

# Code of Behaviour

---

Maryfield College  
Glandore Road,  
Drumcondra,  
Dublin 9.



Amended and Ratified by the Board of Management on 19<sup>th</sup> August 2020

## **Introduction**

The Code of Behaviour is a set of practices and procedures that together form the school's plan for supporting students to behave appropriately and learn effectively. It also helps the school community to demonstrate the school's ethos and values as outlined in the schools Mission Statement. The Code of Behaviour assists the students in reflecting upon the consequences of their behaviour on themselves and others.

## **Mission Statement**

We acknowledge that it is through our relationships with others that we grow to our full potential. Therefore, we aspire to create an educational environment where pupils come to learn and to understand themselves, their abilities and their world. In this environment they are taught to take responsibility for themselves and for their behaviour.

We, in the school community, are guided by the teaching of Jesus, who urged us to love God and one another as oneself, as a way of life that would bring us to self-fulfilment.

We teach and learn respect for one another and our world, accept our differences and acknowledge our interdependence. In doing so, particular attention is paid to those in most need of our help.

Maryfield College as a teaching and learning community recognises the interdependence of management, teachers, pupils and parents in the process of forming happy, secure, well-educated and productive young people. The school endeavours to ensure that it provides: a healthy balance between academic, social and spiritual development in an environment that is welcoming and friendly, where a caring relationship is evident between staff, parents and pupils, where each one is accepted, respected and appreciated through a value system that embodies the teachings of Christ, based on the Christian ideals of freedom, truth, love, justice and self-discipline

In developing the Code of Behaviour for Maryfield College the NEWB 2008 "Guidelines for developing a Code of Behaviour" were used and informed the process. There are other key legal instruments that inform the content and elements of this Code of Behaviour, they include:

Education Act, 1998

Education Welfare Act, 2000

NCSE and NEPS – The Continuum of Support model as outlined in Circular 0014/17 is central to the Stages of Support and interventions within the Code.

## **The Rationale and Principles of our Code of Behaviour**

As a community of learners, Maryfield College works in a holistic manner to ensure that dependence is gradually replaced by responsibility for self, society and the world. The dignity of each student, staff member, and parent is respected and reflected in school policies and structures, including this policy. While educational excellence is promoted, it is the needs of the learner that direct the development of the school.

The Board of Management, the Principal, the Deputy Principal and Senior Management of the school will support teachers in their efforts to create a positive teaching and learning environment. Our Code of Behaviour has been developed in consultation with the Parents Association, the Student Council, teaching staff and the Board of Management. Teachers will endeavour to foster and promote a varied and positive learning environment enabling each student to maximise their individual potential. The school, through information sessions, meetings with parents, open nights and the school journal seek to foster and promote a partnership between school and home.

### **The aims of the Code of Behaviour are:**

- To support teaching and learning and create a safe and secure positive learning environment for all members of the school community.
- To support the students in taking responsibility for themselves and their behaviour and develop their sense of compassion for others.
- To foster a school community where courtesy and good manners are demonstrated by all and where all members have respect for themselves, for others, for their community and the environment.
- To support students in their social, emotional, personal, academic and spiritual development.
- To ensure that effective procedures are in place, which allows for the day to day running of the school.
- To encourage students to actively engage in all aspects of school life and develop a sense of belonging and pride in their school community.
- To foster a school community where there is willingness to accept differences.
- To work respectfully with others in cases where conflicts arise and to actively participate in resolving conflicts and accepting and seeking forgiveness.

## **Ways in which good behaviour is rewarded**

In Maryfield College we expect students to consistently engage in positive and good behaviour. We also believe that it is important to celebrate positive behaviour and the positive contributions that students make to school life and the school community. This may be done in a variety of ways in the classroom, through extra-curricular activities and whole school events.

Examples may include:

- Displays of students work along the corridors and in the classrooms.
- Acknowledgement of student achievement at assembly.
- Student participation at assembly.
- Articles posted on the school website.
- Whole school celebrations for the achievement of school awards.
- Positive notes from Class Teacher, Class Tutor and/or Year Head in the school journal.
- Individual Class Teacher reward systems.
- Positive peer review in class.
- Self-reflective comments by students.
- Class prefects, in their role as mentors, encourage good behaviour.
- Tracking positive behaviour of students by the Year Head
- Recording positive behaviours on VS Ware by teachers and Year Heads

This list is not exhaustive.

## School Supports & Special Education Teaching Supports

In Maryfield College the Special Educational Teaching (SET) Team and the Guidance & Counselling Department work with all staff in the school to support the positive behaviour of our students. They ensure that the Code of Behaviour is aligned with the Continuum of Support (COS) model below which is used by National Educational Psychological Service (NEPS) and Department of Education and Skills (DES).

The work of these departments involves liaising with Teachers, Year Heads, Senior Management and parents and guardians and students. They also make referrals to outside agencies e.g. NEPS to ensure the best outcome for the students of Maryfield College. The COS is an integral part of the whole school approach to positive behaviour.

