

Code of Behaviour Policy

St. Mary's Academy CBS

Approved by

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1. Mission Statement

As an Edmund Rice school, St. Mary's Academy CBS seeks to foster a community characterised by respect, justice, compassion and service. This policy is informed by the ERST charter, and this charter has five key elements.

1. Nurturing faith, Christian spirituality and gospel-based values.
2. Promoting partnerships in the school community.
3. Excelling in teaching and learning.
4. Creating a caring school community.
5. Inspiring transformational leadership.

Our policy is to enhance the educational growth of our students in their intellectual, spiritual, social, artistic, moral, and sporting development. Our school promotes a restorative culture where relationships, empathy and responsibility are central. We support students in understanding the impact of their behaviour, repairing harm and reintegrating into the school community. The policy is implemented within the context of our mission statement.

To create a Christian, caring community of learning in which each member

- Is encouraged to recognize their talents and abilities to the full
- Is respected as a unique human being; and
- Enjoys a sense of confidence and belonging

2. Rationale

St. Mary's Academy CBS is an Edmund Rice School committed to promoting the highest standards of respect, courtesy and behaviour to create a positive, inclusive and supportive learning environment where every student can learn and thrive. Guided by the ERST Charter and the school's Mission Statement, this Code of Behaviour reflects the school's commitment to fostering a caring and safe school community in which each student is valued as an individual and encouraged to reach his full potential.

This Code of Behaviour sets out the shared expectations, values and standards that underpin life in St. Mary's Academy CBS. It recognises that a positive school climate is essential to effective teaching and learning, and that clear, fair and consistent expectations support both individual development and the wellbeing of the wider school community.

The Code seeks to balance the needs and rights of the individual student with the collective responsibility to protect the health, safety, welfare, dignity, and learning of all members of the school community. It provides a transparent and consistent framework for promoting positive behaviour and responding to misbehaviour, with an emphasis on support, guidance, and personal development.

St. Mary's Academy CBS has a proud tradition of high standards of behaviour, manners, and respect. This Code of Behaviour aims to sustain and strengthen these standards through shared responsibility and partnership between students, staff, and parents/guardians.

3. Legal Framework- Relevant Policies, Legislation and Guidelines

This Code of Behaviour should be read in conjunction with the policies and legislation listed below.

School Policies and Ethos Documents

- Mission Statement
- Acceptable Use Policy
- Mobile Phone Policy
- Bí Cineálta Policy
- Child Safeguarding Statement
- ERST Charter
- Wellbeing Policy
- Special Educational Needs Policy
- Harassment and Sexual Harassment Policy
- Substance Use Policy
- Behaviours of Concern Policy

Legislation

- Education Act 1998
- Education (Welfare) Act 2000
- Equal Status Acts 2000–2015
- Education for Persons with Special Educational Needs (EPSEN) Act 2004
- Education (Miscellaneous Provisions) Act 2007
- Ombudsman for Children Act 2002
- Disability Act 2005
- Non-Fatal Offences Against the Person Act 1997
- Age of Majority Act 1985
- Safety, Health and Welfare at Work Act 2005
- Data Protection Acts 1988–2018 and the General Data Protection Regulation (EU 2016/679)
- European Convention on Human Rights (1950)
- European Convention on Human Rights Act 2003
- Children First Act 2015

National Guidelines and Frameworks

- Articles of Management for Secondary Schools
- Children First: National Guidance for the Protection and Welfare of Children (2017)
- Child Protection Procedures for Primary and Post-Primary Schools (Department of Education, 2023)
- Developing a Code of Behaviour: Guidelines for Schools (NEWB/Tusla, 2008)
- Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools (Department of Education, 2024)
- Wellbeing Policy Statement and Framework for Practice (Department of Education, 2018)
- Looking at Our School 2022: A Quality Framework for Post-Primary Schools
- Restorative Practices Ireland (RPI) Quality Assurance Framework and Standards

4. Scope

The Code of Behaviour applies to all students of St. Mary's Academy CBS during the school day, including class time, break times and lunchtimes, and during all school-related activities. These activities include, but are not limited to, school trips, sporting fixtures, extracurricular activities, school tours, and any activity organised, supervised or sanctioned by the school.

The Code of Behaviour also applies when students are wearing the school uniform or are otherwise identifiable as students of St. Mary's Academy CBS, and when their behaviour has an impact on members of the school community or brings the good name and reputation of the school into disrepute.

In certain circumstances, the Code of Behaviour may apply to student behaviour that occurs outside of normal school hours or off school premises where such behaviour has a direct and significant impact on the school community, the safety and wellbeing of students or staff, or the orderly operation of the school. It is recognised, however, that some behaviour which occurs outside school may be beyond the scope of the school's authority in terms of sanction or intervention. In such cases, the school will listen to the concerns of parents and students and, where appropriate, offer guidance or support, subject to reasonable limitations.

This Code of Behaviour applies to all forms of online engagement related to school life, including online or remote learning, digital communication, and the use of social media where it affects members of the school community or the school environment (in conjunction with our Acceptable Use Policy). Students are expected to uphold the same standards of behaviour online as are expected in person, including respect, courtesy, and responsibility.

