

Code of Behaviour of Holy Family Secondary School

(HFSS Positive Behaviour Policy)



1. Introduction

HFSS Mission: Holy Family Secondary school has as its mission to educate its pupils according to the vision of Pierre Bienvenu Noailles, founder of the Holy Family Order. In accordance with this vision, we promote the Christian virtues of faith, hope, love, gentleness, respect and tolerance, and we emphasise togetherness and family. Guided by these virtues, and dedicated to the pursuit of excellence, we aim, at all times, to provide a safe, caring, inclusive learning environment for all our pupils.

To provide and nurture this safe, caring, inclusive learning environment, we are committed to promoting and acknowledging positive behaviour; to developing a school community in which all its members -pupils, staff, parents, Board of Management (BOM) treat each other with gentleness and respect.

Rationale: To fulfil our mission and in acknowledgement of our collective responsibility as a school community, this Code of Behaviour (COB) has been formulated to replace and/or update all preceding Codes of Behaviour. It has also been formulated, in accordance with NEWB guidelines, to comply with the legal and regulatory requirements relating to codes of behaviour (Appendix E –relevant legislation). It has, furthermore, been formulated to fulfil the statutory obligation of our Patron to ensure that our Code of Behaviour (COB) reflects the principles and values of our school as a Roman Catholic faith school based on the religious and educational philosophy of Pierre Bienvenu Noailles.

Collective Responsibility: The Board of Management (BOM), principal, parents, pupils and staff of Holy Family Secondary School acknowledge and accept their collective responsibility to act in a manner that promotes a positive and happy school climate in which all its members may flourish. They recognise that the adult members of the school community - parents, staff and Board - play a significant part in influencing the behaviour of HFSS pupils.

Scope: This Code of Behaviour (incorporating HFSS Suspension and Expulsion Policy) encompasses other school policies* and it also encompasses the day-to-day procedures and protocols, (a) specified in our School Journal (b) appended to this document, (c) and that may be developed from time to time. Its remit applies at all times when the pupil is:

- At school, representing the school or wearing the school uniform
- Travelling to and from school
- Associated with the school
- Outside of school time where the conduct of a pupil affects the welfare of a member/members of the school community or brings the school into disrepute

***School Policies; inter alia, encompassed by the Code of Behaviour**

- Admissions Policy
- Anti- Bullying Policy
- Attendance Strategy
- CCTV and Managing Images of Students Policies
- ICT and Acceptable Use Policy
- Data Protection Policy
- Dignity in the Workplace Policy
- Child Safeguarding Policy and Statement
- Educational Excursions, Trips and Exchanges Policy
- Faith Formation Policy
- Critical Incident Policy
- Health, Safety and Welfare Policy
- Substance Abuse Policy
- Uniform Policy
- Special Education Needs Policy
- School Guidance and Counselling Policy
- Vetting Policy

The Code of Behaviour content herein must be interpreted and understood in conjunction within the policies framework of Holy Family Secondary School. The policy also operates within a legislative framework and takes account of the following, amongst others;

- The Education Act, 1998
- The Education Welfare Act, 2000
- Equal Status Act, 2000
- The Equality Act, 2004
- Data Protection Acts, 1998 and 2003
- Children First Act, 2015
- National Vetting Bureau (Children and Vulnerable Persons) Act 2012
- Safety, Welfare and Health Act, 2005

Goals/Objectives: This Code of Behaviour sets out to:

1. Enable the principal to carry out her responsibility to maintain order and good discipline in the school
2. Ensure that the school's high expectations regarding the behaviour of all our pupils are widely known and understood
3. Encourage and reinforce good behaviour; self-respect and respect for others; respect for property and the school environment
4. Promote a school environment that is conducive to excellent teaching and learning in which, in so far as is possible, every pupil is able to benefit from and make a full contribution to the life of the school
5. Enable pupils to play an active part in formulating and regularly reviewing our *Pupil Charter for Positive Behaviour* (Appendix A) thus encouraging them to take personal responsibility for their behaviour
6. Have clearly formulated 'school responses' to incidents of negative behaviour and clearly formulated 'actions for improving' pupil behaviour, always being mindful of the need to be fair and flexible as circumstances and pupils' needs may require
7. Make reasonable accommodation for pupils with special needs if they behave negatively
8. Have structures and programme(s) of support for those pupils who present with challenging behaviours

2. Supports/ Structures / Procedures to Promote Positive Behaviour

School Journal: Our School Journal informs pupils and parents of our expectations in relation to pupil behaviour and provides easy access to essential policies (e.g. Extract from COB, 'Pupil Charter for Positive Behaviour (Appendix A)', 'General School Information & Procedures', Anti-Bullying Charter, Homework Policy, Uniform Policy). It is also a method of communicating with parents on a daily basis regarding matters that pertain to our Code of Behaviour, e.g., it is a record relating to 'Behaviour' (positive and negative), 'Absences', 'Classwork / Materials / Homework', 'Uniform / Mobile Phones / Electronic Devices', etc. These records require parents to sign / countersign them, thus explicitly inviting them to both support our Code of Behaviour and to be actively involved in its administration.

Publishing and Promoting a Pupil Charter for Positive Behaviour (Appendix A): We have formulated a *Pupil Charter for Positive Behaviour (Appendix A)* as a core component of our Code of Behaviour. This Charter was formulated primarily by the pupils and teaching staff and audited and amended by representative members of the whole school community. This Charter will be reviewed annually. The Charter will, for example, be promoted

- Through 'focus' activities (assemblies, lessons with class tutor and/or subject teachers, RE/SPHE/Wellbeing classes, Respect week etc.)
- Through the Parents Association, at Parent/Teacher meetings, Open/Information Evenings
- Through the Student Representative Council (SRC), Senior Prefect Team, Holy Family Youth Group (HFY) etc.
- Through the School Journal, Teacher Handbook, on the school website and in school publications

The Charter sets down the following:

- Pupils' rights and responsibilities and their commitment to behaving excellently
- The reasons why certain behaviours are unacceptable
- The school's expectations in terms of excellent behaviour and its commitment to providing the appropriate school environment in which pupils may be safe, treated fairly and flourish
- Parents' commitment to support the Charter and to keep themselves informed of how their daughters are complying with the Code of Behaviour
- A brief listing of possible sanctions

Teacher Handbook: Our Teacher Handbook is updated annually to include essential policies and day-to-day key issues for consistency. The policies included in the School Journal are also in the Teacher Handbook. This is to ensure that all teachers are fully aware of and/or have easy access to policies and procedures that impact daily on pupils and on how they are expected to behave. This is also to ensure that teachers will have consistency of approach and fairness in their dealings with pupils. The Teacher Handbook also ensures that new members of staff may be easily inducted into school procedures and protocols and may learn quickly what our expectations are for our pupils' behaviour.

Monitoring Pupil Behaviour: Behaviour Reports constitute a modulated and progressive recording of positive and negative behaviours. They provide opportunities for pupils to discuss both positive and negative behaviours with their teachers, class tutors, and with their year heads and to work towards obtaining more entries into their 'Positive Behaviour Record' and fewer or no negative reports. The emphasis is strongly on the restorative approach (Appendix C) and takes into account the different circumstances of each pupil, i.e. learning difficulties, home situation, past record.

These reports play a significant part in promoting positive behaviour among our pupils. A 'Positive Behaviour Report' is given to a pupil every time she obtains 3 entries in her 'Positive Behaviour Record'. Letters of Commendation/ Certificates of Positive Affirmation are sent home at the end of term one and at the end of the school year (Appendix C). We have also developed and continuously update behaviour monitoring templates, i.e. Conduct/Report sheets (Appendix C). These sheets are essential to our restorative approach to improving pupil behaviour.

Year Head: The appointment a year heads to each year group facilitates using a restorative approach to challenging behaviour. It enables the year head to take better care of their whole year group. Comprehensive details of the role and activities of our year heads in promoting positive behaviour are contained in the extract from the Teacher Handbook entitled 'Role of the Year Head in Promoting Positive Behaviour' (Appendix B).

Class Tutors: Class tutors play a critical part in fulfilling our school's mission to provide a caring, inclusive environment for our pupils through their special care of one class group. Comprehensive details of the role and activities of our class tutors in promoting positive behaviour are contained in the extract from the Teacher Handbook entitled 'Role of the Class Tutor in Promoting Positive Behaviour' (Appendix B).

Guidance Counsellors/Student Support /Learning Support/Resource/ staff also apply their expertise and specialist training to facilitate optimal learning and best behaviour.

Pastoral Care and Student Wellbeing Team: The principal, deputy principals, year heads, chaplain, guidance counsellor(s), learning support, attendance co-ordinator and the programmes co-ordinator, constitute the Pastoral Care and Student Wellbeing Team. The promotion of positive behaviour is a key activity of this team. From time to time, three to five members of this team will constitute the Positive Behaviour Strategy Committee.

Positive Behaviour Strategy (PBS) Committee: This committee will convene from time to time to meet a pupil who regularly breaches the Code of Behaviour or who has seriously breached the Code of Behaviour. The committee will work with the pupil to plan strategies for improving behaviour. The committee will also decide on a fair and proportionate sanction. The pupil may be accompanied by an **Advocate Teacher** when she meets the committee.

Advocate Teacher: This is a year head or class tutor invited by the principal to act as a mediator or to be a neutral listening voice for a pupil who has seriously or repeatedly breached the Code of Behaviour. The advocate teacher may accompany a pupil when she is meeting with the PBS committee.