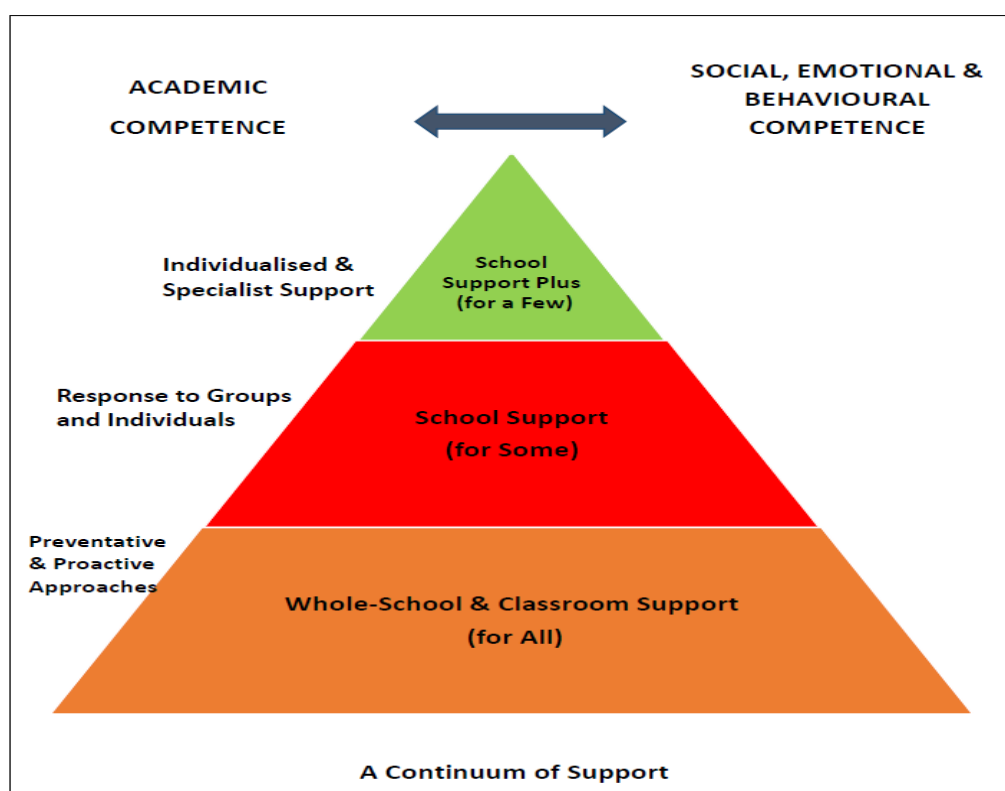
The Levels of Support at Maryfield College follow this evidenced based approach.

### Use of Continuum of Support Model –

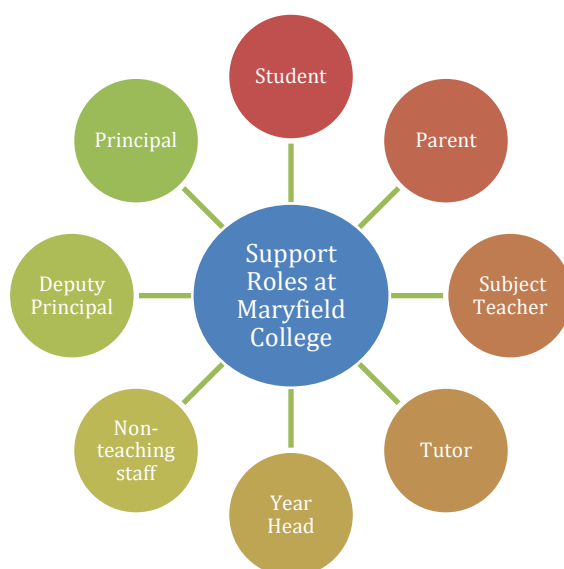
Level 1 Support for All

Level 2 Support for Some

Level 3 Support for Few



## Overview of Key Roles in Code.



### Role of the Student

**It is our expectation in Maryfield College that students will on all occasions and in all circumstances uphold the Code of Behaviour and observe and undertake all measures detailed in Maryfield College Covid-19 Response Plan for the safe and sustainable reopening of Post Primary Schools**

Each student is expected to:

- Take responsibility for their own behaviour and follow the Code of Behaviour and all school policies including Maryfield College Covid-19 Response Plan for the safe and sustainable reopening of Post Primary Schools.

#### **School attendance:**

- Attend school every day.
- Arrive to school on time.
- In the event that a student is late for school they must enter the school through the main entrance and proceed to their first class where their teacher will mark them late.
- In the event that a student must leave school for an unavoidable reason before the end of the school day their parent must email the relevant email address for their year group to explain the reason for leaving school early. Students must present to the main office to be signed out.
- On returning to school after an illness parents must email the relevant email address explaining students' reason for being absent.