The Code of Behaviour applies equally to all students and is implemented in a fair, consistent and non-discriminatory manner, having due regard to the age, maturity, and individual circumstances of students, including those with additional educational needs.

The Code of Behaviour is communicated to the school community through:

- The school website
- The student journal
- Induction processes and assemblies
- Relevant aspects of the curriculum
- Upon enrolment of students into the school

Every member of the school community has a role to play in supporting and implementing the Code of Behaviour. The shared responsibilities of students, parents/guardians, and staff are outlined in the sections that follow.

5. Introduction

This Code of Behaviour outlines the standards of behaviour expected of all students in St. Mary's



Academy CBS and sets out the procedures for promoting positive behaviour and responding to behavioural difficulties. It aims to support a safe, respectful, and inclusive learning environment where effective teaching and learning can take place.

The Code provides clear guidance to students, staff, and parents/guardians on rights, responsibilities, and expectations within the school community. It establishes a fair, consistent, and transparent framework for addressing behaviour, ensuring that responses are proportionate, supportive, and focused on student development.

In line with the school's values and ethos, restorative practice informs the implementation of this Code of Behaviour. This approach supports students in reflecting on their behaviour, understanding its impact on others, and taking responsibility for positive change. A detailed explanation of restorative practice is set out in the section *Restorative Practice in Our School*.

This Code of Behaviour applies in conjunction with other relevant school policies and procedures and is communicated to the school community through the school website, student journal, and through ongoing engagement as part of school life.

6. Restorative Practice in Our School

St. Mary's Academy CBS uses restorative practice as the primary approach to supporting positive behaviour and addressing behavioural difficulties. This approach reflects the values of the Edmund Rice Schools Trust (ERST) and the school's Mission Statement, particularly respect for the dignity of each person, care for the individual and the importance of positive relationships within a caring school community.

Restorative practice is based on the understanding that strong relationships support effective teaching and learning, and that behaviour is best addressed through reflection, responsibility, and repair. It is used proactively to build positive relationships and a sense of belonging, and reactively when behaviour causes harm or disruption. In such situations, the focus is on understanding what has happened, recognising the impact of behaviour on others, and agreeing steps to repair harm and restore relationships, while protecting the health, safety and welfare of all members of the school community.

Staff support students through restorative conversations guided by the following prompts:

- What happened?
- What were you thinking at the time?
- Who has been affected, and how?
- What needs to happen now to make things right?
- How can we prevent this from happening again?

Restorative practice informs both the content of this Code of Behaviour and the consultative processes used in its development, ensuring that relationships, respect, responsibility and the voices of the school community are central to how behaviour is understood and addressed in practice (see appendix 1 for more information). Restorative approaches are used at all stages of the Ladder of Referral where

appropriate (see appendix 2).

7. Aims of the Policy

The aims of this Code of Behaviour are to:

- Promote a safe, orderly, and respectful school environment where all members of the school community feel valued, supported, and included.
- Support effective teaching and learning through positive, constructive, and fair approaches to behaviour that uphold dignity and mutual respect.
- Foster positive relationships within the school community and encourage behaviours that contribute to a caring and cooperative learning environment.
- Encourage students to take responsibility for their actions, develop self-discipline, and make positive choices in their behaviour.
- Support students in understanding the impact of their behaviour on others, and to provide opportunities to reflect, learn, and make amends where harm has occurred.
- Provide clear, fair, and consistent procedures for responding to misbehaviour, with a focus on restoring relationships, resolving conflict, and supporting positive change, while ensuring students and families understand the school's disciplinary processes.

8. Expectations and Responsibilities of the School Community

8.1 Board of Management Responsibilities

- ❖ Provide a safe, caring and supportive environment conducive to effective teaching and learning.
- ❖ Ratify and regularly review the Code of Behaviour.
- ❖ Ensure that the Code is implemented in a fair, consistent, and transparent manner.
- ❖ Deal with serious disciplinary matters referred to the Board in accordance with the principles of natural justice.
- ❖ Support school management and staff in the implementation of the Code of Behaviour.

8.2 Principal's Responsibilities

- ❖ Promote a positive school climate based on mutual respect, responsibility and inclusion.
- ❖ Ensure that the Code of Behaviour is implemented fairly and consistently throughout the school.
- ❖ Arrange for the effective communication of the Code of Behaviour to students, staff and parents/guardians.

- ❖ Initiate and oversee the regular review of the Code of Behaviour, in addition to other policies, as required.
- ❖ Inform the Board of Management of significant procedural or disciplinary matters.
- ❖ Implement the school's policies on suspension and expulsion in line with statutory requirements
- ❖ Support, advise and guide staff in the effective implementation of the Code of Behaviour and Restorative Practice.

