENTS OF BOYNE COMMUNITY SCHOOL ARE EXPECTED TO COME IN PROPERLY PREPARED FOR ALL CLASSES**

#### **This Means**

- That you have all classroom materials, equipment and homework.
- That you bring any special equipment needed, e.g.: PE gear, drawing equipment etc.

#### **Because**

- It is impossible to participate fully in class without them.
- It causes disruption to the teaching process and educational atmosphere if you are not fully prepared.

### **ALL STUDENTS OF BOYNE COMMUNITY SCHOOL ARE EXPECTED TO COMPLETE HOMEWORK SET TO THE BEST OF THEIR ABILITIES.**

#### **This means**

- Complete all set homework to a high standard before the deadline.
- Organise all homework and gather homework even when absent (all students are provided with an email address to help with this).

#### **Because**

- Homework is an important part of school work to help all students achieve their potential.

### **CHEWING GUM AND ENERGY DRINKS ARE NOT ALLOWED IN BOYNE COMMUNITY SCHOOL**

#### **Because**

- It is unhygienic and destroys carpets, clothes, furniture etc.
- Sugar is unhealthy and affects concentration.

## **MUINTEARAS (BELONGING)**

***ALL STUDENTS OF BOYNE COMMUNITY SCHOOL ARE EXPECTED TO BE IN ATTENDANCE EVERY DAY AND ARRIVE ON TIME PRIOR TO THE COMMENCEMENT OF CLASSES***

### **This Means**

- That you are expected to come to school each day it is open unless it is absolutely unavoidable. If you are absent, your parents/guardians should contact the school before 10.00am on the day in question. You must also have a note in your journal explaining your absence. After 10.00am your parents/guardians may be contacted to ascertain the reason for your absence.
- Students will only be allowed to leave the school premises if a parent/ guardian signs them out in the school office.
- If you are late report to the Attendance Officer to sign in.

### **Because**

- Time missed is hard to make up.
- The school is entitled by Law to an explanation and the onus is on parents/guardians to provide this explanation.
- The school is responsible for all students during the day

***ALL STUDENTS OF BOYNE COMMUNITY SCHOOL ARE EXPECTED TO WEAR FULL SCHOOL UNIFORM (TO, FROM AND DURING SCHOOL)***

### **This Means**

- The school expects high standards with regards to dress and appearance. When you wear the full uniform, you are an ambassador for your school in the community.
- Students are expected to wear full uniform at all times. This is to include occasions when students are off the school premises but are still present as representatives of the school.
- This Uniform consists of grey school trousers / school skirt, black shoes, school t-shirt with school crest, school jumper and school jacket with school crest.
- Appropriate wear for PE Class:
  - School Polo Shirt
  - School PE Tracksuit
  - Black Runners

### **Because**

- This is the uniform agreed by parents, students and school authorities.
- For safety reasons jewellery should be kept to a minimum

## **Lunchtime procedures for all classes**

### ***First and Second Years***

All first and second year students must remain on the school premises during lunchtime. Canteen facilities will be available or students may bring a packed lunch with them.

All students are assigned a room to have their lunch. It is the responsibility of each student to keep this room clean and tidy.

- The standard of cleanliness of the school reflects on all of the occupants of the school, both staff and students
- It is important for each individual to protect the school environment and to make sure that it remains a clean, healthy and safe place in which to work and study

### ***Third/ TY/Fifth/sixth Years.***

Students in these year groups can leave the school premises to go home for lunch or purchase lunch from town.

All students should be aware that a permit to leave the school premises may be revoked at any time. Behaviour off the school premises should, at all times, be exemplary and must not at any time bring the school into disrepute.

## **School Journal**

In Boyne Community School the Journal is used for communications between school and home. It must be kept graffiti-free and signed weekly by Parents/Guardians. Loss of the School Journal will incur a replacement fee.

## **Lockers**

Lockers are only permitted to be used before school, during lunchtime (Mon - Thurs) and after school. Students should be aware that the use of a locker is a privilege and misuse/mis treatment of a locker will result in it being removed from the student.

## **Punctuality**

As stated, all students are expected to be on time prior to commencement of class throughout the day. This means arriving to school with enough time to organise lockers and be in class before the bell. Punctuality is monitored by Year Heads and will incur a 10 minute after school detention on a Friday for each late recorded. Being late to class is disruptive to teaching and learning.

## **Student Appointments**

If possible please keep all appointments for students outside of school time in order to maximise class contact time. In the event that a student has a medical appointment a note must be presented to a member of staff, for signing, at the front door before 8.45am. The student will present the note to the class teacher at the appropriate time and then make their way to the attendance officer to meet their

parent / guardian in order to sign them out. Students will not be permitted to leave the school premises if they are not signed out by a parent or guardian.

### **Illness During the Day**

If a student becomes unwell during the day the following process is in place. The class teacher/yard supervisor will ask the student along with another nominated student to make their way to the attendance office or school office. The Attendance Officer or office staff will be the one to contact home in order to talk to parents/guardians. In the event that the student needs to go home a parent / guardian must come into the school to sign them out with the Attendance Officer.