- All communications regarding absences and reasons for leaving school early must be done by email from an email address held on file by the school.
- Parents must use the following email address for all communication regarding absences and reasons for leaving school early

[firstyearnotes@maryfieldcollege.ie](mailto:firstyearnotes@maryfieldcollege.ie)

[secondyearnotes@maryfieldcollege.ie](mailto:secondyearnotes@maryfieldcollege.ie)

[thirdyearnotes@maryfieldcollege.ie](mailto:thirdyearnotes@maryfieldcollege.ie)

[fourthyearnotes@maryfieldcollege.ie](mailto:fourthyearnotes@maryfieldcollege.ie)

[fifthyearnotes@maryfieldcollege.ie](mailto:fifthyearnotes@maryfieldcollege.ie)

[sixthyearnotes@maryfieldcollege.ie](mailto:sixthyearnotes@maryfieldcollege.ie)

### **Behaviour in class:**

- Attend each class on time with all the required books and materials, be well prepared, ready to learn and co-operate respectfully with the teacher and classmates.
- Aim to work hard and achieve their potential under the guidance of their teacher.
- Follow instructions from all staff members.
- Not engage in any activity/action that disrupts the teaching and learning activities and processes in the classroom.
- Have their school journal on their desk in every class and record all homework given. Their journal must be kept neat, tidy and graffiti free.
- Attempt all homework given and present such work in a neat and tidy manner.
- Bring their journal home and get it signed by a parent/guardian weekly.

### **School uniform:**

- Wear the full correct school uniform.
- Remember, that while wearing the school uniform, a student is a representative of the school and that their behaviour should reflect the ethos of Maryfield College.

### **Break times, food & drinks:**

- Only eat during break time and lunchtime and only in designated eating areas and not on the corridors or in the locker areas.
- Stay 'in view' at all times during break time and lunchtime. Students must eat lunch in their designated indoor zone and outdoor zone only. Students eating in base classrooms must ensure that the classroom doors is open at all times.
- 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Year students may leave school at lunchtime. Students must conduct themselves in an orderly manner while in the community at lunchtime.

- Keep their classrooms and common areas clean and tidy and use the correct bins for their waste. Maryfield College is a Green School and students play a part in maintaining this status.
- Students are not allowed to chew gum.
- Students are not allowed drinks containing high levels of caffeine/artificial stimulants e.g. Boost, Red Bull etc.

#### **Personal conduct:**

- Engage with all staff, students and members of the school community in a manner that is respectful and courteous.
- Participate fully in all school activities.
- To minimise disruptions to teaching and learning students are requested to use toilets facilities at official break times with the exception of a medical condition verified by a parent/guardian.
- Take care of all school property and never engage in any act of vandalism against school property or the property of any member of the school or local community.
- Respect personal space and boundaries and never engage in any act of violence or aggression towards any other person.
- Never engage in any form of bullying towards another student or member of staff and to report any such act to a member of staff.
- Never to use, possess or distribute any drugs/substances and to report such activity to a member of staff.
- Be aware that the excessive use of aerosols is not permitted in the school building or sports hall.
- Be aware that smoking/vaping and the consumption of alcohol is prohibited in the school building and grounds by law.

### **Role of the Parent/Guardian**

**Upon enrolment of a student in Maryfield College, parents/guardians are agreeing to uphold the school's Code of Behaviour.**

**To support the school in its implementation of the Code of Behaviour parents are requested to do the following:**

- Read and discuss the schools Code of Behaviour with their child and encourage them to uphold it.
- Provide their child with the correct Maryfield school uniform, official school jacket, black shoes and Maryfield school tracksuit. The tracksuit is only to be worn on the day the student has PE. and for sports related activities.
- Ensure that their child follows the Code of Behaviour in relation to uniform policy and in respect of jewellery, piercings, hair colour, make-up and nail varnish. Should a student breach the Code of Behaviour in relation to uniform, the Year Head will seek the support of parents and guardians to resolve the matter.



- Provide their child with all the necessary materials needed for school.
- Check their child's school journal on a weekly basis to ensure that homework and assignments are recorded and that all assigned work has been completed to the best of the student's ability. Parents are requested to sign the school journal weekly.
- Email the school with an explanatory note in relation to all school absences which includes full days and partial days and in the event that a student must unavoidably leave school early. Emails must only be sent to the relevant email address for each year group.
- Ensure that their child attends school every day and ensures that they arrive on time every day.
- Support the school and its staff in their implementation of the Code of Behaviour and engage with the school in relation to breaches of the Code of Behaviour as part of the process involved in addressing these breaches.
- Support the school's policy in relation to mobile phones.
- In the event that a parent/guardian must contact their child during the school day this must only be done through the school office. This prevents the student from breaching the school mobile phone policy.
- In the case of a family emergency where the need arises to withdraw their child from school, parents and guardians must make contact with the school office in the first instance.
- Attend Parent Teacher Meetings every year to receive feedback from teaching staff in relation to their child's progress in all subjects and also be available to meet with class teachers, year heads, Deputy Principal and Principal when requested to do so.
- Share relevant family / student information with the appropriate school personnel.
- Provide the school with two working, manned phone numbers and a working email address to allow the school to communicate with parent and guardians.
- Should a parent wish to meet with a member of school staff they must do so by making an appointment through the school office, since it is not always possible for school personnel to meet with parents who arrive at the school without an appointment.
- During the school year 2020-20201 all visitors to the school must be by appointment only and with the approval of the Principal.
- Maryfield College operates a Dignity in the Workplace policy which requires all members of the school community and visitors to treat all members of staff with respect and courtesy.