Supervision & Substitution: (Summarised/extracted from HFSS Supervision & Substitution Policy) The school acknowledges its duty to provide adequate supervision for all its pupils and appropriate substitution for absent teachers so as to provide a safe, secure school environment, so as to minimise the risk of disruptive or dangerous behaviour, so as to maximise good behaviour and maintain and improve a positive school atmosphere, so as to provide the best possible teaching and

learning experience for all pupils. Teachers supervise in all areas of the school before classes begin at 8.45a.m., at break time, at lunch time and after 3.40p.m. All teachers are aware that corridors, locker areas, toilet areas and classrooms are places where bullying and misbehaviour may occur and are proactive at all times in ensuring that pupils are being adequately supervised. Pupils, most particularly junior pupils, are not left unsupervised except for unavoidable, short periods. Teachers supervise conscientiously and proactively, interacting with the pupils in a respectful and friendly manner.

Assemblies: Assemblies are generally themed to be relevant to the time of the school year and to the year group. Pupils and class tutors play an active part in presenting the assembly theme. The commitment of our pupils to positive behaviour as stated in our *Pupil Charter for Positive Behaviour* (Appendix A) will be reinforced from time to time at assemblies.

Suitable Curriculum / Classroom Management: Teachers constantly evaluate their classroom management and teaching strategies to improve the learning environment for all pupils and to minimise instances of unacceptable behaviour. The principal regularly arranges in-school CPD and/or encourages teachers to be involved in CPD to enhance their teaching strategies.

Children with Special Needs / Learning Difficulties: The school's Code of Behaviour is sufficiently flexible to take account of individual differences and to make reasonable accommodation for pupils with special needs/learning difficulties when their behaviour is in breach of the Code of Behaviour.

Development of Pupil Leadership: The greater the number of pupils who have meaningful leadership roles the stronger is their commitment to our school ethos and consequently the better is the school atmosphere and behaviour of all pupils. Leadership development takes many forms – being a class prefect or vice-prefect, captaincy of teams, management of mini-companies, and organisation of school events, being an excellent role model in and outside of the classroom, etc.

Class Prefects/Vice-Prefects: In keeping with our Mission Statement, and with our emphasis on family values and caring for each other, prefects and vice-prefects take on a leadership role in relation to keeping the rolls and to monitoring attendance patterns in their class group. They encourage pupils to bring in absence notes. They report any concerns regarding attendance and behaviour issues in their class group to their class tutor, year head or deputy principal.

Senior Prefect Team: We actively develop new leadership opportunities for our pupils. We have a senior prefect team comprising of a school captain, five deputy captains and a team of senior prefects. These sixth year pupils are role models for the entire school. Senior prefects have their lockers in each of the junior locker areas and assist in the supervision and monitoring of junior pupils. They play a significant role along with HFSS Holy Family Youth group in the transition of our 1st year pupils from primary to secondary school and in monitoring pupil behaviour.

Holy Family Youth Group (HFY) & John Paul II Group: The HFY members are 5th year pupils who work with 1st years throughout their first school year in HFSS. Our **John Paul II Group** also play an

active role in strengthening our school community. These pupils play an active part in the life of our school and in their parish. They volunteer their time and talents to enrich the life of the school.

Student Representative Council (SRC): The Student Council gives an important, empowering role to our pupils. It is their elected, democratic voice. It provides the opportunity for pupils to give their opinions, to initiate improvements, to liaise with school management, to advocate on behalf of all pupils. The SRC has a positive impact on the life of our school community. For example, the SRC played a formative role in the formulation of our *Pupil Charter for Positive Behaviour*.

Hospitality Teams: Our 'hospitality' students assist in the organisation of, and catering for school events (e.g., P/T meetings, Christmas Carol reception, Open Night, Awards Night, and 6th Year Farewell Ceremony). Being a member of a hospitality team encourages a positive attitude and develops a strong team spirit.

Building a Positive School Environment (Making School a Happy Place): To promote a school environment that is conducive to excellent teaching and learning and in which pupils feel safe, secure and happy, we encourage all school members to initiate and participate in activities that make school a happy place. These activities vary from term to term and from year to year but generally include some or all of the following: i.e. themed civvies days (Halloween, Christmas, St. Patrick's); Respect Week; 'Holy Family Christmas Day'; Good Friend Week; Catholic Schools Week (CSW); St. Brigid's Day; Seachtain na Gaeilge and the celebration of Lá Fhéile Pádraig ('Go Green for St. Patrick'); Sports Day; Smile Week; 'Encounter Days' (Spiritual Retreats), outings, excursions, etc.

Motivational Rewards & Awards Night: The school understands that rewards are more effective than punishment in motivating pupils. We are consciously and continuously 'growing the place for praise'. We have formalised 'praise' through our 'Positive Behaviour Records', Positive Behaviour Reports, our letters/ certificates of positive affirmation sent home twice a year. We are using our website to publicise and promote our pupils' many extra-curricular activities. We organise one-day school outings to acknowledge the positive behaviour and commitment to our school ethos of our pupils. At our annual end-of-year awards night, we acknowledge a multiplicity of pupil achievements and endeavours. At our Open Night and TY Expo, we afford our pupils the opportunity to 'display' and to be proud of their school achievements and activities.

Parental Involvement: Parents play a pivotal part in promoting positive behaviour in our school. We acknowledge the excellent behaviour of our pupils, including those pupils who have occasional lapses from good behaviour. We acknowledge the contribution of parents to the formulation of the Code of Behaviour; their weekly signing of the 'Homework Section' of the School Journal; their daily/weekly checking of their daughter's School Journal; their notifying the school when their daughter is absent; their reading and discussion of the Code of Behaviour and the *Pupil Charter for Positive Behaviour* (Appendix A) with their daughters from time to time; their ensuring that their daughters comply with the rules / procedures / protocols set down in all relevant school policies but particularly in the *Pupil Charter for Positive Behaviour* (Appendix A); their prompt communication with the school when matters relating to breaches of our Code of Behaviour come to their attention.

Notifying School of Pupil's Absence: To facilitate communication between parents and school on attendance issues, we have included a variety of notes in the School Journal. These notes include 'Explanation of Absence', 'Explanation of Late Arrival', and 'Permission to Leave' notes. We make all parents and pupils aware, on a number of occasions throughout the school year, of the importance of using these notes, for example, at parent meetings at the beginning of the school year and through letters/newsletters. **If a pupil has been absent from school, parents are required to have an 'Explanation of Absence' note filled out on the date of her return to school. This note is to be presented to the attendance co-ordinator/deputy principal/class tutor/class prefect.**

Wider Community: Our school encourages communication/links with those members of the wider community who come into regular contact with HFSS pupils so as to minimise any negative behaviours that might arise. These members of the wider community may include: 1) School bus drivers, 2) School traffic wardens, 3) Local shopkeepers/lunch venues, 4) Work experience employers 5) Community youth workers, 6) Gardaí, 7) Sports club personnel

3. Responses to Negative Behaviour /Actions for Improving Pupil Behaviour

The school will always respond to incidents of negative behaviour in a reasonable and proportionate manner, being mindful of the need to be fair and flexible as circumstances and pupils' needs may require, applying the principles of natural justice, using a restorative approach and assisting the pupils to improve their future behaviour. **The school will have in place clearly formulated responses to incidents of negative behaviour and will have in place clearly formulated 'actions for improving pupil behaviour.'**

1. Stage One

Behaviour	Immediate School Response(s)	Actions to Support Improved Behaviour and/or sanction <i>may include</i>
<p>*Initial or minor breaches of <i>Pupil Charter for Positive Behaviour (Appendix A)</i></p> <p>Examples Instance(s) of poor punctuality Not doing homework Not having required materials for class Incorrect uniform Minor instance(s) of slight disruption of a class</p>	<p>Verbal Warning: Teacher challenges the behaviour as being unacceptable and pupil involved told to stop. Speaks to pupil and tries to resolve the issue using the Restorative Approach. Refers to <i>Pupil Charter for Positive Behaviour (Appendix A)</i> and discusses the relevant section with the pupil</p> <p>Written: Teacher records in Journal under the appropriate heading: Behaviour/ Class work/Materials/ Homework/Uniform/Mobile phone/ Electronic devices/Late to school/class without a note, etc. If third recording under heading, teachers fills out Behaviour Report (Appendix C) and submits to year head</p>	<p>Year Head has serious talk with pupil re effects of her behaviour, discusses strategies to avoid repeat of this behaviour, and sets targets for improved behaviour</p> <p>Verbal agreement requested re future behaviour and compliance with <i>Pupil Charter for Positive Behaviour (Appendix A)</i></p> <p>Possible Actions (when/if relevant): an apology, <i>Good Behaviour Agreement</i>, return of property etc. Parents sign Journal, acknowledging their awareness of incident(s) and committing to encouraging their daughter's agreement re future positive behaviour Class Tutor monitors behaviour and assists the pupil with strategies to improve behaviour. Class tutor regularly reads through/ uses School Journal for lessons on school spirit/behaviour Year Head regularly checks all Journals for early signs of breaches of <i>Pupil Charter for Positive Behaviour (Appendix A)</i> Year Head and Class Tutors regularly communicate re pupils who are misbehaving and jointly monitor behaviour patterns of class group Year Head attends meetings with Positive Behaviour Strategy Team</p>