## **PART II**

### **Recognition**

In Boyne Community School we are acutely aware that most of our students will attain an education without ever being in breach of our Code of Positive Behaviour. We recognise that these students understand that learning matters and by doing so they make a valuable contribution to the progression of a quality learning environment within our school. Their support of our school community has a significant impact on student outcomes, student engagement and participation as well as lesson preparation and teaching. To encourage and acknowledge their hard work, commitment, resilience and leadership qualities, as well as their sporting, musical or artistic skills we employ a range of initiatives to applaud and affirm them. Some of these initiatives may include but are not limited to the following:

- Public announcement of congratulations on the school's Public-Address system.
- Receipt of verbal praise and/or certificates or awards at assemblies taken by the year head.
- Affirmation of positive behaviour by classroom teachers either verbally, electronically or via a note in the student's school journal.
- School Trip for a class or year group.
- Awards such as student of the month, attendance award, etc.
- Certificate of Merit .
- Positive letter or phone call to parents/guardians.
- Display of students work around the school.
- Publication in the local newspapers, school magazine, the school website or social media.
- Attendance at or participation in school concerts, carol services, musicals, plays or art exhibitions that promote the arts in our school and encourage teamwork, collaboration and the pursuit of excellence.
- Awards Ceremony at the end of the academic year to recognise contributions to school life and positive behaviour that have been made throughout the year.
- National Awards such as the Gaisce Award.
- Positive references while in school and/or on completion.
- Inter-class competitions.
- Enjoyment of privileges e.g. use of locker, attendance on educational tours, etc.

### **Promoting Positive Behaviour**

To promote positive behaviour and relationships we offer a range of supports for all our students. This is provided throughout Junior and Senior Cycle in our Wellbeing initiatives, talks and programmes such as SPHE, CSPE, JCSP, LCA and LCVP.

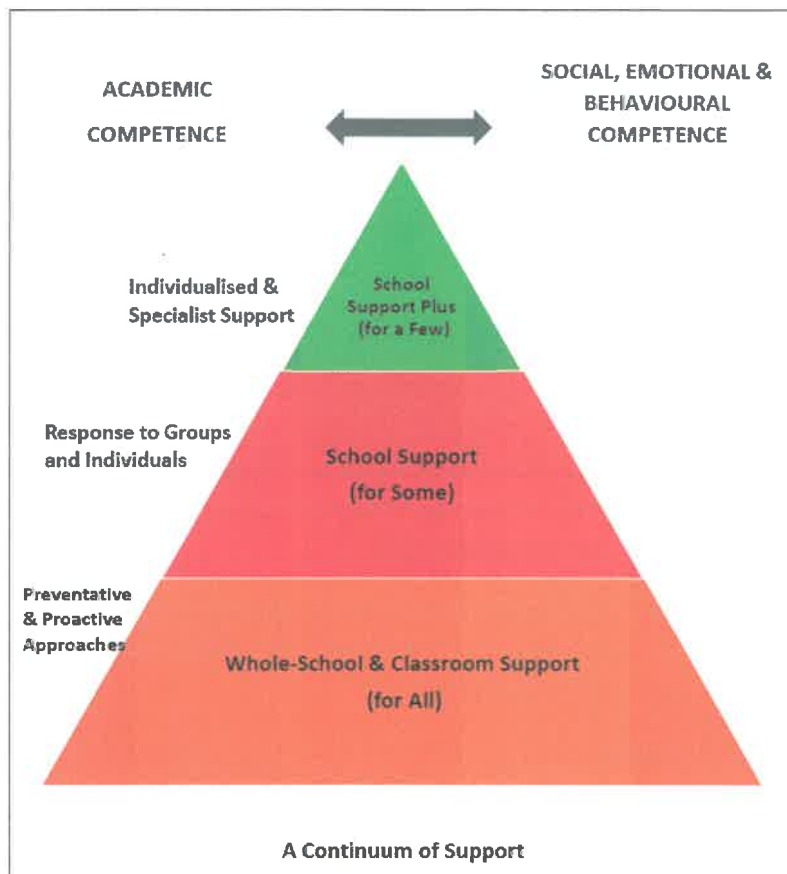
All Junior and Senior Cycle students have a Class Tutor who undertakes the role of caring for a class group in order to promote learning and holistic development at every level. All students are assigned a



Year Head who is a central figure in the school community. The Year Head provides a critical link between the senior management team and tutors/classroom teachers. The remit of the year head is spread across three areas of responsibility including academic progression, pastoral care and behaviour support.

We recognise that at various stages of their progression through school students will need varying levels of support. These supports can be of a variety of forms and are expanded on below.

We offer other supports which can be assessed by our students from time to time. Please note this list is not exhaustive and the school will endeavour to be responsive and adaptive to the needs of students. These supports currently offered include but are not limited to the following:



#### School Support Plus (for a Few)

- Student of the Year Awards for each year group.
- Awards such as Student of the Month, Most Improved (Meas, Mortas, Muintearas) award, etc.
- JCSP programme aims to help young people experience success and develop a positive self-image by providing a curriculum and assessment framework suitable to their needs.
- Opportunities to present to the Board of Management and develop leadership/communication skills etc (Green Schools/Student Council).
- L.C.A. rewards incentive (targeting attendance/behaviour).
- School Completion rewards for students who reach a goal set by S.C.P.
- Year head support and intervention.
- Behaviour Support Team.
- SNA support.
- Pastoral Care Team.
- Guidance Counsellor Support.