## **Role of the Class Teacher**

- In order to maintain an orderly and positive learning environment, teachers should make clear the behavioural expectations of their students and adhere to the Code of Behaviour.
- Teachers must record attendance for all their timetabled classes on VS Ware. In the event of a difficulty accessing VS Ware a manual roll should be taken and sent to the main office for collation.
- When a student arrives late to class the teacher must mark them as being late on VSWare.

- Support school wide positive behaviour and assist in the implementation of the Code of Behaviour both within the classroom setting and throughout the school building and grounds.
- Engage with initiatives which support positive behaviour devised by Class Tutors, the Special Educational Teaching Team, Guidance & Counselling Department, Prefects for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Years, Student Council etc.
- Familiarise themselves with the additional needs of students provided by SET Team, Guidance and Counselling Department and, School Management
- Communicate with parents and guardians in relation to the academic progress of their students through the school journal, school reports, parent-teacher meetings, and should the need arise, to discuss academic concerns teachers may phone parents and guardians following consultation with the relevant Year Head, Deputy Principal or Principal.
- Following interventions of the Class Teacher in the first instance, where negative behaviour continues the Class Teacher should follow the Ladder of Referral in line with the Stages of Support. (See page 18)

### **Interventions to assist the Classroom Teacher in the implementation of the Code of Behaviour.**

- Verbal reminder of expected student behaviour.
- Verbal reprimand.
- Changing seating position in class.
- Additional work relating to the subject area.
- Communication with parents and guardians through the use of the school journal.
- Recording negative behaviour, including breaches of the COB to the relevant Year Head on an incident sheet.
- Recording positive and negative behaviour on VS Ware.
- Using a 'Student Report' in class

A Student Report may be completed by an individual Class Teacher for:

3 similar low-level complaints

3 low-level complaints

1 high-level complaint. (see page 18 & 19)

- The Class Teacher records the action that has been taken and the Student Report Form will then be passed on to the Year Head.

## **Role of Class Tutor**

The Role of the Tutor is to support the Pastoral Care and Wellbeing of students in Maryfield College. Class tutors provide support to students to fulfil their responsibilities under the Code of Behaviour and should encourage students to behave in a manner which promotes a positive school community.

- The Class Tutor advises and supports the students in relation to their teaching and learning and all school related activities. Class Tutors are supported in this pastoral role by the relevant Year Head
- The Class Tutor fosters a sense of belonging and community in Maryfield College and encourages students in being active participants in school life.
- Class Tutors are also Class Teachers and therefore undertake the same role as the Class Teacher outlined in the Code of Behaviour.
- The Class Tutor can check school journals.
- The Class Tutor reminds students of their role under the Code of Behaviour in particular: uniform, mobile phones and use of school journal.
- The Class Tutor communicates whole school information to the students.
- In cases where there is a continual breach of the Code of Behaviour the Class Tutor should refer this to the Year Head by means of an incident sheet or through behaviour reporting on VS Ware.

## **Role of the Year Head**

The Year Head has the overall responsibility for a year group, including their pastoral care and wellbeing. Year Heads maintain an orderly, secure and healthy learning environment in a manner that demonstrates equality, fairness and justice.

The Year Head has the following roles and responsibilities:

- Work with the Senior Management Team on the implementation of the Code of Behaviour.
- Support the role of the Class Tutor.
- Oversee the welfare and pastoral care of the year group.
- Taking responsibility for the students and all matters relating to attendance, personal development and application of work.
- Ensuring regular communication with parents and guardians.
- Maintain up to date records including tracking, monitoring and reporting of student attendance and academic progress.
- Communicate to relevant staff on matters relating to the year group and individual students.
- Inform teachers, tutors, management and parents/guardians of actions taken where appropriate, being mindful of issues surrounding confidentiality and GDPR.
- Communicate with the students on student and school matters through assemblies and meetings with class groups and meetings with individual students.

- Promoting a culture of collaboration within the year group and a commitment to success.
- Supporting the school's Wellbeing/SPHE/RSE programme within the year group.
- Apply rewards and sanctions within the Code of Behaviour.
- Recording positive and negative behaviours on VS Ware.
- Work with the SET Team and Guidance and Counselling Department to provide the necessary supports to students with additional support needs.

## **Interventions and Sanctions for Year Head**

The year head can use any of the following strategies to bring about a change in behaviour. Upon referral the Year Head will contact the parents/guardians of the student involved.