2. Stage Two

Behaviour	Immediate School Response(s)	Actions to Support Improved Behaviour and/or sanction <i>may include</i>
<p><u>*Repeated breaches/ or more serious breach of Pupil Charter for Positive Behaviour (Appendix A)</u></p> <p>Examples Poor punctuality Not doing homework Not having required materials for class Incorrect uniform Disruption of a class. Impeding the learning of classmates Being disrespectful to teachers/other pupils – bullying (cyber bullying)</p> <p>Using mobile phone/electronic devices at times when not permitted (breach of OFF & AWAY for phones)</p>	<p>Teacher: Verbal Warning: Teacher challenges the behaviour as being unacceptable and pupil involved told to stop</p> <p>Written: Records in Journal under the appropriate heading: Behaviour/ Class Work/ Materials / Homework/Uniform /Mobile phone/ Electronic devices/Late to school/class without a note, etc. If third recording under heading (or if serious breach), fills out Behaviour Report and submits to year head Discusses with year head May write additional note to parent in Journal ('Communication by Teacher / Parent')</p> <p>Phone is confiscated and held by a Deputy Principal on the first occasion until the end of the school day.</p> <p>Other Actions: May move pupil to a different seat in classroom May put pupil on a 'Class Specific Conduct Sheet' May remove pupil to an adjacent classroom May give extra work to pupil</p>	<p>Year Head: Has serious talk with pupil re: behaviour and future behaviour; re any underlying issues causing the behaviour Communicates / Speaks to parent via (Journal /telephone) Invites parent(s) to a meeting to discuss behaviour and how to improve it Gets pupil to sign written agreement re future behaviour Puts pupil on a Behaviour Monitoring /Conduct Sheet Gives in-house suspension Arranges for counsellor/student support teacher to see the pupil to assist pupil in understanding reasons for behaviour and reasons why it is not acceptable Gives detention – 1 hour after school Gives school community service, e.g. assisting senior prefects with lunch-time supervision, doing light house-keeping duties Keeps a written record of actions/interventions Discusses strategies with class tutor, e.g. lesson based on School Journal – Charter for Positive Behaviour Withdraws privileges – school outing / extra-curricular event(s) Discusses strategies with Positive Behaviour Strategy Team Imposes appropriate/relevant sanction (See Pupil Charter for Positive Behaviour (Appendix A)) Makes reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability</p>

3. Stage Three

Behaviour	School Response(s)	Actions to Support Improved Behaviour and/or sanction <i>may include</i>
<p><u>*Repeated breaches/ serious breach(es) of Pupil Charter for Positive Behaviour (Appendix A)</u></p> <p>Examples Disrespect to staff Disruptive behaviour in class or elsewhere Refusal to co-operate Refusal to carry out reasonable request Abusive, disrespectful language</p>	<p>Teacher: Verbal Warning: Teacher challenges the behaviour as being unacceptable and pupil told to stop</p> <p>Written: Records in Journal Fills out Behaviour Report and submits to year head May write additional note to parent in Journal</p>	<p>Year Head: Contacts parents Invites parents to a meeting (with Principal/Deputy Principal) – conditions set re future behaviour [parents and pupil sign written agreement re future behaviour] Temporarily removes pupil from class in which she is causing disruption Decides strategies with class tutor and subject teacher in whose class misbehaviour is happening/has happened Imposes relevant sanction from Pupil Charter for Positive Behaviour (Appendix A)</p>

<p>Disrespectful to other pupils Stealing of property Damage to school property/desks/graffiti</p> <p>Inappropriate use of mobile phone (repeated breach of OFF & AWAY) /electronic devices</p> <p>Serious bullying (e.g., cyber, homophobic, transphobic bullying) Breaches of HFSS Substance Abuse Policy Prohibited items (see below) Physical violence Malicious allegations against staff</p>	<p>Discusses behaviour and decides strategies to improve behaviour with year head</p> <p>Other Actions: May move pupil to a different seat in classroom</p> <p>On the occasion of the second breach, and further subsequent breaches of OFF & AWAY, the phone will be confiscated until the end of that school week (Friday) A parent/guardian must collect and sign for the phone</p> <p>May put pupil on a 'Class Specific Conduct Sheet' May remove pupil to an adjacent classroom May give extra work to pupil May request to have pupil temporarily removed from class until pupil has signed written contract of good behaviour</p>	<p>Gives Conduct Sheets / In-house suspension / after- school detention 1-2 hours / Saturday detention(s) – 3 hours / Lunch-time exclusion Uses Restorative Approach – discusses with pupil strategies for improving behaviour and sets targets for improved behaviour Discusses behaviour and strategies with Positive Behaviour Strategy Team Arranges for pupil to meet with Positive Behaviour Strategy Committee (3/5 members from Positive Behaviour Strategy Team) who decide appropriate sanctions and strategies to improve future behaviour</p> <p>Principal: Appoints an Advocate Teacher to support pupil, to act as a mediator Arranges for counsellor/student support teacher to see the pupil Offers referral/ makes referral to child psychologist/ Garda Juvenile Liaison Officer. Makes contact with other support agencies e.g. re anger management Suspends pupil for maximum of three days (See Suspension & Expulsion Policy -Appendix D) Considers the future of the pupil in the school (See Suspension & Expulsion Policy – Appendix D)</p>
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Sample Breaches of Code of Behaviour (See *Pupil Charter for Positive Behaviour*) : Not wearing uniform or wearing incorrect uniform (see Uniform Policy); using phones / electronic devices /or using such devices inappropriately; not having School Journal; not doing classwork and/or homework; repeatedly arriving late to school or to class; skipping class; leaving school without permission; chewing gum; throwing paper or littering; throwing any object that could possibly cause injury; damage to school property (e.g. graffiti); setting off fire alarms; bringing inappropriate items to class; theft; smoking; being involved with or in possession of prohibited substances or dangerous items. Refusal to obey the reasonable request of a member of staff; disruptive behaviour; belligerent arguing or answering back; disrespect towards a teacher; aggression towards a teacher; mocking the efforts of other pupils; aggressive attitude/behaviour towards another pupil; fighting; bullying / cyber, homophobic, transphobic bullying; abusive/foul language; behaviour likely to endanger the safety of others.

Malicious allegations against staff: Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the principal will consider whether to take disciplinary action in accordance with this policy. Where a parent has made a deliberately invented or malicious allegation the principal will consider whether to require that parent

to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

Use of reasonable force: Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used only when immediately necessary and for the minimum time necessary to prevent the pupil from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring herself or others
- Causing damage to property, including her own
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and the pupil's parents will be informed about this serious incident involving the use of force.

Conducting searches: The principal/deputy principal/year head/teacher may request a pupil to show the contents of her schoolbag/pockets, outer clothing, pencil case or any personal property. This would normally happen in the presence of a second pupil and/or a second member of staff. If the pupil refuses, sanctions will be applied in accordance with the Code of Behaviour.

The principal may authorise the searching of a pupil's locker or school property without the consent of the pupil. Searches, with or without consent, should only be undertaken when there are reasonable grounds for suspecting that a pupil has a prohibited or stolen item in her possession. Where the principal, or staff authorised by the principal, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate. The principal may contact the Gardaí for advice on how best to proceed.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil's personal property or possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil's property is searched, the searcher and the second member of staff present will usually be the same gender as the pupil. This may not be the case, however, where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to summon another member of staff.

Prohibited items:

- Knives or weapons, alcohol, illegal drugs and stolen items
- Tobacco, cigarette papers, e-cigarettes, fireworks and pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to or damage to the property of any person (including the pupil)
- Any other items as defined in law from time to time
- Any other items as proscribed by the Board of Management from time to time

Procedures for Detention: When a pupil repeatedly or seriously breaches the Code of Behaviour and when the year head, having followed the procedures outlined in **Responses to Negative Behaviour / Actions for Improving Pupil Behaviour**, considers that the appropriate sanction is detention, the following happens:

1. The year head discusses the misbehaviour(s) with the pupil and decides with her what actions she needs to take, e.g., apology, return of property, etc. The year head assists the pupil to set targets for future improved behaviour, e.g. Contract of Good Behaviour.
2. The year head discusses the misbehaviour(s) with the parent(s).
3. The year head informs the pupil and parent(s) of the time, date and duration of the detention (See Detention Notice in School Journal). Typically, parents and pupils are given three days' notice of a detention.
4. Detention typically occurs for one hour after school hours. From time to time, it may be of two hours duration. Occasionally, it may be of three hours duration on a Saturday morning or a non-school day.
5. The prior agreement of parents is sought before giving Saturday detention.
6. During detention, pupils do homework and study. They may also do extra work, for example, work assigned by the teacher in whose class they have misbehaved.
7. A year head supervises after school detention. Saturday detention is supervised by the teacher who is supervising Saturday study.

Records: Details of sanctions are recorded on Behaviour Reports and kept in the pupil's behaviour file. Behaviour Reports include the name of the pupil, the reason(s) for the sanction and the name of the person administering the sanction.

4. Implementation Arrangements, Roles and Responsibilities

At the beginning of each school year, the year heads along with the principal, deputy principal, chaplain, career guidance teachers, learning support/resource teachers, attendance co-ordinator will constitute the *Positive Behaviour Strategy Team* for that school year and they will review, evaluate, and, if necessary amend and re-launch HFSS Code of Behaviour. The year heads, working closely with class tutors and subject teachers, will oversee the on-going implementation of the policy. The year heads, along with the deputy principal, will ensure that the *Pupil Charter for Positive Behaviour* (Appendix A) and the '*School Responses to Incidents of Negative Behaviour and Actions for Improving Pupil Behaviour*' are placed in all classrooms and in other appropriate areas of the school. They will regularly evaluate the '*School Responses to Incidents of Negative Behaviour and Actions for Improving Pupil Behaviour*' to ensure that the school is fulfilling its obligations according to the Code of Behaviour. From time to time, they will decide, in consultation with pupils and parents and Board of Management on new initiatives to promote positive, respectful behaviour in our school. The principal is committed to providing/arranging CPD for the whole staff in relation to the promotion of positive behaviour.