### **School Support (for Some)**

- National Awards such as the Gaisce Award, Young Scientist, Scifest etc.
- Pizza party and rewards for various students/groups when warranted.
- Attendance at or participation in school concerts, carol services, musicals, plays or art exhibitions that promote the arts in our school and encourage teamwork, collaboration and the pursuit of excellence.
- Publication in the local newspapers, school newsletter, the school website or social media.
- School Trip for a class or year group.
- Summer programmes to prepare incoming First Year students for life at secondary school as well as providing them with a chance to make friends.
- Reflection time for students to engage in meaningful thinking about their actions and the impact they have.
- Year Head intervention.
- Pastoral Care Team.
- Guidance Counsellor Support.

### **Whole-School and Classroom Support (for All)**

- Awards Ceremony at the end of the academic year to recognise contributions to school life and positive behaviour that have been made throughout the year.
- 1st and 2nd year Positive Behaviour Trip in May.
- Receipt of verbal praise and/or certificates or awards at assemblies taken by the year head.
- Affirmation of positive behaviour by classroom teachers either verbally, VShare note home.
- Positive letter/postcard or phone call to parents/guardians.
- Display of students work around the school.
- Positive references for employers/colleges.
- Huge range of extra-curricular clubs which provide opportunities for learning experiences in and out of school, team building, leadership skills etc.
- Transition Programme for First Year students to allow them to settle in, learn about the school and their subjects and make friends etc.
- 5th Year/TY Mentoring programme.
- Active Schools Week/ First Year Tutor Group Activities, Second Year Soccer Tournament, all encourage a sense of community, teamwork, leadership, resilience and a healthy lifestyle/wellbeing.
- Wellbeing Week promotes mental and physical health in and out of the classroom by teaching students about wellbeing and ways to manage their mental health.
- Team building days to foster a sense of belonging and community e.g. 3rd Year Tayto Park trip.
- Themed days/weeks e.g. Daffodil Day, Climate Action Week, Fairtrade Week, GOAL Jersey Day etc to engage with charity activities and social/global issues as well as developing a sense of social responsibility.
- Get Up Stand Up Programme in first year.
- Anti-Bullying Week.
- Guidance Counsellors assigned to 1st year SPHE.
- Learning Support and Resource.
- Home School Community Liaison Officer (also a support to parents)
- Guidance and Counselling.
- Chaplaincy Services.
- School Completion Programme (for some students).
- Care Support Team.
- Anti-Bullying Programme.

- After School Study.
- Tutor-Parent phonecalls
- Homework Club.
- 5 Step routine to encourage a positive start and end to class.
- Teachers build positive relationships with students to build on our school ethos and motto.

## Positive Behaviour Class Awards

In order to highlight the importance of Respect, Pride and Belonging classes will have the opportunity to work towards rewards during the year. Students' positive behaviour will earn points on our VS Ware system. Rewards will be issued to classes on a monthly basis, by the Positive Behaviour Coordinator, based on the accumulation of the points above. This information may also be used to inform our decisions around students of the Month/Year.

Award:	Description of Award:	Points Given:
No notes this week (Tutor)	A student who did not get any behavioural notes in the week	10
Commendation (Teacher/Year Head)	A student who has either improved or produced work to a high standard over a period of time. A student who has helped out in some way in your subject area (open night, Options presentations, helping other students etc). A student who has helped out in an extra curricular setting (PT Meetings, Open Nights, Parents Presentations, Green Schools, Student Council etc)	5
Merit (Teacher / Year Head)	A student who has either improved or produced work to a high standard over a number of lessons, helped you or others out in any way. etc.	3
Well Done ( Teacher / Year Head)	Worked well, good homework, positive attitude, supportive of others, worked well in group, etc.	1

## Interventions to promote positive behaviour

Students will be encouraged to correct inappropriate behaviour as far as practicable without recourse to formal sanctions. However, we recognise that there may be times when a student may display behaviour that contradicts our Code of Positive Behaviour. To address infringements on our Code of Positive Behaviour, staff in Boyne Community School may use a variety of interventions and/or sanctions that will be applied in a fair and reasonable manner.

These interventions are explained in the referral system below which involves four stages:

- Level 1. Classroom Teacher.
- Level 2. Tutor
- Level 3. Year Head/Deputy Principal
- Level 4. Principal/ Discipline Board

# REFERRAL SYSTEM

## PRINCIPAL/DISCIPLINE BOARD:

Reviews issues of reoccurrences of negative behaviour. Interviews with student and parent will take place.

## YEAR HEAD/DEPUTY:

Year Head: Implements 40 minute lunchtime detentions and follows the 3,6,9,12 rule in relation to detentions. Refers to Deputy when required.  
Deputies: Implement suspensions in conjunction with the Principal.

## TUTOR:

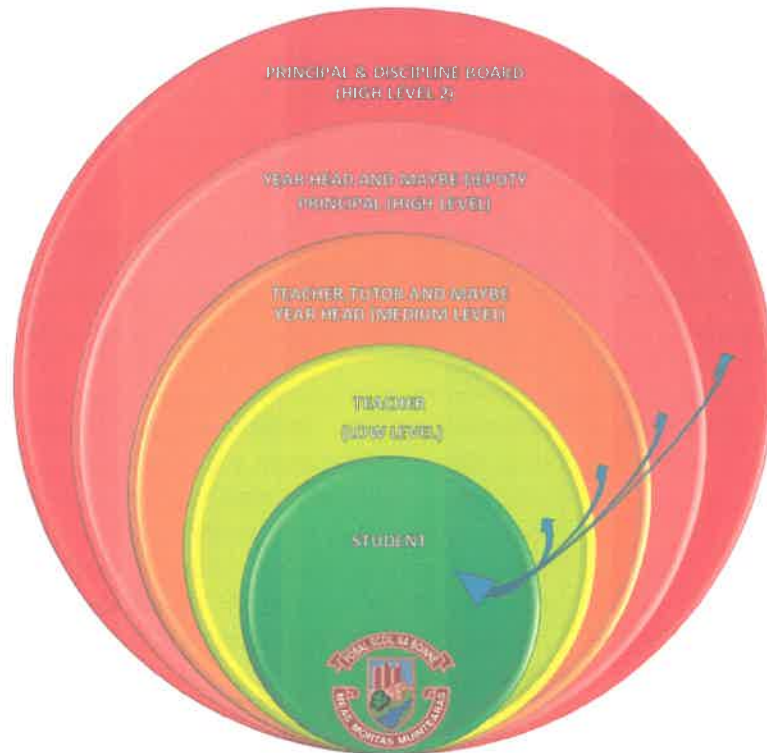
3 notes in a week (HW, E, Uni) = tutor places student on detention for 20 minutes at lunchtime with Year Heads.