- Use motivational strategies to facilitate a positive change in behaviour.
- Administer a verbal warning to the student.
- Withdraw a lunchtime pass from senior students in consultation with parents and guardians.
- A Year Head may place a student on after school detention. The Year Head will inform the Deputy Principal of this sanction.
- Place the student on a customised report card to monitor specific behaviour which requires improvement.
- Place a student on a five day standard report card. A report card is given to the student to present to each of their Class Teachers at the beginning of their lesson. The Class Teacher gives written feedback to the student. The student presents their report card to the Year Head at the end of each school day to get it signed.
- In the event that a student's behaviour is preventing teaching and learning from taking place in a class the Year Head may remove the student from that class and supervise the student in their own class or the class of another teacher with the cooperation of that teacher. This is a temporary measure to allow the student to reflect on their behaviour and the impact their behaviour is having on other students and their teacher.
- In the event that no improvement has been made in relation to the student's behaviour, the Year Head will refer the matter on to the Deputy Principal.
- Liaise with in school supports, SET Team, Guidance & Counselling Department and Care Team.
- Communicate with parents / guardians where appropriate and arrange meetings where necessary.
- Refer to and liaise with the Deputy Principal and/or the Principal.

## **The Role of the Deputy Principal**

The Deputy Principal shares the responsibility with the Principal for the implementation of the Code of Behaviour.

In collaboration with the Principal they will:

- Communicate the Code of Behaviour to the whole school community. In relation to parents, they are deemed to have accepted all school policies, including the Code of Behaviour, upon enrolment of their child in the school.
- In conjunction with all staff members the Deputy Principal supports positive behaviour throughout the school building and grounds.
- Attend assemblies periodically during the school year.
- Communicate with relevant and appropriate staff concerning behavioural issues relating to students through internal communication systems such as VS Ware or direct communication involving Year Head.
- Monitor punctuality, attendance and uniform and implement sanctions in conjunction with the Year Heads as per the Code of Behaviour.
- Assist the Year Head when requested in response to serious incidents of negative behaviour, use of inappropriate language and/or behaviour perceived to be aggressive or persistently uncooperative.
- In accordance with the Ladder of Referral address, students who have failed to comply with Year Head interventions to date.

## **Role of the Principal**

The Principal shares the responsibility with the Deputy Principal for the implementation of the Code of Behaviour.

The Role of the Principal in the Code of Behaviour is as follows:

- In dealing with all behavioural issues the principles of natural justice apply to all parties concerned. All information relevant to the situation will be examined by the Principal and decisions will be made in accordance with the Code of Behaviour.
- Be a central element in the Continuum of Support in the school and support the active engagement of all parties involved.
- Support The Deputy Principal, Year Heads, Class Tutors and Class Teachers in their administration of interventions and sanctions outlined in the Code of Behaviour.
- Support staff to attain the best results in relation to both academic and behavioural success for each student.
- Suspend students where appropriate when all other interventions have failed following an investigation in accordance with legislation and the principles of natural justice.
- Support the role of the Deputy Principal in the day to day behaviour management in the school.

- When required to do so, the Principal will recommend a student to the Board of Management for expulsion in accordance with legislation and the principles of natural justice.

## **Role of the Board of Management**

The Board of Management is the corporate body of the school. The Board of Management ratifies the Code of Behaviour and is the school body to which parents can appeal in cases of suspension and expulsion. Students aged 18 years or over may make their own appeal to the Board of Management in such circumstances as outlined in the Education Welfare Act 2000.

## **Role of Non-Teaching Staff**

Non-teaching staff in Maryfield College are valued members of the school community. They assist and support teaching staff in the implementation of the Code of Behaviour.

- All non-teaching staff, including supervision staff, Special Needs Assistants, caretakers, office/administration staff and cleaning staff are expected to support the Code of Behaviour.
- Any breach of behaviour/discipline or any issue that is of concern should be referred to the appropriate year head and/or senior management as appropriate.
- Non-teaching staff who work in a supervisory role implement the Code of Behaviour in all areas of the school where they have responsibilities.

## Dress Code for Students

### Uniform

Students must be in Maryfield College uniform while they are in school and when travelling to and from school.

Wearing the school uniform helps students to understand that socially acceptable dress codes exist, competition is prevented and it can eliminate the cause for bullying.

The Maryfield College uniform consists of:

- Official school jumper
- Official school skirt
- Official blue blouse
- Navy socks
- Black shoes (to be worn to and from school) (boots or runners are not acceptable)
- Official school jacket (to be worn to and from school)
- Official school scarf



The P.E. uniform consists of :

- The Maryfield school tracksuit
- White polo shirt
- Runners.
- The school tracksuit can be worn for the full school day on the day students are timetabled for their PE class.
- A student's full name should be marked clearly on all uniform items.



## **Jewellery, Hair, Tattoos, Make-up and Nails.**

- Jewellery must be kept to a minimum.
- Jewellery should be small, unobtrusive and not pose a hazard. Jewellery should therefore consist of one small ring, no more than two pairs of stud earrings and a watch. Large or long earrings are not allowed. Jewellery must not be worn during P.E or sporting activities.
- Facial or neck piercing of any kind is not permitted. Piercings must not be concealed by plasters.
- No visible tattoos are permitted.
- Hair must not be dyed a non-natural colour.
- Hair must not be shaved. The only exception is when student is undergoing medical treatment that results in hair loss or the necessity to shave hair. It may be requested that long hair is tied back for Health and Safety reasons.
- Make-up and nail varnish must be discrete but for some subjects it may be necessary to remove same.
- For health and safety reasons fingernails must not be excessively long. Artificial/synthetic nails/non removable polish (i.e shellac) are not permitted.
- Students, who for a serious reason do not have the correct uniform, must have a written explanation, from a parent /guardian. Medical certs are required if a student has a reason that prohibits them wearing full uniform. Students must present their written explanation to their Year Head or Deputy Principal upon arrival at school.