5. Reviewing and Evaluating the Policy

The policy will be reviewed and evaluated at the beginning of each school year and, as necessary, in the light of any incidents of negative behaviour encountered. The on-going review and evaluation of this policy will take cognisance of changing information, legislation or guidelines [e.g. from the Department of Education and Skills (DES), the National Education Welfare Board (NEWB), the National Behaviour Support Service (NBSS)], and feedback from parents, pupils, teachers and others. The policy will be revised as necessary in the light of such review and evaluation and within the framework of school planning.

The process of review and evaluation may be supported from time to time by some/any of the following: a survey of pupils and staff; feedback from pupil council, prefects or pupil body; observation of behaviour in classrooms, corridors, school grounds; parental feedback, e.g. from Parent/Teacher meetings, from Parent Association, from individual parents, from a focus group of parents; a comment/suggestion box.

Identification of some practical indicators to gauge the effectiveness of this policy: Pupils, staff and parents are aware of the Code of Behaviour e.g. through the prominent display of the *Pupil Charter for Positive Behaviour* (Appendix A) in the school, its publication in the School Journal, Teacher Handbook, and on the school website; through the excellent behaviour of the vast majority of our pupils; through the improved behaviour of the small number of pupils who present with challenging behaviours; through the effective administration and recording of 'School Responses to Incidents of Negative Behaviour and Actions for Improving Pupil Behaviour'. Positive feedback is received from pupils, parents, staff and others in relation to the Code of Behaviour and in relation to how our pupils behave both within the school and in the wider community.

6. Concerns and/or Complaints

If a pupil feels aggrieved, if she has concerns and/or complaints regarding the implementation of the Code of Behaviour in relation to her own behaviour or the behaviour of another pupil/other pupils, she may speak to any teacher. She may speak to her class tutor, year head, deputy principal or principal. She may request to have an 'Advocate Teacher'. The principles of natural justice will be applied and this pupil will be enabled to express and resolve her concerns/complaints most probably with the assistance and input of her parents. Apart from suspension or expulsion, a pupil will not have the right to a review of a sanction by the BOM. Likewise, if parents have concerns and/or complaints regarding the implementation of the Code of Behaviour in relation to their daughters' behaviour or the behaviour of other pupils, they should speak to the year head in the first instance. The year head will work with the parents to resolve the concerns/complaints/ and, if desired by the parents, the deputy principal/principal will assist in the process. At all times, the school will seek to find a reasonable, proportionate and fair solution. There will be no right to a review by the BOM of any sanction other than suspension or expulsion.

7. Communication and Ratification

Following ratification of this Code of Behaviour by the HFSS Board of Management:

- It will be circulated within the school community
- The entire staff will be given the opportunity to become familiar with the policy and to be prepared to put it into practice
- All concerned will be made aware of any changes implied in curriculum delivery, school rules and sanctions
- Parents/guardians will be supplied with the Code of Behaviour at the time of enrolment of their daughter in the school
- Parents/guardians and, if appropriate, pupils over 18 years, will be asked to sign a statement that they have read the policy and agree to be bound by it.

This policy replaces all earlier HFSS Code of Behaviour Policies. This Code of Behaviour complies with relevant legislation and Department of Education and Skills guidelines.

The publication of this Policy has the agreement of the Diocese of Kildare & Leighlin (as per Section 15(d), Education Act 1998).

Signature of Chairman, Board of Management: _____ Date: _____

Signature of Principal: _____ Date: _____

Signature of Diocesan Representative: _____ Date: _____

This Code of Behaviour is available from the school office and on the school website, www.holyfamily.ie.
The *Pupil Charter for Positive Behaviour* is published in our School Journal.

Appendix A



Student Charter for Positive Behaviour

(My Rights and My Responsibilities)

A Caring and Safe School Environment

I will expect to learn in a caring, tolerant and safe environment.

I will expect to be treated with courtesy, respect, kindness and fairness by all the members of our school community. I will have the assistance of a teacher advocate to act as a mediator on my behalf if I should either breach seriously or continuously the Code of Behaviour

Respect, Good Behaviour and Acceptance of School Policies and Procedures

I will always do my best to behave excellently, to be kind, caring and honest.

I will be courteous and polite at all times, treating all the members of our school community with respect and fairness. I will co-operate with and follow the reasonable instructions of all staff members.

I will read the following school policies and conduct myself accordingly: Code of Behaviour, Anti-Bullying, Use of School Journal, Uniform, Homework, Internet Acceptable Use, and Substance Use.

Positive Behaviour in Class (Class Work & Homework)

I will come to class on time (because it disrupts the class if I come late).

I will have a note to explain my late arrival (because this is polite and respectful)

I will come to class with my journal, books, copies, pens, pencils and any other equipment required (because I must take responsibility for my own learning).

I will do my class work to the best of my ability. I will actively participate and I will listen to the teacher and follow her/his instructions (because I am in school to learn).

I will put my hand up if I want to ask a question (because only one person may speak at a time).

I will not be disruptive in class (because it is unfair to others who wish to learn).

I will not eat, or drink anything except water, in class (because it is disruptive and impolite and may cause a mess).

I will not use bad language in class (because it is disrespectful and disruptive).

I will not use electronic devices, including mobile phones and iPods (because this causes disruption and may cause hurt to others).

I will always carry my journal with me and write my homework in it (because this helps me to do my homework efficiently and to be well prepared for my classes)

I will do the homework that I get (written, revision, reading, writing, learning, etc.) as well as I possibly can (because this helps me to learn well).

School Uniform (see School Uniform Policy)

I will wear my full uniform to school every day.

I will wear my school uniform correctly, neatly and with pride (*this includes P.E. uniform for P.E. class*).

Books and Journal

I will have my journal, books and all the materials that I need for each class.

I will keep my books and journal in good condition.

I will not deface or permit others to deface my journal; if I lose or damage my journal, I will pay for a replacement.

I will not damage other students' books and equipment.

I will get my journal signed weekly / checked regularly by my parents.

I will have my journal with me during class and when out-of-class during the school day.

Lockers

I will go to my locker at the permitted times – before the first class of the day, at break and lunch times and after the last class of the day – and, at other times, only with the signed permission of a teacher

I will bring my books and all class materials **for each set of two classes, classes 1-2, classes 3-4 & classes 5-6.**

I will not leave my belongings (books, P.E. uniform, etc.) on top of lockers or in the locker area after classes end for the day. I will keep the locker area neat and tidy

I will not swop/change lockers without the permission of my year head.

Attendance

I will come to school and class on time every day.

I will not leave the school building or grounds without written permission. **This applies to the whole school day, including the period before the first class of the day.**

If I must leave school during the day, **I will have a 'Permission to Leave' note in my journal signed by a parent/guardian* which I will hand in to the attendance co-ordinator/deputy principal between 8.30a.m. and 8.40a.m.** and I will be collected by a parent, or authorised adult, at the agreed time. **I will only leave school during the school day for very serious, urgent or unavoidable reasons. (*This also applies to students aged 18 and over.)**

I will not absent myself from class without a teacher's permission.

I will not waste time between classes.

If/when I have been absent from school, I will have a note in my journal explaining why I was absent. I will give this note to the attendance co-ordinator/deputy principal/class tutor/class prefect

Punctuality

I will be in school by 8.35a.m. every morning. I will immediately organise by books, etc. and I will be waiting outside my classroom at 8.45a.m.

I will be waiting outside my classroom at the end of lunch break with my books, etc. ready for my two afternoon classes.

If I have a 'Permission to Leave' note, an 'Explanation of Absence' note, or any other communication to make before 8.45a.m., I will be in school by 8.30a.m.

If I must leave school during the day, I will have a note in my journal signed by a parent/guardian and I will be collected by a parent, or authorised adult.

Mobile Phone and Internet- OFF & AWAY

I will agree to have my mobile phone and all electronic devices switched off and away during the school day. This means that my mobile phone will be switched off and away at all times. Any phone seen or heard will be confiscated; this includes phones on display in shirt or skirt pockets. **I know that if I do not comply with OFF & AWAY rules that my phone will be confiscated for one day on the first occasion and for one school week (until Friday at 3.40pm) on the second occasion and for subsequent breaches of phone use in school times.**

I will respect the privacy of each member of the school community by not using my mobile phone to record any sound or picture in the school.

I will not use my mobile phone or any electronic device to send unkind comments or images

School Property and Equipment

I will respect all school property and equipment.

I will not damage any student's, or any teacher's property.

I will help to keep my classrooms clean, tidy and litter-free.

I will keep the school grounds and environment clean and litter free.

I will not take anything that does not belong to me.

Corridors & Fire Drills

I will walk (not run), keeping to the left, on corridors and stairs.

I will obey all 'Entrance' and 'Exit' signs.

I will take fire drills seriously.

Chewing Gum and Banned Substances/Banned Items

I will agree not to chew gum, smoke, vape or bring banned substances/items to school.

I will not smoke or vape (use of electronic cigarettes) within the school grounds, when in school uniform or when representing the school. I will not bring any illegal or intoxicating substances to school.

Sanctions

I will accept with good humour and good grace any fair sanction imposed on me if I infringe the rights of other members of our school community or if I do not fulfil my own responsibilities.

I know that fair sanctions might include: having behaviour recorded in School Journal; receiving a Behaviour Report; being interviewed by my year head; being on Conduct/Report; signing a 'Contract of Good Behaviour'; having my mobile phone confiscated; having my excess jewellery confiscated until the end of the school year; being on in-house suspension; doing school community service; having privileges withdrawn, e.g., school outing; **doing detention, either after school or on a day when classes are not being held, e.g. a Saturday;** being interviewed by the Behaviour Strategy Committee; Deputy Principal/Principal/ Chairman of the Board of Management; being suspended or, for a very serious breach of the Code of Behaviour, being expelled.