## TEACHER:

Reports issue on VSware, implements strategies and interventions with an aim to restore positive behaviour.

## STUDENT:

Working well, on time, respectful, completing homework, has all equipment and in full uniform.



## LEVEL ONE – CLASSROOM TEACHER

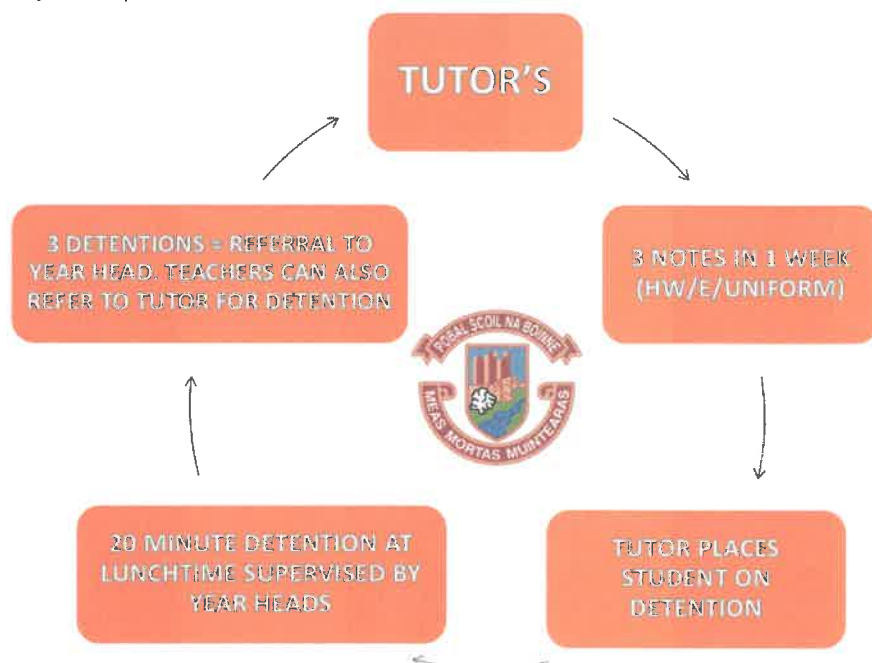
Some interventions that may be applied at this level by a classroom teacher or supervisor may include the following:

- Discussing the matter with the student
- Advising the student on aspect(s) of behaviour that need to change · Changing seating arrangements etc
- Writing a note on VSware
- Extra homework/written work
- Issuing a penalty sheet to the student
- Confiscating a mobile phone if it visible and/or used without teacher permission
- Confiscating items of clothing e.g. hoodies /non school jackets
- Writing a report for referral to the Year Head in the case of repeated negative behaviour that interferes with teaching and learning in the classroom
- Checking and Applying AEN/Care Support recommendations

## LEVEL TWO – TUTORS

The tutor has a dual role. They aim to promote positive behaviour and also to act as a pastoral link for students. Tutors roles include:

- Teaching students the rules and routines in the school in order to promote positive behaviour.
- Liaise and discuss with students issues which are current for them and discuss best practice in relation to the same.
- Deliver weekly messages from various groups and individuals to their groups.
- Monitor student low level issues in relation to Homework, Equipment and Uniforms and place on detention for 20 minutes if a student accumulates 3 or more notes.
- Refer students to their year head for 3 or more detentions.
- Give positive praise both verbal and written (VSware) to students who have displayed a full week of positive behaviour.
- Liaises with Behaviour Support Team/ AEN Team and/or Care Team to discuss interventions which may be required for the student.



## LEVEL THREE –YEAR HEAD

The role of the Year Head involves three key elements in Boyne Community School, these are interlinked and work to reinforce the school motto of Respect, Pride and Belonging.

The Year Head has a particular focus on the following:

- Implementing the schools Code of Positive Behaviour
- Promoting Student Wellbeing
- Monitoring and supporting Academic Progress

The Year Head may receive a referral in relation to a particular student as a result of a Low to Medium Level Behaviour. Examples of a low to medium level are listed below.