## **Sanctions for Breaches of the Dress Code for Students**

Uniform is regularly monitored by Class Tutors, Class Teachers, Year Heads, Deputy Principal and Principal. Students in breach of the Dress Code may:

- Be asked to remove an item(s) of jewellery.
- Be given an item of clean, washed uniform to wear during the school day.
- Serve an after-school detention.
- Records of breaches of the uniform policy will be recorded on VS Ware by the relevant member of staff.



## Mobile phone policy

- Mobile phones must not be used on school property unless under supervision and with permission of relevant staff.
- Mobile phones may be used in class under the teacher's instruction and supervision in accordance with our Educational and Technological Usage Policy.
- Videoing or recording of students or staff is not permitted at any time.
- Students must not charge their phones on school premises.
- Should a student be in breach the Code of Behaviour in relation to mobile phones the following procedure and sanctions apply:
  1. The student must surrender their phone to the member of staff who has found them in breach of the code. The student will be requested to turn off their phone before handing it to the member of staff.
  2. The staff member will record the name of the student and their class and bring the mobile phone to the main office as soon as is convenient for the staff member.
  3. A record of the breach of the code is made in the office on the record sheet provided.
  4. The student will collect their mobile phone at the end of the school day.
  5. Parents will be notified of the breach of the code by the Deputy Principal
  6. After school detention will be served by the student for breach of the code.
  7. The breach of the Code of Behaviour will be recorded on VS Ware.

## Attendance and Lates

- Students are expected to be present in school every day and arrive on time. Full attendance is required for the completion of curriculum, specifications, assessments, and to be an active member of the school community.
- All information regarding absences should be made known to school by parents and guardians as soon as possible.
- On returning to school after an illness parents must inform the school of the reason for illness using the relevant email address for their daughter's year group.
- In the event that a student is late for school they must enter the school through the main door and go straight to class where their teacher will mark them late.
- In the event that a student must leave school for any reason before the end of the school day a parent must send an email to the relevant email address to explain the reason for leaving school early. All emails must come from an email address held on file by the school.
- In the event that a student becomes unwell in class they must seek the permission of their class teacher to report to the main office where contact can be made with home. Students must not leave school without permission and must not contact home using their own mobile phone as this is a breach of the mobile phone policy.
- Please see the Maryfield College Covid-19 response Plan for specific measure relating to Covi-19 related illness in school.

## **Sanctions**

### **Absent from school without permission.**

- If a student does not present for class and has been marked present at either AM or PM roll call the class teacher will send a message to the main office via another pupil indicating the absence of the student from their class.
- In the event that there is no official record of the student leaving school that day the students name will be announced over the school intercom.
- In this circumstance the student must report to the school office.
- Failure of a student to present for class or to leave school without permission is a serious breach of the Code of Behaviour and will be dealt with in accordance with the Ladder of Referral.

### **Late for School**

- In the event that a student is late for school 3 times or more in the week without a genuine reason which has been verified by a parent or guardian through the use of an email to the relevant email address for each year group the student must serve an after school detention on a Friday.