This *Holy Family Student Charter for Positive Behaviour* was formulated by the staff, students and parents of Holy Family Secondary School. It was reviewed and revised periodically. **This amended Charter was ratified on 9th February 2018 by the Board of Management.**

ADDENDUM TO STUDENT CHARTER

Students aged 18 or over must comply with all school rules and procedures.

Permission to leave during the school day: Students aged 18 or over must comply strictly with the procedures, only seeking to leave during the school day for the most **serious, urgent or unavoidable reasons**. They **must submit** the 'Permission to Leave Note' signed by parent/guardian to the Attendance Co-ordinator/Deputy Principal **before the beginning of the school day**.

Except in the case of illness, when a parent will be contacted, students aged 18 or over will not be permitted to leave school at any time following the commencement of the school day unless they have fully complied with the correct procedures. **THE SCHOOL HAS A RIGHT TO REFUSE.**

Signature of Chairman Board of Management: _____ Date: _____

Signature of Trustee Representative: _____ Date: _____

Signature of Principal: _____ Date: _____

Commitment of Student and Parent to Charter (for HFSS Student Journal)

This commitment is signed by all new students and their parents.

Student's Commitment: *I have read Holy Family Secondary School Student Charter for Positive Behaviour (Appendix A) and guided by the policies, procedures and rules of HFSS, I acknowledge my rights and I commit to fulfilling my responsibilities by conducting myself according to this Charter.*

Student's Signature: _____ Date: _____

Parent's Commitment: *I have read Holy Family Secondary School Student Charter for Positive Behaviour (Appendix A). I support my daughter's commitment to conduct herself according to this Charter. I will read HFSS policies from time to time and keep myself informed on how well my daughter is complying with them.*

Parent's Signature: _____ DATE: _____

School's Commitment: *The school commits to providing a safe, well-ordered school environment that expects and values good behaviour, courtesy, respect and fairness; that is conducive to excellent teaching and learning; that ensures, in so far as is possible, that all pupils may be enriched by their education in HFSS and may, in turn, enrich, with their gifts and talents, the life of the whole school community.*

School's Signature: _____ **DATE:** _____

Appendix B

Roles of Subject Teachers, Class Tutors, Year Heads, Deputy Principal, Principal, Guidance Counsellors, Chaplain in Promoting Positive Behaviour

(Extract from Teacher Handbook)

ROLE OF THE SUBJECT TEACHER IN PROMOTING POSITIVE BEHAVIOUR:

In order to elicit co-operation and effort from the pupils, praise and commendation both written and verbal are vital in raising each pupil's self-esteem and confidence. The subject teacher should aim to build a positive and vibrant work ethic in the classroom. Her/his approach to classroom management should be firm, fair, inclusive and consistent.

Achievements and positive contributions of pupils may be recognised in a variety of ways:

- Words of praise and encouragement.
- Positive Recognition record – in the school journal. Certificate of Achievement. Nomination for awards.
- Extra responsibility given.

To encourage pupils to behave well, the following procedures may be useful:

Take time to talk to the pupil in a calm atmosphere. Remember to listen to what she has to say. Try to reason with her while making sure that she understands the consequences of her actions for everyone involved.

- Any sign of improvement needs to be met with approval. Verbal reprimand may suffice.
- Be critical of the behaviour, not the pupil.
- Record incident in the School Journal. Record incident on a 'Behaviour Report' form.
- Consider change of location within the class (perhaps in consultation with class tutor).
- Send note to parents in School Journal or speak with parent/guardian.
- Issue extra work assignments (proportionate to the level of indiscipline).
- Consider removal of privilege.
- Refer to year head. Refer to deputy principal in the case of gross non-compliance.

NOTE Where possible, all problems should be resolved at subject teacher level before being passed on to the class tutor, year head etc. Subject teachers need to familiarise themselves with the COB and *The Pupil Charter for Positive Behaviour* and to follow the guidelines/procedures outlined therein.

ROLE OF THE CLASS TUTOR IN PROMOTING POSITIVE BEHAVIOUR :

Pastoral Role: Holy Family Secondary School has as its mission to provide a caring, inclusive learning environment that emphasises togetherness and family and that enables each pupil to fulfil her own unique potential. Although the fulfilment of this mission involves all teachers, class tutors play a significant role in its fulfilment through their special care of one class group. This role is caring, positive and pastoral in nature. It is primarily a non-disciplinary role. It requires class tutors to know and to adhere to school policies and procedures.

Subject Teacher & Tutor: At the start of each school year, the principal assigns a tutor to each class. Every effort is made to ensure that this is a teacher who has regular contact with the class. As the role of class tutor is a voluntary position, the principal asks if s/he will accept to be tutor of the assigned class.

Year Heads & Class Tutors: At the beginning of each school year, the 1st year class tutors meet with year heads, counsellors, chaplain, and deputy principal and principal to share information relevant to the transition of pupils into secondary school. All other class tutors also meet with their year heads at the beginning of the school year to plan and prepare for the year ahead and to update pupil information. If possible, school counsellors, chaplain, principal and/or deputy principal also attend these meetings. Time-tabled meetings between class tutors and year heads take place, at least, 4-6 times each school year.

Class Tutors –

- Support and encourage all pupils in their class & actively create a positive class spirit
- Prepare class for active participation in assemblies
- Frequently check School Journals & actively record positive behaviour
- Support class on days of pastoral activities – start-of-year Mass, sports day, Respect Week, Good Friend Week, Catholic Schools Week, Seachtain na Gaeilge, end-of-year tour, etc.

- Support/inform tutor class re health and safety practicalities (e.g. fire drills, movement in corridors, first aid, etc); re use of School Journal (e.g. notes, school procedures, Code of Behaviour, correct uniform)
- Sign absence notes from pupils & liaise closely with attendance co-ordinator / deputy principal in collecting absence notes
- May become aware of factors that could adversely affect a pupil's school performance, welfare, attendance. Refer such matters to the year head
- May become aware of a Child Protection Issue. Report immediately to the principal (Designated Liaison Person)
- Are supportive of any pupils who are experiencing difficulties impacting upon school life, academic performance or attendance
- Monitor class progress and liaise with the subject teachers. Reward excellence and effort
- Are informed by subject teachers/year heads of any reported incidents of bullying (see 'Procedures for Investigating and resolving Bullying')
- Regularly bring to their class's attention the **Anti-Bullying Charter and Procedures** and the **Pupil Charter for Positive Behaviour (Appendix A)** and **Responses to Negative Behaviour /Actions for Improving Pupil Behaviour** (on their classroom wall & in School Journals)
- May contact parent (having discussed issue with year head prior to contact) and should complete all necessary and relevant documentation, i.e. 'Conversation with Parent' form, to maintain clear and effective chain of communication
- Act as facilitators for the selection of the class prefect/vice-prefect. Encourage the work of class prefects
- Set up a cleaning rota with their class to ensure that both their base classroom and their locker area are kept neat and tidy

On receipt of a Referral about a pupil and having consulted in detail with the subject teacher, the class tutor may take a form of the following action:

- Meet pupil, gather facts. Identify the source of the problem. Consult with others.
- Get agreement to work in partnership to bring about the desired change.
- Help work out strategies for change.
- Small signs of improvement need to be met with approval.
- Discuss strategies with the year head.
-

Forms of Affirmation: **Highlighting positive contributions of class to the school community through use of Notice Boards, Assembly, School Newsletters, School website, Student Council, Letter of Achievement, Certificates of Attendance/Punctuality; Pointing out improvements no matter how small; Giving responsibility within pupil's area of ability.**

Note: Class tutors need to familiarise themselves with the COB and *The Pupil Charter for Positive Behaviour* and to follow the guidelines/procedures outlined therein.

ROLE OF THE YEAR HEAD IN PROMOTING POSITIVE BEHAVIOUR : The ethos of the founder of the Holy Family Secondary School, Fr. Pierre Bienvenu Noailles, envisages a family where all members can grow to maturity in a loving, caring environment. In carrying out their duties, the year heads strengthen the Holy Family ethos of our Catholic faith school, contribute to the holistic education of all our pupils, promote a positive behaviour environment within the school, and are a strong model of educational leadership for all their colleagues.

The year heads have complete responsibility for monitoring all aspects of the development and school life of their specified year group. This will include monitoring academic progress, behaviour, attendance, uniform and appearance, and punctuality. The year head will also strive to promote positive behaviour within the school by encouraging respectful and courteous relationships between the individual pupil and her classmates, and also the individual pupil and the wider school community of pupils, teachers, clerical and maintenance staff. The year head will carry out these functions with the assistance of class tutors, fellow year heads, deputy principal, and principal.

Year Heads -

- Pay careful attention to every aspect of the year group, which contributes to the learning environment
- Monitor and review progress of the year group
- Support class tutors in the execution of their pastoral responsibilities.

- Organise and chair meetings with class tutors
- Acknowledge and reward achievements at, for example, year group assemblies, Awards Ceremony
- Oversee, with the assistance of the class tutors, the following: School Journal, noting any negative, or positive behaviour on the part of the pupil
- Maintain the behaviour files, and take action as required.
- Communicate with parents as necessary either by telephone, letter or in one-to-one meetings, and keep written records of these communications.
- Oversee behaviour monitoring/conduct sheets/reports of individual pupils.
- Conduct detentions on a rota basis.
- Keep files and records of all actions carried out.
- Lead assemblies, assisted by their class tutors, on a monthly basis.
- Visit each class weekly to affirm positive behaviour; to note any problems; and to disseminate any relevant school information
- Attend an induction meeting with their year group in August each year
- Meet their class tutors during each school year
- Meet formally with principal, deputy principal and Pastoral Care and Student Wellbeing Team twice a month. Give a full report of main developments at these meetings
- Compile behaviour reports on individual pupils as necessary to be included with academic reports to be sent to parents.
- Liaise with guidance and educational support departments with regard to any individual pupil where necessary, and keep principal/ deputy principal informed of any relevant issues.
- Oversee movement on corridors between classes
- Oversee behaviour in toilet areas between classes
- Consult with deputy principal on serious matters. Consult with principal on most serious matters.
- Ensure that all school procedures, rules and systems operate effectively in the year group

On receipt of a Referral of a pupil from a member of staff, the year head may adopt a form of the following course of action:

- Meet pupil. Listen. Gather facts. Counsel/warn/note in Journal/impose appropriate sanction
- Request Parent/Teacher meeting.
- Place pupil on Behaviour Monitoring (Notification sent to parents). Monitor progress and review.