LOW LEVEL BEHAVIOURS	MEDIUM LEVEL BEHAVIOURS
<ul style="list-style-type: none"> <li>• Inattentive/off task</li> <li>• Ignoring Instructions</li> <li>• Distracting others in class</li> <li>• Inappropriate language/comments</li> <li>• Not being in correct uniform</li> <li>• Absent from class without permission</li> <li>• Littering corridor/class</li> <li>• Not having class materials</li> <li>• Not attempting homework</li> <li>• No homework</li> <li>• Late to class</li> <li>• Chewing gum</li> <li>• No Journal</li> <li>• No equipment or partial equipment,</li> <li>• Talking out of turn</li> <li>• Shouting out a question or comments</li> <li>• Making noises</li> <li>• Disrupting teaching and learning</li> <li>• Eating in class</li> <li>• Bullying (see AB policy)</li> <li>• Lunchroom etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Using mobile phone in class without Permission</li> <li>• Use of inappropriate language/comments, directed at a teacher or student</li> <li>• Refusing to follow teacher instruction</li> <li>• Physical Contact e.g. horseplay/pushing</li> <li>• Throwing objects</li> <li>• Walking out of class without teachers permission</li> <li>• Leaving school without schools permission</li> <li>• Interfering with, damaging or defacing school property or the property of others</li> <li>• Name calling/jeering/homophobic racist comments (see anti-bullying policy for guidance on appropriate response)</li> <li>• Deliberately/Persistently disrupting teaching and learning.</li> <li>• Absent from class without permission</li> </ul>

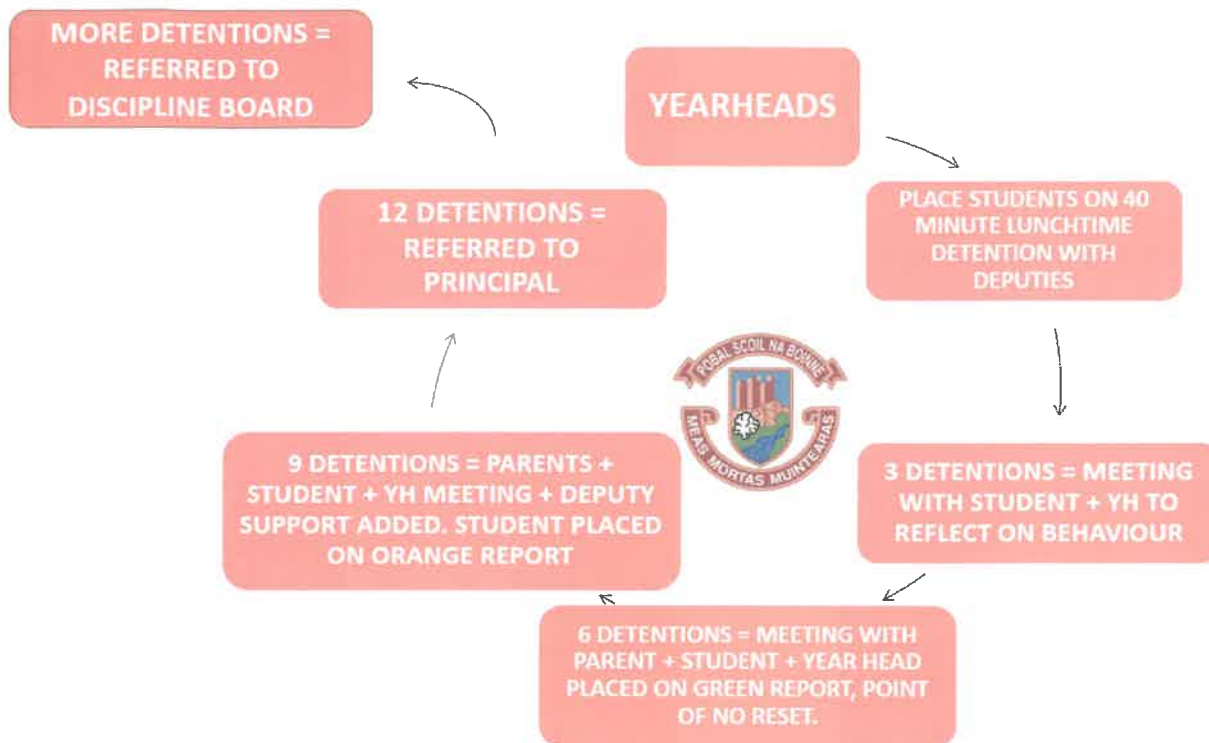
Some interventions that may be applied by the Year Head may include some of the following or a combination of same;

- Restorative conversations and worksheets where appropriate
- Detention\*
- Environmental duties
- Revoking the privilege to leave school grounds during lunch time
- Seeking a contribution for any wilful damage and/or interference with school property or that of others while engaging with school related activities
- Referral to the Deputy Principal /Internal Suspension/Holding Suspension/ Suspension as detailed in part III of this policy
- Referral to the Discipline Board as detailed in part III of this policy