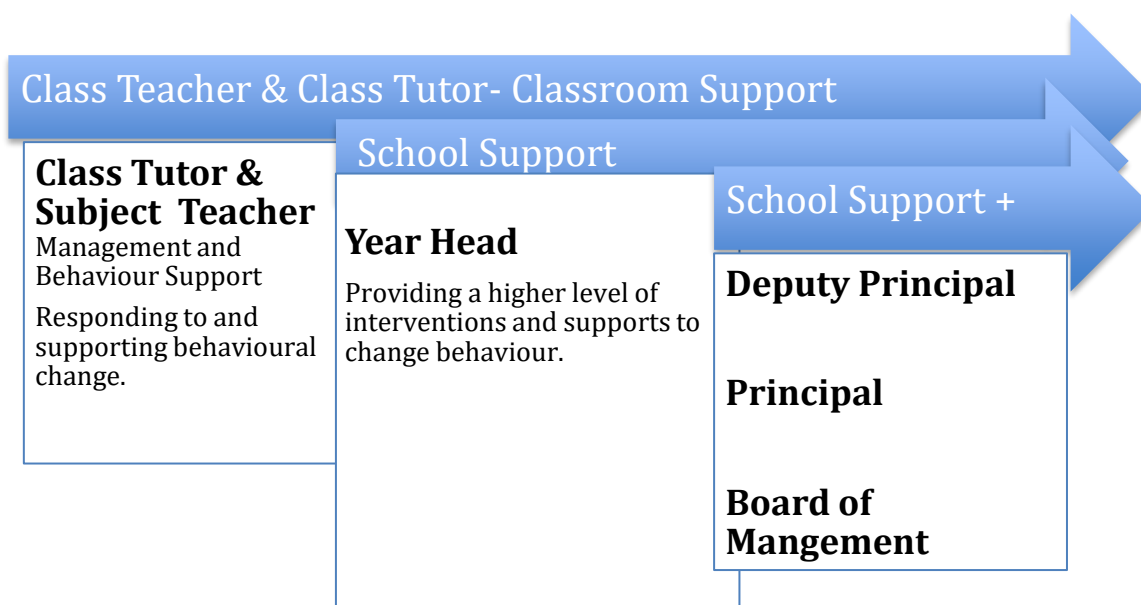
### **Late for Class**

- In the event that a student is late for class without a valid reason the class teacher can mark them late and refer the late to the relevant Year Head. Students who are late for class 3 times or more in a week must serve an after school detention on a Friday.
- The Year Head will meet with parents or guardians where breaches of the code in relation to attendance and lates are persistent and this matter will progress through the Ladder of Referral.

Note: This section of the Code of Behaviour must be read in conjunction with the school's attendance policy.

## Stages of Support at Maryfield College

Teachers will use the Stages of Support to help students reflect on and improve their behaviour when a misdemeanour occurs. The higher up the Stages of Support the student moves, the more serious the behaviour and hence the level of interventions and consequence. The emphasis at all stages is to support and help the student to improve their behaviour and to prevent re-offending. Extra supports may be put in place for students who find it difficult to abide by the code of behaviour. It is important that a student understands how their behaviour impacts on themselves, their fellow students and teachers and on the process of teaching and learning. The student should also understand the purpose of the sanction.



## **Ladder of Referral**

**Step One:** Class Tutors & Teachers use the following sanctions in classrooms: give verbal warnings, assign extra homework, rearrange seating, and/or send note to parents via school journal (see role of the Class Tutor and Class Teacher). The teacher keeps a record of all inappropriate behaviour.

**Step Two:** If the pupil continues to behave inappropriately, the teacher refers the matter to the Year Head by completing an Incident Sheet and or behaviour report on VS Ware. The pupil is informed of the completion of the incident sheet or VS Ware report.

**Step Three:** The Year Head speaks to pupil about their behaviour and warns them that an accumulation of incident sheets will result in after school detention. An accumulation of five incident sheets is considered sufficient for sanction to be implemented.

**Step Four:** If the behaviour continues, the Year Head will recommend to Deputy Principal that the pupil be detained after school and a text is sent to parents.

**Step Five:** If there is no improvement, the Year Head may put the pupil 'on report' for 5 days. The Year Head will inform parents of the need for this action. The pupil must show the report sheet to the teacher at the start of each lesson and ask the teacher to give written feedback and sign the report sheet at the end of the class. The report sheet is to be signed by parents. After 5 days the situation is reviewed.

**Step Six:** If there is no improvement, Deputy Principal and year head will arrange a meeting with parents in school. Counselling services are offered and other agencies may be contacted.

**Step Seven:** If there is no improvement, the Deputy Principal will refer the matter to the School Principal. The Principal may decide to issue further detentions or to suspend the pupil from school for. (see Suspension Policy).

**Step Eight:** Frequent suspensions may result in expulsion. (see Expulsion Policy).

### **Examples of Low Level Breaches of the Code of Behaviour**

- Failure to do homework
- Failure to bring correct books and other materials
- Inattentiveness
- Distracting others by talking
- Talking out of turn
- Not having correct uniform
- Chewing gum
- Failure to follow the teacher's instructions

- Failure to complete class work
- Interfering with another student for example asking to copy their work
- Shouting
- Eating in areas where it is forbidden
- Running
- Skipping queues
- Not showing up for lunchtime cleaning duty
- Littering
- Not using correct bins
- Not following instructions
- More than one person in a toilet cubicle
- Leaving bags in places where they are trip hazards
- Leaving classroom in a mess
- Continuous low level disruption which does not improve with interventions or sanctions will move to being a high level breach of the Code of Behaviour.

#### **Examples of High Level Breaches of the Code of Behaviour**

- Refusal to follow an instruction given by a member of school staff, this includes the refusal to follow any instruction from a member of staff which relates to any of the control measures to prevent the introduction and spread of Covid-19 in the school as outlined in Maryfield College Covid-19 Response Plan for the safe reopening of Post Primary Schools and Maryfield College Covid-19 Site Specific Response Plan.
- Any behaviour or comment that threatens the good reputation of the school and the school community including behaviour on social media.
- Any behaviour that endangers the safety of others, this includes any behaviour intended to cause the spread of Covid-19 within the school community.
- Absent from school without permission.
- Absent from class without permission.
- Leaving school without permission.
- Refusing to hand over a mobile phone to a member of staff.
- Smoking/Vaping
- Theft
- Wilful damage to property including graffiti
- Use of bad language
- Verbal abuse of another pupil, teacher, supervisor, staff member
- Physical assault of another pupil, teacher, supervisor, staff member
- Fighting
- Use of drugs, alcohol and other substances
- Possession of drugs, alcohol and other substances.