Temporarily withdraw pupil from class. Refer for counselling and/or assessment. Place pupil on detention (24 hrs notice given). Refer serious cases to Deputy Principal. Refer very serious cases directly to Principal. (see *Responses to Negative Behaviour /Actions for Improving Pupil Behaviour*)

Note: Year heads need to familiarise themselves with the COB and *The Pupil Charter for Positive Behaviour* and to follow the guidelines/procedures outlined therein.

ROLE OF THE DEPUTY PRINCIPAL: The deputy principal has responsibility to the principal for managing the school's Code of Behaviour; contributes generally to the educational and personal development of pupils; encourages and fosters learning in pupils; forms a direct line of communication between all groups in the school and the principal; supports teachers in the execution of their pastoral responsibilities.

ROLE OF THE PRINCIPAL: The principal has overall responsibility for managing the school's Code of Behaviour. The principal takes under serious review any cases referred; consults with year heads at meetings, and offers support and advice where needed. The principal emphasises the on-going development of a positive affirming atmosphere in line with the school ethos and vision; establishes a culture of continuous improvement; manages the implementation of all policies that support and affirm the endeavour and success of all pupils; promotes co-operation between the school and the community it serves.

The principal may suspend and permanently exclude a pupil, in accordance with legislative guidelines and provisions. Suspension and exclusion are a last resort and are only applied after repeated or very serious

misbehaviour. All the specified procedures will be followed before such actions are taken and the co-operation of parents/guardians will have been earnestly sought. The Board of Management will play a strategic, appropriate role in matters of suspension/expulsion.

ROLE OF THE SCHOOL CHAPLAIN IN PROMOTING POSITIVE BEHAVIOUR: Our school chaplain provides an important spiritual and pastoral service for the whole school community including: spiritual direction; pastoral counselling; support in crisis; trauma management; bereavement support; liturgical celebrations; prayer experiences. This spiritual and pastoral service, through its focus on the Christian virtues of faith, hope, gentleness, respect and tolerance, and through its focus on our school as family, encourages our pupils to behave well

ROLE OF SCHOOL COUNSELLORS /STUDENT SUPPORT TEACHERS: Our school counsellors / student support teachers support members of the school community in times of need; listen carefully and supportively; offer advice on many areas /issues. As part of our Pastoral Care Support Team and Pastoral Care and Student Wellbeing Team, they link with all relevant personnel in order to give assistance where valid and needed.

Appendix C

1. Behaviour for Sanction	-	page 23
2. Positive Behaviour	-	page 24
3. Work, Behaviour, Punctuality Record	-	page 25
4. Good Behaviour Agreement	-	page 26
5. Behaviour Report	-	page 27
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7. Communication by Pupil / Concern Report	-	page 29
8. Restorative Justice	-	page 30

REPORT NO. ____ BEHAVIOUR FOR SANCTION

Name: _____ Class: _____ Date: ____/____/____

AUTOMATIC SANCTION	
Insolence to teacher	
Refusal to co-operate	
Offensive Language	
Serious Disruption	
Damage to property	
Leaving w/o permission	
Other	

SANCTION ON THIRD NOTE	
BEHAVIOUR IN CLASS	
Disrespectful	
Unco-operative	
Talkative/Inattentive	
Disruptive	
Using mobile phone etc	
Other	
CLASSWORK	
No journal	
No materials	
No work done	
Non participation	
Other	
HOMEWORK	
Not presented	
Incomplete	
Unsatisfactory	
Copied	
Other	
UNIFORM	
Shoes/socks	
Jacket/Fleece	
Tracksuit Bottom	
Make-up / Hair	
Piercings	
Other	
ATTENDANCE	
Absent from class	
Late to class w/o note	
Late to school w/o note	
PROPERTY & EQUIPMENT	
Desks / Tables	
Lockers	
Chewing gum	
Littering	
Mobile phone / Electronic device	
Other	

Action taken by Subject / Reporting Teacher	
Noted in Student's Journal	<input type="checkbox"/>
Discussed behaviour with student	<input type="checkbox"/>
Gave reflective exercise	<input type="checkbox"/>
Got student's agreement to improve behaviour	<input type="checkbox"/>
Assigned a new seat in the classroom	<input type="checkbox"/>
Wrote a note to parent/guardian in Journal	<input type="checkbox"/>
Referred behaviour to Class Tutor	<input type="checkbox"/>
Other [Please specify on Page 2]	<input type="checkbox"/>

Description of 'Other' Behaviour

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Signed: _____

Subject / Reporting Teacher

Date: ____/____/____

Action taken by Year Head	
Discussed behaviour with subject / reporting teacher	<input type="checkbox"/>
Discussed/decided strategies with subject teacher	<input type="checkbox"/>
Discussed behaviour with student	<input type="checkbox"/>
Gave reflective exercise	<input type="checkbox"/>
Got student's agreement to improve behaviour	<input type="checkbox"/>
Noted in Student's Journal	<input type="checkbox"/>
Put student on Behaviour Monitoring Form	<input type="checkbox"/>
Discussed behaviour / strategies with class tutor	<input type="checkbox"/>
Telephoned Parent(s)/Guardian(s)	<input type="checkbox"/>
Met Parent(s)/Guardian(s)	<input type="checkbox"/>
Discussed with / referred to counsellor	<input type="checkbox"/>
Detention given	<input type="checkbox"/>
Discussed with / referred to Deputy Principal	<input type="checkbox"/>
Other action / sanction [Please specify on page 2]	<input type="checkbox"/>

Signed: _____

Year Head

Date: ____/____/____

POSITIVE BEHAVIOUR REPORT

Name: _____ Class: _____ Date: ___/___/___

POSITIVE BEHAVIOUR	
BEHAVIOUR IN CLASS	
Respectful	
Co-operative	
Fair	
Attentive	
Caring	
Other	
CLASSWORK	
Journal	
Materials	
Work done	
Participation	
Other	
HOMEWORK	
Presented	
Complete	
Excellent	
Creative	
Other	
UNIFORM	
Correct	
Grooming	
Other	
ATTENDANCE	
Excellent	
Punctual	
Other	
EXTRA CURRICULAR	
Sport	
Cultural	
Social	
Other	
VOLUNTEER	
Committee	
Hospitality	
Monitor	
Other	

Key words from Code of Positive Behaviour	
courtesy	
respect	
kindness	
fairness	
caring	
tolerant	
accepting	
good humour	
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Description of 'Other' / Further detail
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Action taken by SUBJECT / REPORTING TEACHER	
Noted in Student's Journal	<input type="checkbox"/>
Praised Student for positive behaviour	<input type="checkbox"/>
Gave / posted certificate	<input type="checkbox"/>
Wrote a note to parent/ guardian in Journal	<input type="checkbox"/>
Referred positive behaviour to Class Tutor	<input type="checkbox"/>
Referred positive behaviour to Year Head	<input type="checkbox"/>

Signed: _____
Subject / Reporting Teacher
Date: ___ / ___ / ___

Action taken by YEAR HEAD	
Noted in Student's Journal	<input type="checkbox"/>
Praised Student for positive behaviour	<input type="checkbox"/>
Gave / posted certificate	<input type="checkbox"/>
Wrote a note to parent/ guardian in Journal	<input type="checkbox"/>

Signed: _____
Year Head
Date: ___ / ___ / ___

Work, Behaviour and Punctuality Record



Pupil's Name: _____

Class: _____

Day & Date: _____

CLASS PERIOD	Subject	Teacher's Initials	TICK AS APPROPRIATE		TICK AS APPROPRIATE		TICK AS APPROPRIATE		Teacher's Comment	Parent's Comments (if desired)
			Homework / class work		Behaviour		Punctuality			
			Done	Not done	Acceptable	Not acceptable	On time	Late		
8.45										
9.45										
Break 10.45-11.00										
11.00										
12.00										
Lunch 13.00-13.40										
1.40										
2.40										

Year Head's Comment:

Year Head's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

Good Behaviour Agreement

(To be agreed and signed, if required, during the school year)



I agree:

1. To abide by **HFSS Pupil Charter for Positive Behaviour**
2. To be **respectful to all my teachers**
3. **To be respectful, kind and caring to all other pupils**
4. **To behave well in all my classes**
5. **To be co-operative in all my classes**
6. To come to school on time (8. 35a.m. and 1.35 p.m.)
7. To go to classes on time
8. To have my books and all required class materials in class
9. To do my class work and home work
10. To wear the correct school uniform
11. Not to leave school, without permission, during the school day
- 12.–
- 13.–
- 14.--

I understand that I made a commitment with my parents that, as a pupil in Holy Family Secondary School, I would always do my best to behave excellently at all times. I understand also that my genuine efforts to act always with respect and care will be acknowledged by the principal, deputy principal, year head, class tutor and all teachers of the school.

