



## **BOARD OF MANAGEMENT**

*St. Paul's C.B.S.*

*North Brunswick St., Dublin 7.*

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### *St. Paul's CBS, North Brunswick Street - School Code of Behaviour*

#### Introduction

St. Paul's CBS is a Catholic voluntary secondary school for boys now operating under the Trusteeship of the Edmund Rice Schools Trust. In keeping with the philosophy and vision of Edmund Rice, founder of the Christian Brothers, the school is a Christian community that has, as its aims, the spiritual formation, academic preparation and cultural development of its pupils.

The school is managed by a Board of Management, is funded by the Department of Education and Science and operates within the regulations and guidelines set down by that Department.

#### Mission Statement

The mission statement of St. Paul's C.B.S. is "to support teachers, parents and students as they co-operate in the cultivation of an atmosphere of Christian care and concern. This endeavour contributes towards the self-realisation of all the students". The provision of a learning environment that allows all students to achieve their full potential is implicit in this statement

St. Paul's CBS subscribes to a holistic vision of education as expressed in the five key elements outlined in the Edmund Rice Schools Trust (ERST) Charter.

#### The Five Key Elements of an Edmund Rice School are:-

- Nurturing faith, Christian spirituality and Gospel-based values;
- Promoting partnership in the school community;
- Excelling in teaching and learning;
- Creating a caring school community;
- Inspiring transformational leadership

As a caring school community, one of the aims of our school is to foster a spirit of mutual respect between students, staff and community. Every student and member of staff has the right to enjoy and benefit from having a positive and co-operative school atmosphere. Good behaviour helps to create this atmosphere and is expected at all times. This involves respecting oneself, fellow students, staff and all school property.

The Code of Behaviour is the result of a co-operative effort by the school community of St. Paul's CBS; the students, parents, teachers and Board of Management. On the understanding that good order and discipline are necessary life skills and important foundations for learning it is the aim of the code to affirm these and support the principles of respect and tolerance that have been and are the cornerstone of the characteristic spirit of St. Paul's.

The Code of Behaviour is the set of programmes, practices and procedures that together form the school's plan for helping students in the school to behave and learn well.

The St. Paul's C.B.S. Code of Behaviour centres on the word 'respect'. This means a respect for the entire school community: students should respect the staff, their fellow students and the school property. This is to make sure that the environment in the school is geared for learning and for ensuring that all students can achieve their full potential.

## The Code Aims to:

- Enable students to develop their talents to the full by providing a balanced, challenging curriculum which fosters intellectual, spiritual, emotional and physical growth.
- Foster an atmosphere which promotes self-esteem, honesty, justice and respect for others.
- Create a safe, healthy learning environment that nurtures self-discipline and encourages students to take responsibility for their own learning.
- Promote co-operation, respect and commitment within the School so that all are unified as partners in learning for life.

Students of St. Paul's CBS are expected to observe the Code of Behaviour at all times while on school property, while travelling to or from school and while attending any school activity including school trips, sporting and cultural events.

# The Terms of the Code of Behaviour

## Attendance

Attendance at school enables students to achieve their academic potential, to develop a sense of belonging to the school community and to benefit from all school activities

The Education Welfare Act (2000) requires that the school should be notified if a student is absent. This may be done by phoning the school office but in all cases an absence slip at the back of the Student Journal explaining the absence should be completed by a parent/ guardian and returned to the Tutor when the student is returning to school following an absence.

Any student leaving the school early must sign out at the Office and have permission from the Deputy Principal or Principal, having first informed the Tutor or Year Head.

No student may absent himself from class at any time. Students feeling ill should report to the school office, having first informed the Tutor or Year Head. The Deputy Principal / Principal will then assess the situation and will authorise contact with a parent / guardian.

In accordance with section 21 of the Education Welfare Act (2000), the school is obliged to notify the National Educational Welfare Board when a student is absent for 20 days or more in any given academic year.

Students are not permitted to leave the school grounds during morning break.

## Punctuality

Students are expected to be on time for school. Arriving on time is an expected habit both in the workplace and in personal relationships. Late-coming inconveniences both teachers and students.

Students arriving late in the morning or in the afternoon must report to the Office and must have their journals stamped before going to class. Students arriving late will not be admitted to class without this late stamp.

Student lateness will be monitored by the Deputy Principal. Any student who is consistently late will receive an 8.15 am detention. Parents/guardians will be informed by a letter given to the student the day before detention is due. The detention will be recorded in the student journal. Failure to attend this detention on time will result in a one day suspension.

Students who are persistently late despite serving detention will incur further appropriate sanctions.