*\*see diagram below in relation to 3,6,9,12 detention rule*

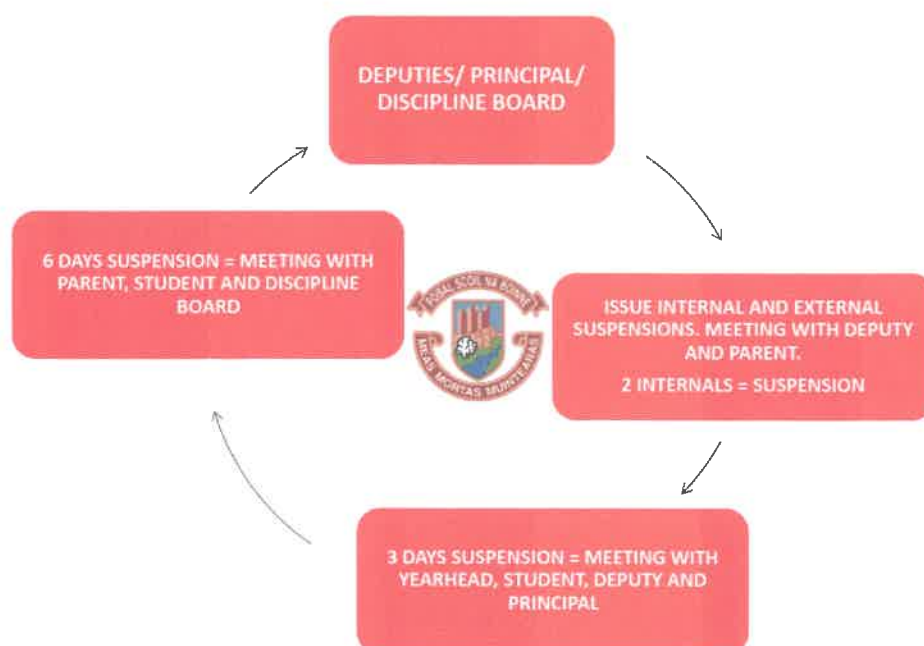
The diagram below details the stages that a student will progress through should Year Head intervention to promote positive behaviour not achieve the desired outcome. It clearly explains how all members of the school community including parents/guardians will work together to support the student to address any negative behaviours. The aim is to avoid the student progressing to the next level and beyond.





The Year Head may receive a referral in relation to a particular student as a result of a serious incident and/or persistent infringements of our Code of Positive Behaviour. Examples of a serious incident that may be referred to the Year Head includes but is not limited to, an instance of inappropriate language towards a member of staff, absence from class without permission, bullying, racial abuse, harassment of any kind that is directed at any member of our school community, persistent disruption of class, vandalism, possession or misuse of substances or if there is a concern about the health, safety and wellbeing of others in our school.

In order to fully investigate any such incident, the Year Head may be assisted by interviews, written statements, referrals and reports from any staff member, CCTV footage, meeting with in school support personnel and/or meeting with parents/guardians.



## **LEVEL FOUR – PRINCIPAL/ DISCIPLINE BOARD**

When it is deemed necessary by the Principal, and as a matter of course if a student has exhausted all previous interventions, a student will be brought before the Discipline Board, which will impress upon the student how unacceptable their behaviour has become, and will encourage them to reform.

There will be three members on the Discipline Board; the Principal, a nominee from the Board of Management and a staff member, drawn from the Student Support Team. This can be the Class Tutor, Year Head, Guidance Counsellor, Chaplain or HSCLO. This staff member shall act as the student's advocate at the meeting. The student's parent(s)/guardian(s) will also be invited to attend the meeting. The student will be issued with a Behavioural Plan which will be monitored over a specified time frame.

As part of this Behavioural Plan, The Discipline Board will outline what sanctions, targets and/or changes to behaviour are deemed necessary. If, having been referred to the Discipline Board, the student has neither achieved the set targets as outlined in the Behavioural Plan, nor desisted from violations of the Code of Positive Behaviour, the Principal may refer the student to the full Board of Management, as detailed in Part III of this policy.

The Board of Management of Boyne Community School also reserves the right to arrange a meeting with parents/guardians and if necessary to apply further suspension(s) or expulsion as outlined in part III of this policy.

## **Part III - SUSPENSION AND EXPULSION POLICY**

### **SUSPENSION**

#### **RATIONALE**

In Boyne Community School our Mission Statement endeavours to provide the best educational environment where effective teaching and learning can take place. The Board has obligations under Health and Safety to provide a safe place of work. The Board shall take other reasonable measures as it considers appropriate to ensure that good order and discipline is maintained and the safety of staff and students is secured. It is acceptable that the school can only function effectively with a clear Code of Positive Behaviour that recognises the right of the pupil to learn unimpeded and the right of the teacher to teach without obstruction. As part of the Code of Positive Behaviour, the Board of Management must ensure that the school has a policy on, and procedures for, the use of suspension and expulsion. Suspension and expulsion will only be exercised by the Principal/Board as a proportionate response to a student's behaviour.

#### **DEFINITION**

Suspension is defined as requiring the student to absent himself/herself from the school for a specified, limited period of school days. (NEWB Guidelines, pg. 70). The decision to suspend is made by the Principal, or in the Principal's absence, the Deputy Principal(s).



## **GROUNDNS FOR SUSPENSION**

The decision to suspend a student requires serious grounds such as but not limited to:

- Disruption of teaching and learning
- The student's presence in the school is a threat to health, safety and wellbeing
- A single incident of serious misconduct
- Threatening and abusive behaviour to a student or member of staff
- Threatening and abusive language towards a student or member of staff
- Persistent bullying
- Damage to property
- Selling, buying, passing, sharing, using or in possession of drugs or any illegal substances including alcohol.
- Being under the influence of alcohol and/or drugs or suspected of being under the influence of alcohol and/or drugs
- Selling, buying, passing, sharing, using or in possession of fireworks or any offensive weapon on the school premises or anywhere in school uniform
- Fighting
- Smoking/vaping inside the school building
- Failure to attend detentions
- Misuse of the internet and/or Social Media

## **PROCEDURES**

Where a preliminary assessment of the facts, as ascertained by the Principal, could warrant suspension, the school will observe the following procedures:

- Inform the student and their parents/guardians about the complaint
- Give parents/guardians and the student an opportunity to respond
- Parents/Guardians of the student shall be informed by phone and a letter will be sent home as soon as reasonably possible thereafter. This letter will normally include the following:
  - Notice of suspension
  - Starting date of the suspension
  - Reason for the suspension
  - Expectations of the student while on suspension
  - Importance of parental support in resolving the matter
- A statement that the Education Welfare Board has been informed if the student has being suspended for more than six days
- Information regarding an appeal of the suspension to the Board of Management
- Requirements which need to be in place when the student returns
- Department of Education and Skills will be informed if suspensions exceed 20 days and an appeals form will be enclosed if appropriate
- All suspensions will be reported to and noted by the Board of Management

The Board of Management of Boyne Community School has authorised the Principal to suspend for a maximum of three days.