Pupil's Signature: _____

Date: _____

Parent's Signature: _____

Date: _____

School Stamp :

Behaviour Report

Summer 20 - -



Name: _____

Year: _____

Dear Parent(s),

Your daughter has accumulated a significant number of '*Behaviour Notes*' since January 20 - -for breaches of our Code of Behaviour.

We wish to express our sincere concern about the negative effect that repeated and unacceptable behaviour may have on her progress and on that of others.

We ask you to discuss this report with your daughter and we look forward to seeing greatly improved behaviour in the new school year.

Signed: _____ Year Head

Certificate of Positive Affirmation

Summer 20 - -



Name: _____

Year: _____

Dear Parent(s),

We are delighted to issue this **Certificate of Positive Affirmation** for your daughter.

We compliment her on her excellent behaviour and on her commitment to the ethos of our school.

We look forward to seeing her continued and valued contribution to our school community in the year(s) to come.

Signed: _____ Year Head

Communication by Pupil / Concern Report (IN SCHOOL JOURNAL)

You may use this form if you have any concerns regarding yourself or another pupil / other pupils that you would like to bring to the attention of your class tutor, year head or any other teacher.

You may wish to use this form to report a concern about bullying.

You may wish to report a concern about any type of negative / unacceptable behaviour that is taking place in your classroom, school corridors, etc.

You may hand this to a teacher or 'post' it in a classroom mail box.

Please write your name and class and tick 'yes' as appropriate.

Name _____ Class _____

Would you like to talk to someone about your own concerns? **Yes** **No**

Are you concerned about any other pupil(s)? **Yes** **No**

=====

Restorative Justice

A Conceptual Model for Managing Incidents of Misbehaviour

(Applying principles of natural justice – two sides to every story)

A useful framework for dealing with negative behaviour is offered by the concept of Restorative, as opposed to Retributive Justice. The 'restorative' approach contrasts with the traditional model of apportioning blame and applying punishment. It adopts a more holistic view, which seeks to restore the balance of relationships between members of the school community. The process of dealing with incidents of negative behaviour does not have to be draconian. A restorative model also takes into account the needs of the person who is misbehaving.

Retributive Justice

1. Misdemeanour defined as violation of school rules.
2. Focus on establishing blame, on guilt, on the past. (Did you do it?)
3. Adversarial relationship and process
4. Punishment to deter/prevent.
5. Accountability defined as taking punishment, deciding to put things right
6. Conflict seen as individual v. school

Restorative Justice

1. Misdemeanour defined as violation of one person's rights by another.
2. Focus on problem-solving by expressing feelings and needs first, and then how to meet those needs.
3. Dialogue and negotiation. Everyone involved listening to each other. Restitution, reconciliation and restoration as goal.
4. Accountability defined as understanding the impact of the action, and making reparation.
5. Misdemeanours recognised as interpersonal conflicts. Value of conflict as potential opportunity for learning recognised.

Adapted from Hopkins (2002).

Appendix D

Suspension and Expulsion Policy of Holy Family Secondary School



Suspension

Introduction and Rationale: This Suspension and Expulsion Policy has been formulated as an essential part of HFSS Code of Behaviour. It has also been formulated, in accordance with NEWB guidelines, to comply with the legal and regulatory requirements relating to codes of behaviour (See Appendix E). It has, furthermore, been formulated to fulfil the statutory obligation of our patron to ensure that our Code of Behaviour reflects the principles and values of our school. The procedures outlined in this policy are underpinned by the principles of natural justice, notably the right of a pupil to be heard and her right to impartiality.

Authority to Suspend: 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 3 days. This authority has been delegated to the principal by the Board of Management. Suspensions beyond 3 days must be decided by the Board of Management. In exceptional circumstances, however, when a meeting of the Board cannot be convened in a timely fashion, the principal, with the approval of the chairperson of the Board, may impose a suspension of up to five days. The principal/BOM will exercise their authority to suspend in a fair and non-discriminatory manner, having regard to their responsibility to the whole school community and to the principles of natural justice.

The Purpose of Suspension: The purpose of suspension is one of corrective support rather than of punishment for misbehaviour. It is the view of the school that suspension may allow a pupil the time, under the supervision of her parents, to reflect on her unacceptable behaviour; to accept responsibility for that behaviour; to commit to changing her future behaviour to meet the expectations of the school.

Grounds for Suspension: Suspension will only be considered when all other interventions have failed to improve the behaviour of a pupil who repeatedly breaches the Code of Behaviour or when a pupil breaches the Code of Behaviour in a very serious manner. The breach/breaches and interventions will be recorded in the pupil's behaviour file. The decision to suspend will only be made when it is considered to be a proportionate response to the misbehaviour (*Pupil Charter for Positive Behaviour*). Suspension will be for reasons such as the following:

1. The pupil's behaviour has had / is having a seriously detrimental effect on the education of other pupils and on the teaching process
2. The pupil's continued presence in the school, at this time, constitutes a threat to safety
3. The pupil is responsible for serious damage to property
4. The pupil has been involved in a serious incident / serious incidents of misconduct

Principles of Natural Justice: The principles of natural justice will be applied and the pupil will have

1. the right to be heard
2. the right to impartiality

The right to be heard: The pupil and her parents will be fully informed about the alleged misbehaviour and the processes that will be used to investigate and decide the matter. They will be invited to a meeting to discuss the allegation. **They will be given the opportunity to respond to the allegation before a decision is made to suspend.**

The right to impartiality: The person who alleges the misbehaviour, or who is a victim, or a witness should not usually conduct the investigation. It is usually preferable that the principal should arrange for another member of staff to investigate the alleged misbehaviour and to present a full report. Where the principal does not conduct the investigation, natural justice requires, however, that she should meet with the pupil and hear the pupil's side of the story before she makes a decision. Where circumstances require the principal to conduct the investigation as well as impose the sanction, **she must not only act fairly but be seen to act fairly.**

Suspension Procedure: In the event that the principal exercises her authority to suspend a pupil, the following procedure will be used.

1. The pupil will be informed of the precise reasons why she is to be suspended.
2. The parents of the pupil will be notified in writing of the suspension and invited to come to the school for a meeting. This meeting may take place with an advocate teacher present and the principal and it will emphasise the responsibility of the parents to support their daughter to behave well on her return to school.
3. In cases where the suspension is to take effect immediately, such as in the interests of health and safety, parents will be informed by telephone, with written follow-up.
4. Pupils will not be sent home during a school day unless collected by a parent or some other suitable arrangement is made.

Formal Letter of Notification to Suspend: All suspension decisions will be notified formally to the parents and the formal letter of notification will include:

1. The period of the suspension and the date(s) on which the suspension will begin and end
2. The reasons for the suspension
3. Expectations of the pupil while on suspension, e.g. programme of study
4. The arrangements for returning to school, including any commitments to be entered into by the pupil and the parents (e.g. their reaffirmation of their commitment to the Code of Behaviour)
5. The provision to appeal to the Board of Management

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

6. A statement that the pupil is under the care and responsibility of parents while suspended
7. A reference to the plan for re-integrating the pupil into school
8. A statement that the National Education Welfare Board will be informed of the suspension
9. The provision to appeal to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29) where the duration of suspension(s) in the current school year is twenty days or more.

Factors Influencing Duration of Suspension: In the interest of ensuring a fair and even-handed system for the imposition of suspension, the principal will, among other things, take account of the following factors in determining the duration of a suspension:

1. The age and state of health of the pupil.
2. The pupil's previous record of behaviour at the school.
3. Any mitigating circumstances unique to the pupil that might reasonably be taken into account in connection with the behaviour leading to the suspension.
4. The degree to which parental, peer, or other pressure might have contributed to the behaviour
5. The severity of the behaviour, its frequency, and the likelihood of recurrence
6. The extent to which the behaviour impaired or will impair the normal functioning of the pupil and others in the school community.
7. The degree to which the behaviour was a breach of the Code of Behaviour.
8. Whether the incident leading to the suspension was the result of the pupil acting alone or as part of a group
9. The degree to which the pupil recognises and accepts that her behaviour was unacceptable and is prepared to exhibit genuine contrition.

Suspension Completion: Upon completion of a suspension, the following procedures may apply for the formal re-introduction of the pupil into the school.

1. Parents may be requested to attend with the pupil upon her return to school.
2. A written or verbal apology may be required of the pupil for her misbehaviour.
3. The pupil may be required to enter into a contract of good behaviour or other conditions that may be specified before returning to school.

Re-Integration Plan: A member of the Care Team, e.g. a student support teacher, may assist the year head, class tutor and subject teachers to re-integrate the pupil into the school community. The re-integration plan might include assistance with catching up on work, counselling, meeting with advocate teacher, setting targets for good behaviour with year head with regular review of these targets and regular acknowledgement of achieved targets through entries in the pupil's 'Positive Behaviour Record' in her School Journal.

Removal of a Suspension: As the principles of natural justice demand that there should be available a right of appeal to a higher authority, a pupil or her parent(s) may appeal the principal's decision to suspend to the Board of Management. Such an appeal must be made in writing to the secretary of the BOM stating the ground on which the appeal is being made.

The school may insist, however, 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 the suspension has already been served, it will be expunged from the pupil's record.

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

1. The principal may agree that an alternative sanction should be applied following discussion with the pupil's parents.
2. New circumstances may come to light after the suspension has been applied that would have mitigated the sanction had they been known beforehand.
3. Other mitigating factors consistent with the application of the principles of natural justice may become evident.

Suspension Records: Formal written records will be kept of the following:

1. The investigation (including notes of all interviews that were held)
2. The decision-making process and its rationale
3. The duration of the suspension and any conditions attached to it

Suspension Reports: The principal will make the following two reports:

1. Report to the Board of Management with reasons for and duration of suspension
2. Report to the NEWB in accordance with reporting guidelines {Education (Welfare) Act, 2000, Section 21(4)(a)}

Expulsion

Authority to Expel: Only the Board of Management has the authority to expel a pupil. This is an authority which it will not delegate.