All students must be in class on time. Students should move quickly but safely at the end of each class in order to be in time for the next. Students should only go to their lockers before morning classes, at lunch-break and at the end of the day. (Please refer to Locker Rules)

## Uniform

The school uniform helps promote a sense of belonging to the school community and is a visual symbol of St. Paul's CBS. Students wearing our uniform should be conscious that they represent the entire school community and as such, their behaviour should reflect our ethos and code.

Full uniform must be worn when travelling to or from school and during out of school activities.

Personal jewellery and body-piercings are not allowed.

## School Work and Home Work (Please refer to the School Homework Policy)

Students are expected to be prepared for, and to work in, each class. They should have the textbooks and class materials that their teachers have indicated are necessary. Students should complete class-work and homework on time and be prepared and present for all tests and examinations.

Good work habits enable the student to contribute to the class and to be successful. They are important for success in endeavours after secondary school. The school provides each student with a Student Journal at the beginning of the year. Students are expected to keep it in their possession and treat it with care and respect. Students are required to use the journal to note homework including work for reading/revision.

The Student Journal is also used as a means of communication between parents and the school.

Students should make their best effort to complete work and should seek advice/or help from teachers if in difficulty.

If homework is not presented, a student is required to have a note of explanation from a parent / guardian.

## Internet (Please refer to the School Internet Acceptable Use Policy)

Students are expected to use computers and computer networks solely for the purpose of education and academic research. Students must not tamper with or reconfigure any computer software without the permission of a teacher.

Students may not misuse electronic mail or have access to Internet sites that violate any aspect of this Code of Behaviour.

Any student using Information and Communication Technology (ICT) for the purpose of insulting or defaming a teacher, student or any other member of staff associated with the school and/or bringing the school into disrepute in any fashion will have the case referred to the Board of Management.

## Behaviour expected of students

Good behaviour in class and around the school creates a safe environment conducive to learning.

Students are expected to show concern for the personal safety of themselves and others at all times.

All members of the school community have a right to be treated with dignity and courtesy.

Students should follow the instructions given by their teachers and other members of staff.

Students should not engage in actions where others may be adversely affected. This includes play fighting, running through public areas or engaging in conduct potentially harmful to themselves or others.

Students are required to use the bins provided for litter and to treat all school property with care.

Behaviour during liturgies, formal events and presentations must be appropriate to the occasion.

Aggressive behaviour in any form will not be tolerated. The safety and learning of the well-behaved students must be prioritised.

The school has many regulations that govern a student's behaviour in specialist rooms and all of these must be adhered to at all times. This is to ensure the safety of all students. Examples of these areas include: the Science lab, Woodwork room, Computer room, Art room, Language lab, Home Economics room, Library and P.E. gym.

Students must respond to instructions from teachers promptly and in a positive manner. This will help to promote a healthy and respectful working relationship between the teacher and the student.

At all times students must be courteous and respectful to all staff members and each other. St. Paul's C.B.S. promotes an atmosphere of respect, safety and achievement.

For safety reasons, all classrooms must be vacated at break times.

For the same reason as above, cycling is also forbidden on school grounds. Bikes must be walked through the school grounds. As parking space is limited, students may not park motorcycles or cars on the school grounds.

For reasons of health and to maintain a positive impression of the school, chewing gum is forbidden on school premises.

Eating and drinking are strictly confined to the General Purpose Area and the Junior Yard.

In keeping with National Health and Safety regulations, smoking, alcohol and addictive substances are strictly forbidden in the school, on school property and during school related activities.

To ensure a positive, respectful and safe learning environment, wilful damage to school property is strictly forbidden.

In the interest of their own safety, students may not leave their class or the yard without a teacher's permission.

In order to make sure that all students are properly supervised at morning break time, all Juniors (1st, 2nd and 3rd year students) will go to the large yard behind the new building. Seniors (4th, 5th and 6th year students) will use the general purpose area (G.P.A.).

The use of toilets is normally confined to break times. Any persistent medical problems should be notified to the student's Tutor.

All physically fit students must participate in P.E. class. Inability to take part must be notified in writing to the P.E. teacher.

For the safety of students and staff, and to ensure that intentional and unintentional disruption by them is eliminated, the use of mobile phones or any electronic recording devices on school premises is forbidden. Any parent or guardian wishing to contact a student, or vice-versa, can contact them through the office. Incidents where students use mobile phones to bully other students or send offensive messages or calls will be investigated under the Anti-Bullying policy.

## Bullying: (Please refer to our Anti-Bullying policy)

Conduct which is injurious to the mental and physical well being of others is not conducive to good school morale or to a secure learning environment.

Students should not engage in any activity that could be interpreted by others as harassment, intimidation or bullying.

Bullying is defined as repeated aggression conducted by an individual or a group against others – such aggressive behaviour may be verbal, psychological or physical. The term bullying encompasses harassment, i.e. any form of unwanted conduct in relation to any of the nine grounds named in equality legislation, (gender, marital status, family status, age, disability, sexual orientation, race, religion, membership of the travelling community) that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim. Bullying includes sexual harassment, i.e. any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

All allegations of bullying will be investigated according to the procedures outlined in the Anti-Bullying policy and appropriate sanctions will be taken against those who bully.