In consultation with the Chairperson of the Board of Management, the Principal may suspend a student for five school days.

If a longer period of suspension is warranted the matter will be referred to the Board for consideration and a hearing will ensue. The procedures for investigating and informing the Board of Management

hearing are the same as those for expulsion (See the relevant section under expulsion). The Board of Management can suspend for a maximum of ten days.

## **APPEALS**

The Board of Management will offer an opportunity to appeal the decision to suspend a student.

- All suspensions may be appealed to the Board of Management
- Appeals should be made in writing as soon as practically possible to the Secretary, Board of Management, Boyne Community School.
- All appeals will be heard by the Board of Management as soon as possible.
- The outcome of the appeal will be issued in writing to the parent at the earliest opportunity following the board's decision.
- The student may be requested to remain at home and away from the vicinity of the school for the duration of the suspension, while any appeal on a suspension is in progress.
- If the suspension is served and the appeal is successful, the suspension will then be removed from the student's file/record.
- 
- Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents/guardians, or a student over eighteen, may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education Act, 2007.
- At the time when parents/guardians are being formally notified of such a suspension, they and the student will be furnished with the relevant information to appeal to the Secretary General of the Department of Education and Skills (Section 29 of the Education Act 1998).

## **GROUND FOR REMOVING A SUSPENSION**

A suspension may be removed from the student's record if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Skills directs that it be removed following an appeal under Section 29 of the Education Act 1998.

## **REINTEGRATING THE STUDENT**

The school will encourage the student to take responsibility for catching up on work missed. Students must complete detentions, go on report and/or accept any other requirements put in place for their return. Where deemed appropriate, a student may be referred to the Care Team and a care plan for the student may be put in place. A student may be referred to the guidance/counselling team or chaplain for support.

## **EXPULSION**

### **DEFINITION**

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

## **AUTHORITY TO EXPEL**

The Board of Management of a recognised school has the authority to expel a student. As a matter of best practice, that authority should be reserved to the Board of Management and should not be delegated.

## **GROUND'S FOR EXPULSION**

Expulsion should be a proportionate response to the student's behaviour. Expulsion of a student is a very serious step, and one that should only be taken by the Board of Management in extreme cases of unacceptable behaviour.

The school will have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

- Meeting with parents and the student to try to find ways of helping the student to change their behaviour
- Making sure that the student understands the possible consequences of their behaviour, if it should persist
- Ensuring that all other possible options have been tried
- Seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education).

A proposal to expel a student requires serious grounds such as

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The student's continued presence in the school constitutes a real and significant threat to health and safety.
- The student is responsible for serious damage to property.
- The student is/was selling, buying, passing, sharing, using or in possession of drugs or any illegal substances on the school premises or anywhere in school uniform.
- The student has persistently broken the school Code of Positive Behaviour
- The student is involved in a single incident of a serious nature.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

## **AUTOMATIC EXPULSION**

A Board of Management may decide, as part of the school's policy on sanctions and following the consultation process with the Principal, parents/guardians, teachers and students, that particular named behaviours incur expulsion as a sanction.

However, a decision to impose expulsion will only take place after the school authorities have followed fair procedures and due process.

## EXPULSION FOR A FIRST OFFENCE

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the Code could include, but is not limited to the following:

- A serious threat of violence against another student or member of staff
- Actual violence or physical assault
- Supplying or passing illegal drugs/substances to other students in the school
- Sexual assault

## PROCEDURES

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a student (see 10.3 and 10.4 for information about fair procedures). Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation was carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

### **1. A detailed investigation carried out under the direction of the principal in accordance with relevant school policies.**

This investigation will be carried out by the Year Head\Deputy Principal and\ or other member(s) of staff, as nominated by the Principal. Under the principles of natural justice a written report is furnished by the staff member or member(s) and the student is given the opportunity to furnish an oral or written submission outlining what happened from their perspective.

Other witnesses including students will be asked to give an account of the incident, if necessary.

In investigating an allegation, in line with fair procedures, the Principal should:

- Inform the student and their parents/guardians in writing about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents/guardians and the student every opportunity to respond to the complaint of serious behaviour before a decision is made and before a sanction is imposed.
- Hold a meeting with the student and their parents to provide them with the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. This may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour.

If a student and their parents fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation issued to parents and their response.