Efforts to Resolve Unacceptable Behaviour: Expulsion will only be proposed as a proportionate response to a pupil's behaviour. Expulsion will only be proposed in extreme circumstances when all efforts to improve the pupil's behaviour have been exhausted. Such efforts might include the following (See *Pupil Charter for Positive Behaviour*):

1. Meeting with the parents and the pupil to find ways of helping the pupil to change her behaviour
2. Ensuring that discussions have been held with the pupil and her parents regarding the behaviour that the school considers unacceptable and alerting the pupil and her parents that such behaviour may lead to permanent exclusion
3. Providing formal verbal and written warnings at appropriate times when trying to resolve unacceptable behaviour and providing clear expectations of what would be required of the pupil in the future
4. Ensuring that all procedures, supports, sanctions, referrals, actions under the Code of Behaviour have been applied and documented in writing
5. Ensuring that all appropriate support personnel, both internal and external, have been involved (e.g. student support and learning support teachers, counsellors, chaplain, advocate teacher, etc. – 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)

Grounds for Expulsion: The following behaviours may be grounds for expulsion:

1. The pupil's behaviour is such that it is a persistent cause of significant disruption to the learning of others and/or to the teaching process
2. The pupil's continued presence in the school constitutes a real and significant threat to the safety of members of the school community
3. The pupil's behaviour is uncontrollable and is not amenable to any form of school discipline or authority
4. The guarantees of the pupil and her parents to reasonable behaviour following repeated suspensions are not forthcoming or met

5. The pupil is responsible for serious damage to property
6. The pupil arrives in school under the influence of alcohol or drugs

Automatic Expulsion: The following first time offences may be grounds for automatic expulsion. The offences include but are not limited to the following:

1. A serious threat of violence against another pupil or a member of staff
2. Gross insubordination to the principal or to a member of staff
3. Serious assault
4. Sexual assault
5. Having and/or supplying illegal drugs to other pupils in the school or supplying drugs outside of school
6. Serious burglary or theft
7. Major damage to school property
8. Possession of / brandishing of an offensive weapon

Principles of Natural Justice: Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will be in accordance with the principles of natural justice (See Principles of Natural Justice in Suspension section of this policy).

Procedures for Expulsion: The procedural steps will be fully recorded and documented and will include:

1. A detailed investigation carried out under the direction of the principal

- 1.1. The principal will meet the parents and the pupil to inform them about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion. This information will also be provided to the parents in writing
- 1.2. The principal will give the parents and the pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed. She will listen to their side of the story, answer their questions and explore with the parents how best to address the pupil's behaviour.
- 1.3. If the pupil and her parents fail to attend a meeting, the principal will re-schedule the meeting and advise the parents in writing of the seriousness of the matter, of the importance of attending, and of the duty of the Board of Management to make a decision in response to their daughter's inappropriate behaviour.

2. A recommendation to the Board of Management by the principal to consider expulsion

- 2.1. The principal will inform the parents and the pupil of her recommendation to the BOM
- 2.2. The principal will provide written records of allegations, investigation and grounds for recommendation to both the parents and to the BOM
- 2.3. The principal will invite the parents to a hearing by the BOM, advising them of their right to make a written or an oral submission, advising them of their right to be accompanied, giving them adequate notice to prepare their submission

3. Consideration by the Board of Management of the principal's recommendation and the holding of a hearing

- 3.1. The Board of Management will review all documentation and the circumstances of the case to satisfy itself that the investigation was conducted in line with fair procedures and the principles of natural justice
- 3.2. The BOM will ensure that no party who has had any involvement with the case should be present at their deliberations (e.g. a member of the Board who may have made an allegation about the pupil)
- 3.3. At the hearing, both the principal and the parents will put their case to the Board. Each party may question the evidence of the other party directly. The parents may use the hearing to make their case for lessening the sanction.
- 3.4. The Board must ensure that they are seen to be impartial. Following the hearing, neither the principal nor the parents may be present for the Board's deliberations.

4. The Board of Management deliberations and actions following the hearing

- 4.1. Having heard from the parties, the Board will decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction
- 4.2. If the Board decides that the pupil should be expelled, it must notify the Educational Welfare Officer (EWO) in writing, stating its reasons [Education (Welfare) Act 2000, Section 24(1)].
- 4.3. The Board should refer to the National Educational Welfare Board (NEWB) reporting procedures for proposed expulsions.
- 4.4. The pupil cannot be expelled before the passage of twenty school days from the date on which the EWO will receive from the Board the written notification of the proposed expulsion.
- 4.5. The Board should inform the parents in writing of its decision and of the next steps in the process. Where expulsion is proposed, the parents should be told that the Board of Management will now inform the EWO.

5. Consultations arranged by the Educational Welfare Officer

- 5.1. Within twenty days of receipt of a notification from the Board of Management of its opinion that the pupil should be expelled, the EWO must a) make all reasonable efforts to hold individual consultations with the principal, the parents and the pupil and anyone else who may be of assistance and b) convene a meeting of those parties who agree to attend.
- 5.2. The purpose of consultations and meeting will be to ensure the continuation of the pupil in education. The consultations may result in an agreed alternative intervention to avoid expulsion. Where such an alternative intervention is not an option, the focus should be on alternative educational possibilities
- 5.3. Pending these consultations, the Board may consider it appropriate to suspend the pupil. Such a suspension will only be considered where there is the likelihood that the continued presence of the pupil during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or of staff.

6. Confirmation of the decision to expel

- 6.1. When the twenty-day period following notification to the EWO has elapsed and if the Board remains of the view that the pupil should be expelled, the Board will formally confirm to the EWO the decision to expel.
- 6.2. The parents will be notified immediately and they will be told about the right to appeal and supplied with the standard form on which to lodge an appeal.
- 6.3. A formal, written record will be made of the decision to expel the pupil

Appeals: A parent, or pupil over the age of eighteen years, may appeal a decision to expel to the secretary of the Department of Education and Skills. An appeal may also be brought by the NEWB on behalf of a pupil.

Formal Letter of Notification of Intention to Expel: The Board's decision to expel a pupil will be notified formally to the parents and the formal letter of notification will include:

1. The effective date of the commencement of the expulsion (twenty days following notification to EWO)
2. The reason(s) for the expulsion
3. A statement that the Educational Welfare Officer has been informed of the decision to expel
4. The next steps in the process - brief outline of role of Educational Welfare Office upon her/his receipt of notification from the Board of its intention to expel
5. Where applicable, a statement that the pupil will be suspended from school and will be under the care and responsibility of the parents for the period of 20 days required by the Education Welfare Officer to examine alternative provisions for the education of the pupil

Formal Letter of Confirmation of Expulsion: When the twenty-day period following notification to the EWO has elapsed, the Board will confirm in writing to the parents that:

1. The expulsion has taken effect
2. The parents have the right to appeal to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29)
3. The Board will supply the parents with the standard form on which to lodge an appeal

Pupils Aged 18 or More: Occasions may arise when an adult pupil requests the school to restrict or limit communication with her parents or to limit parental involvement in matters relating to her education. In such circumstances, in relation to suspension or expulsion matters, the school will inform the parents of the pupil about the change in practice and the reasons.

Involving the Gardaí: If allegations are made to the school regarding the criminal behaviour of a pupil, in such instances, the principal may seek the advice of the juvenile liaison officer / or of another member of the gardaí.

Requirement to leave: For a serious breach of school discipline falling short of one for which expulsion is necessary, but such that the pupil cannot expect to remain a member of the school community, the pupil may be required to leave permanently. The pupil will be given reasonable assistance in making a fresh start at another school.

Review of Use of Suspension and of Expulsion: The Board of Management will review the use of suspension and expulsion in the school at regular intervals to ensure that their use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that suspension and expulsion are used appropriately

Communication of Suspension and Expulsion Policy: Following its ratification by the Board of Management this Suspension and Expulsion Policy will be communicated in the school community as part of HFSS Code of Behaviour.

Ratification of Suspension and Expulsion Policy: This policy replaces all earlier HFSS Suspension and Expulsion Policies. It forms part of HFSS Code of Behaviour. This Suspension and Behaviour Policy complies with relevant legislation and Department of Education and Skills guidelines.

The publication of this Policy has the agreement of the Diocese of Kildare & Leighlin (as per Section 15(d), Education Act 1998). This policy was reviewed and ratified by the HFSS Board of Management on 9th February 2018.

Signature of Chairman, Board of Management: _____ Date: _____

Signature of Principal: _____ Date: _____

Signature of Diocesan Representative: _____ Date: _____

This Suspension and Expulsion Policy is available from the school office and on the school website, www.holyfamily.ie.

Appendix E

RELEVANT LEGISLATION AND LEGAL INSTRUMENTS INCLUDE THE FOLLOWING:

1. The Constitution of Ireland Articles
2. The European Convention on Human Rights (1950)
3. The UN Convention on the Rights of the Child (1989)
4. Education Act 1998
5. Education (Miscellaneous Provisions) Act 2007
6. Education (Welfare) Act 2000
7. The Equal Status Acts 2000 to 2004
8. Ombudsman for Children Act 2002
9. Education of Persons with Special Needs Act 2004 (EPSEN Act)
10. Disability Act 2005
11. Non-Fatal Offences against the Person Act 1997
12. Health and Safety legislation
13. Data Protection Act, 1988
14. Data Protection (Amendment) Act, 2003
15. Age of Majority Act, 1985
16. Children First Act, 2015