## **Suspension Policy**

Suspension is defined as:

Requiring the student to absent themselves from the school for a specified, limited period of school days.

### **Authority to Suspend**

The BOM has the authority to suspend a student and has delegated this authority in writing to the Principal and in the absence of the Principal to the Deputy Principal.

### **The Grounds for Suspension**

Suspension will be a proportionate response to the behaviour that is causing concern. Other interventions may have been applied before suspension.

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

- When a student's enduring behaviour has a seriously detrimental effect on the education of other students.
- When a student is responsible for serious damage to property.
- When a student's language and/or behaviour presents a serious risk to the safety of other students.
- In the event of a student refusing to comply with school management and in consultation with the parents/guardians, the student may be sent home (with a view of a suspension to follow). This will be recorded on VShare.

### **Behaviour Management Plan (Student Support File or Personalised Pupil Plan)**

Suspension is not regarded as an isolated event but as part of an overall behaviour management plan for the student in question. Therefore:

- Suspension gives a student a chance to reflect on their actions and the consequences involved.
- Suspension will enable the school to set behavioural goals with both the students and their respective parents.
- Suspension will give school staff an opportunity to plan other interventions for the student in question.
- Suspension will impress on a student and their parents/guardians the seriousness of this behaviour.

## **Procedures for Suspension**

Where serious misbehaviour warrants suspension, the school authorities will implement the following procedures:

- Examine the evidence and investigate.
- Inform the student and their parents/guardians about the incident.
- Give written confirmation of the suspension to Parent /Guardian.
- Give parents and student an opportunity to respond.
- Inform parents/guardians of their right to appeal the suspension to the BOM.
- All parties will communicate to resolve the issue and, upon resolution, outline the arrangements for returning to school.

## **The Period of Suspension**

A student will normally be suspended for 1-3 school days. In exceptional circumstances, the Principal may consider that a period of suspension longer than three days and up to 5 days is necessary. All suspensions are reported to TUSLA on the annual returns. The decision to suspend for longer than three days will also be reported to TUSLA in a timely manner.

If a suspension longer than five days is being proposed by the Principal, the matter will be referred to the BOM for consideration.

The BOM will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under Section 29 of the *Education Act 1998*

## **Return from Suspension**

Upon returning from suspension, the student will be required to agree to a behaviour management plan that will address and improve his/her behaviour.

This will:

- Impress on the student and their parents the seriousness of the behaviour.
- Enable the school to set specific behavioural goals for and with the student and their parents and guardians.
- Although a record will be kept of the behaviour and any sanction imposed, a student will be afforded the necessary support on their return.
- Details of the suspension will be recorded on VShare.

## **Reports to TUSLA**

The Principal is required to report suspensions in accordance with the NEWB reporting guidelines - Education and Welfare Act, 2000, section 21(4) (a).

## **Review of use of Suspension**

The Board of Management will regularly assess and review the use of suspension as an appropriate sanction in the school.



## **Expulsion Policy**

A student is expelled from the school when the BOM (in compliance with the provisions of Section 24 of the Education and Welfare Act 2000) decides to permanently exclude him or her from the school.

### **Authority to Expel**

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

### **The Ground for Expulsion**

Expulsion will be a proportionate response to the student's behaviour.

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

- When the student's behaviour is a persistent cause of significant disruption to the learning of others and/or to the teaching process.
- When the student's continued presence in the school constitutes a real and significant threat to safety of both students and staff.
- When the student is responsible for serious damage to property.
- When the student's behaviour interferes with other student's constitutional right to education.

In addition to above factors, it is important to note that before expulsion is considered, the school will have exhausted all other reasonable possibilities (including all appropriate interventions - as outlined and detailed in this Code of Behaviour).

### **Expulsion for a First Offence**

There may be exceptional circumstances where the BOM forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on this basis include:

- An explicit serious threat of violence
- Actual violence or physical assault
- Supplying illegal drugs
- Sexual assault

This list is not exhaustive

## **Procedures in Respect of Expulsion**

When proposing to expel a student, Maryfield College will follow the procedures prescribed under the Education (Welfare) Act, 2000.

Where a preliminary assessment of the facts confirms serious misbehaviour that in turn, could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the BOM of the Principal's recommendation and the holding of a hearing, which will include the parents/guardians of the student and a hearing which will also allow the student the opportunity to present himself or/herself.
4. Board of Management deliberations and actions following the hearing.
5. Consultations, if any, arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.
7. The Board of Management will formally confirm the decision to expel.
8. Parents/Guardians and the student will be told about their right to appeal and supplied with the standard form on which to lodge the appeal.
9. The decision and process in expelling the student will be formally recorded.

## **Appeals**

A parent, or student over eighteen years, may appeal a decision on expulsion to the Secretary General of the Department of Education and Science (Education Act 1998 Section 29). The National Educational Welfare Board may also lodge an appeal on behalf of a student

## **Review of use of Expulsion**

The Board of Management will regularly assess and review the use of expulsion as an appropriate sanction in the school