# The Discipline System in Action

The procedures for dealing with incidents of unacceptable behaviour are referred to as our 'ladder of referral'. The basic principle is that the higher up the ladder an incident is dealt with, the more seriously it is viewed. The staff member involved in reporting an incident will be informed of the outcomes.

The class teacher has primary responsibility for discipline in his/her classroom and deals with minor infringements of the Code as they arise.

If a student does not follow the code, the teacher has a number of options available which include:

- Reasoning with the student
- A verbal reprimand – including advice on how to improve
- A reprimand and behaviour recorded in Student Journal
- Moving position within the classroom
- A note home to a parent/guardian in the in the Student Journal
- Direct communication with a parent/guardian by phone or arranged meeting
- Additional pieces of work (as well as that given to the class in general)
- A community task such as tidying a room or picking up litter
- Detention before school, at break-times or after school
- Confiscation of a disruptive item
- Referral to Year Head
- Loss of Privileges e.g. participation in school trips, outings or school events.
- Internal suspension

For a serious or persistent issue, the student will receive a booking from the teacher in the Class Conduct Book. In the case of persistent disruptive behaviour, the student can be moved to another teacher's class, to his class Tutor, the Year Head, the Deputy Principal or the Principal.

These options are designed to ensure that the positive learning environment the school wishes to maintain is not interrupted and that well-behaved students who work to the best of their ability are protected.

The Year Heads will monitor the Class Conduct Book, and students having at least three entries will be placed on detention. The Parent/guardian will be notified.

If the student fails to sit a detention without advance notice to the school office, the result will be a three day suspension of the student.

Any student who is due to sit a third, fifth or subsequent detention will be suspended for three days.

Bad language to or verbal abuse of a staff member will result in an immediate three day suspension.

Immediate suspension may be imposed for dangerous behaviour or abuse of school property.

Parents/Guardians will be informed of sanctions, detentions and suspensions as they apply.

The Principal will inform the Board of Management of all suspensions in accordance with the school's policy on suspensions.

In some serious cases suspension and even expulsion, in accordance with the school's policy on expulsions, could result from a single act on the part of the student.

## Role of the Parent or Guardian:

Parents/Guardians play a vital role in shaping a positive attitude among students which produces good behaviour in school and encourages students to meet the standards of courtesy, discipline and study that the school expects. This positive attitude will mean that each student has a much greater chance to maximise his potential.

St. Paul's CBS invites the active involvement and co-operation of the parents/guardians by seeking their agreement:

To support school in meeting needs of the students

To provide all necessary information to the school

To respect the 'in loco parentis' role of the teacher

To attend such meetings as requested by the school: Parent-teacher; meetings with Year Heads, Deputy Principal/Principal relevant to Code of Behaviour

To familiarise themselves with rules, policies and to ensure pupil co-operation

To accept the school's Code of Behaviour.

To monitor the student's progress and behaviour, regularly checking his Student Journal, attending to all communication from school – bulletins, reports, letters –relevant to the Code of Behaviour, return of forms etc.

The Parent/Guardian shall be entitled to request such meetings as may be necessary for the personal or academic welfare of the student. Parent/Guardian may contact the school to request a meeting with a subject teacher, Guidance Counsellor, Home School Liaison, SEN Co-ordinator, Year Head, Deputy Principal, Principal. All requests should be made initially by phone/letter to the Principal.

A meeting with the Deputy Principal/Principal must be arranged in advance by phone or letter indicating the purpose of meeting. The Principal/Deputy Principal may delegate authority to Year Head for such meeting.

Parents/Guardians shall have open to them the opportunity to present a complaint. Complaints must be in writing, signed, dated with address and contact number.

All parents/guardians are invited to join our Parents' Association and are encouraged to participate actively. Parents have two nominees on the school's Board of Management.

## Rewards

Through its annual Awards the school recognises achievement, participation and contribution to the school climate across a wide range of areas – attendance, behaviour, academic and sporting.

Through the School Completion Programme, improvements in attendance, behaviour and performance are rewarded.

## School Supports

St. Paul's has a well defined Pastoral Care system. Each class group has a Tutor and each year group has a Year Head. The role of the Tutor is mainly to support and encourage the students in their care. The role of the Year Head is to monitor student behaviour and to liaise with teachers, students and parents. Having reviewed a student's behaviour the Year Head will determine what supports or sanctions are warranted in any given situation.

St. Paul's has a behaviour support classroom. A referral system is in place whereby students exhibiting behavioural problems are helped by the behaviour support teacher to understand their own behaviour and to set goals for improvement.