## **2. A recommendation to the Board of Management by the Principal.**

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal will make a recommendation to the Board of Management to consider expulsion. The principal will

- Inform the parents/guardians and the student that the Board of Management is being asked to consider expulsion.
- Ensure that parents/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion.
- Provide the Board of Management with the same comprehensive records as are given to the parents/guardians.
- Notify the parents/guardians of the date of the hearing by the Board of Management and invite them to that hearing.
- Advise the parents/guardians that they can make a written and oral submission to the Board of Management.
- Ensure that parents/guardians have enough notice to allow them to prepare for the hearing.
- Inform parents/guardians that they will be facilitated if they wish to be accompanied to the meeting by a third party.
- Request that parents/guardians notify the school, if possible, of their intention to attend the hearing and whether or not they will be bringing a third party.

In normal circumstances when the decision to recommend expulsion is being exercised, a Board of Management meeting will be called within 3 working school days and the decision may be made to suspend a student in the intervening time.

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

The Board will review all documentation and the circumstances of the case. Where a Board of Management decides to consider expelling a student, it must hold a hearing. The Board meeting for the purpose of the hearing should be properly conducted in accordance with Board procedures.

At the hearing, the Principal and the parents, or a student aged eighteen years or over, put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be, impartial as between the Principal and the student.

Parents may wish to be accompanied at hearings and the Board should facilitate this, in line with good practice and Board procedures. After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations.

The Board will then deliberate on whether disciplinary action is warranted, and if so, whether expulsion is appropriate.

## **4. Board of Management deliberations and actions following the hearing**

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction. Where the Board of Management has decided that expulsion is necessary, they will:

- Inform parents/guardians in writing about its conclusions, including the reasons for why it is of the opinion the student should be expelled. The Board should advise the parents that it will meet again after the expiration of twenty school days at which a final decision on the matter will be made by the Board of Management.
- Ensure that the Education Welfare Board has been informed
- Inform the EWB on the official form/documentation in accordance with Section 24 (1) of the Education Welfare Act.
- Ensure that parents/guardians will be informed in the letter mentioned above, that the Education Welfare Board has been informed.

### **5.Consultation arranged by the Educational Welfare Officer**

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

- Make all reasonable efforts to hold individual consultations with the Principal, the parents/guardians and the student, and anyone else who may be of assistance.
- Convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

Pending these consultations about the student's continued education, The Board of Management will take steps to ensure that good order is maintained and that the safety of students is secured (Education (Welfare) Act 2000, s24(5)). The Board may consider it appropriate to suspend a student during this time. Suspension should only be considered where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

### **6. Confirmation of the decision to expel**

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, the Board will reconvene to consider the matter further. If the Board is still of the opinion that the student should be expelled they will make a decision to expel the student.

The Board of Management will confirm their decision to expel in writing to the parents of the student and notify them of their rights to appeal the decision to the Secretary General of the Department of Education and Skills pursuant to Section 29 of the Education Act, 1998. Parents should be advised that an appeal should be made within forty two calendar days from the date the parent or student is notified of the expulsion.

## **APPEALS**

A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

### **THE APPEALS PROCESS**

The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science). For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES guidance.

The above procedures have been taken from the NEWB Guidelines pertaining to suspension and expulsion and have been adopted by the Board of Management of Boyne Community School and are available from the school office or on the NEWB website – [www.newb.ie](http://www.newb.ie).

## ACCEPTANCE OF THE Code of Positive Behaviour AND THE SUSPENSION AND EXPULSION POLICY OF BOYNE COMMUNITY SCHOOL ON ENROLMENT/RATIFICATION OF THIS POLICY

To be included in the journal:

As a student of Boyne Community School, I promise to abide by the values and their interpretation as outlined in our Code of Positive Behaviour. I accept that the school has the right to investigate any infringements of the Code of Positive Behaviour and to apply interventions and sanctions as detailed in this Code, which I have read and hereby accept as part of the enrolment process/following ratification of this policy by the Board of Management. I understand that changes may be made to this document from time to time and that every effort will be made by the school authorities to consult with me in relation to these changes.

Signed (Student): \_\_\_\_\_

As parent/guardian(s) of the above student I hereby confirm my intention to cooperate with the school authorities to support my child in upholding the values of the Code of Positive Behaviour in Boyne Community School. I accept that the school has the right to investigate any infringements of the Code of Positive Behaviour and to apply interventions and sanctions as detailed in this Code, which I have read and hereby accept as part of the enrolment process/following ratification of this policy by the Board of Management. I understand that changes may be made to this document from time to time and that every effort will be made by the school authorities to consult with me in relation to these changes.

Signed (Parent/Guardian(s)): \_\_\_\_\_

### Code of Positive Behaviour FEEDBACK

The Code of Positive Behaviour is an important document for all stakeholders in the school community and we welcome feedback on its content and implementation. Should you wish to highlight any concerns please do so in writing to the Secretary to the Board of Management. All correspondence with regard to the Code of Positive Behaviour will be discussed at a scheduled meeting.

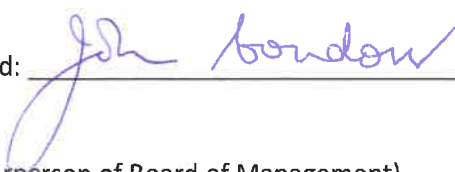
### POLICY RATIFICATION

This policy was adopted by the Board of Management on 21/8/23. The details in the school journal will be amended over time to reflect the content of this policy.

The policy will be reviewed annually and amendments will be brought to the Board of Management for ratification.

This policy has been made available to school personnel (and is readily accessible to parents and pupils on our school website). A copy of this policy will be made available to the Department and the School Patron if requested.

Signed: \_\_\_\_\_



(Chairperson of Board of Management)

Signed: \_\_\_\_\_



(Principal)