St. Paul's has a Home School Community Liaison teacher. This teacher plays a very important role in supporting parents.

Care Team meetings occur on a weekly basis. The Care Team comprises of the Year Heads, Guidance Counsellor, Learning Support Teacher, Home School Community Liaison Teacher, Behaviour Support Teacher, Deputy Principal and Principal. These meetings allow the school to coordinate all available student supports

## Policy on Suspensions

The Board of Management has formally delegated to the Principal the authority to suspend a student. In implementing a decision to suspend, the Principal will adhere to the procedures for suspension as set down in the Code of Behaviour of the school.

In the event of the absence of the Principal on approved leave or on School business, the authority to suspend is delegated to the Acting Principal.

The decision to suspend a student requires serious grounds such as:

- Repeated deliberate breaches of the Code of Behaviour
- The student's behaviour has had a seriously detrimental effect on the education of other students
- The student's continued presence in the school at this time constitutes a threat to safety
- The student is responsible for serious damage to property

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

In general, a suspension will be no longer than three days. If a suspension longer than three days is proposed by the Principal, the matter will be referred to the Board of Management for consideration and approval. In circumstances where a Board of Management meeting cannot be convened in the time frame necessary, the Principal with the approval of the Chairperson may impose a suspension of up to 5 days.

The decision of the Principal to suspend a student may be appealed to the Board of Management.

Where the total number of days for which the student has been suspended in the current year reaches 20 days, the parents, or a student over 18 years, may appeal the suspension under Section 29 of the Education Act 1998



The Board of Management will review the use of suspension annually to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

## Policy on Expulsions

The Board of Management has the authority to expel a student.

Expulsion should be a proportionate response to the student's behaviour and will only be taken in extreme cases of unacceptable behaviour.

A proposal to expel a student requires serious grounds such as that:

- the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- the student's continued presence in the school constitutes a real and significant threat to safety.
- the student is responsible for serious damage to property.

There may be grounds for considering that a student be expelled for a first offence. The kind of behaviours that might result in a proposal to expel includes the following:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault

## Procedures in respect of expulsion:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the following procedural steps will be taken:

### 1. A detailed investigation is carried out under the direction of the Principal

The Principal will inform the student and their parents in writing about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.

A meeting will be arranged with the Principal to give the parents and student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and a sanction is imposed.

If the parents and students fail to attend the meeting, the Principal will write explaining the gravity of the issue, the importance of attending a rescheduled meeting, and failing that, the duty of the School Management to make a decision to respond to the inappropriate behaviour.

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

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

- inform the parents and student that the Board of Management is being asked to consider expulsion
- ensure that parents have records of the allegations against the student, the investigation, and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as are given to parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to the Board of Management
- Ensure that parents have enough notice to allow them prepare for the hearing.

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

The Board will review the initial investigation and ensure that the investigation was properly conducted in line with fair procedures.

The Board will review all documentation and the circumstances of the case. No party who has had any involvement with the case will be part of the Board's deliberations.

At the arranged hearing, the Principal and the parents, or a student aged 18 years or over, will put their case to the Board in each other's presence. Each party will be allowed to question the evidence of the other party directly. Parents may wish to be accompanied to the hearing.

After both sides have been heard, the Principal and parents will withdraw and the Board will deliberate in private.

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

It is the responsibility of the Board of Management to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

Where the Board, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. The student cannot be expelled before the passage of twenty school days from the date on which the Educational Welfare Officer receives the written notification.

The Board will inform the parents in writing about its conclusions and the next steps in the process. Parents will be informed that the Educational Welfare Officer will be notified of the decision.

## 5. Consultations arranged by the Educational Welfare Officer

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

- Consult with the Principal, parents and student
- Convene a meeting of those parties who agree to attend.

The purpose of the meeting is to ensure that arrangements are made for the student to remain in education. Pending these consultations about the future education of the student, the Board may consider it appropriate to suspend the student if there is likelihood that the continued presence of the student during this time will seriously disrupt the learning of others or represent a threat to the safety of other students or staff.

## 6. Confirmation of the decision to expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed and where the Board of Management remains of the view that the student should be expelled, the Chairperson and the Principal will be delegated to formally confirm the decision to expel. Parents will be notified that the expulsion will now proceed. Parents will be informed about the right to appeal and will be supplied with a form on which to lodge an appeal. A formal record will be kept of the decision to expel the student.

### Appeals:

A parent, or a student over 18 years, may appeal a decision to expel to the Secretary General of the Department of Education and Science. An appeal may also be brought by the National Educational Welfare Board on behalf of the student.

### Review:

The Board of Management will review the use of expulsion in the school annually to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that expulsion is used appropriately.

This Code of Behaviour was reviewed and amended by the Board of Management at the Meeting of

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**Signed:**

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Chairperson

**Date:**

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