8.3 Deputy Principal's Responsibilities

- ❖ Support the Principal in promoting the positive implementation of the Code of Behaviour.
- ❖ Assume the responsibilities of the Principal in their absence, where appropriate.
- ❖ Support and guide staff in the consistent application of the Code.
- ❖ Assist Year Heads in managing student behaviour and implementing agreed procedures.
- ❖ Collaborate with the Principal and staff in reviewing and, where necessary, amending the Code of Behaviour.

8.4 Year Head, Career Guidance & Home School Community Liaison's Responsibilities

- ❖ Supporting the pastoral care, wellbeing, attendance and behaviour of students.
- ❖ Promoting a positive, inclusive and respectful school environment in line with the Code of Behaviour and other policies.
- ❖ Monitoring student progress, attendance, engagement and behaviour, and identifying students who may require additional support.
- ❖ Working with students to support reflection, responsibility and positive behavioural change using restorative approaches.
- ❖ Implementing and supporting interventions in line with the Ladder of Referral and contributing to behaviour support planning where appropriate.
- ❖ Communicating and engaging with parents/guardians to support student progress and wellbeing.
- ❖ Liaising with school leadership, TÚS Teachers and other staff to ensure a coordinated and consistent approach to student support.
- ❖ Supporting students experiencing personal, social, emotional or behavioural difficulties and promoting resilience and self-regulation.
- ❖ Strengthening home-school links and supporting families in addressing barriers to attendance,

engagement or behaviour.

- ❖ Facilitating access to additional supports or external agencies where appropriate and with consent.
- ❖ Promoting student participation, inclusion and a sense of belonging within the school community.

8.5 TÚS Teachers' Responsibilities

- ❖ Support the implementation of restorative conversations and pastoral supports within the class group.
- ❖ Support students' engagement with school life and promoting positive behaviour, responsibility and respect.
- ❖ Monitor attendance, punctuality, behaviour and general wellbeing of students within the class group.
- ❖ Act as an initial point of contact for students who may experience difficulties and referring concerns, where appropriate, to the Year Head, Guidance Counsellor, Deputy Principal or Principal.
- ❖ Support restorative approaches to behaviour by encouraging reflection, dialogue and the repair of relationships where difficulties arise.
- ❖ Liaise with parents/guardians in relation to matters concerning students' behaviour, attendance and wellbeing, as appropriate.
- ❖ Support the consistent implementation of school policies, including the Code of Behaviour, Attendance Policy, Bí Cineálta Policy, Wellbeing Policy and Mobile Phone Policy.
- ❖ Encourage a sense of belonging, inclusion and pride in the school community.
- ❖ Support students in developing organisational skills, responsibility for their learning, and positive engagement with school expectations.

8.6 Teachers' Responsibilities

- ❖ Promote and affirm positive behaviour, effort and achievement among students.
- ❖ Use effective classroom management strategies to support positive behaviour and engagement.
- ❖ Address misbehaviour in a calm, fair and consistent manner through implementation of Restorative Practice.
- ❖ Record incidents of misbehaviour and positive behaviour in accordance with school procedures.
- ❖ Communicate with yearheads and parents/guardians where necessary regarding behaviour,

progress or concerns.

- ❖ Ensure that notes in student journals/VSware are followed up and acknowledged.
- ❖ Apply the Code of Behaviour consistently and fairly, with due regard to the individual needs of all students.

8.7 Students' Responsibilities

- ❖ Attend school regularly and punctually.
- ❖ Follow the instructions and guidance of teachers and other staff members.
- ❖ Treat all members of the school community with respect and courtesy.
- ❖ Respect school property and the property of others.
- ❖ Behave in a respectful manner that does not endanger themselves or others.
- ❖ Refrain from behaviour such as bullying, swearing, name-calling, or the use of language, gestures or actions that are hurtful or inappropriate.
- ❖ Bring the required books, materials and equipment to school each day.
- ❖ Follow school and classroom rules.
- ❖ Participate positively in class and engage in learning to the best of their ability.
- ❖ Avoid behaviour that disrupts teaching and learning.
- ❖ Represent the school positively at all times, particularly during school activities.
- ❖ Refrain from any behaviour that could damage the good name or reputation of the school.

8.8 Parents/Guardians' Responsibilities

Parents/guardians play a vital role in supporting positive behaviour and are expected to:

- ❖ Encourage their son to develop respect for himself and for others.
- ❖ Ensure that their son attends school regularly and punctually.
- ❖ Support and encourage their son's schoolwork and homework.
- ❖ Familiarise themselves with the Code of Behaviour and support its implementation.
- ❖ Cooperate and actively support the school and teachers where their son's behaviour is causing



concern.

- ❖ Communicate with the school regarding any issues that may affect their son's behaviour or progress.
- ❖ Check the student journal/VShare weekly and respond as required.
- ❖ Confirm acceptance of the Code of Behaviour and make all reasonable efforts to ensure their son's compliance with it.
- ❖ Support the school in maintaining a positive, safe and respectful learning environment.

9. Behaviour Standards

9.1 Key Components of the Code of Behaviour

The Code of Behaviour at St. Mary's Academy CBS is built on the principles of respect, responsibility and care for the school community. These key components outline the standards of behaviour expected of all students and support the creation of a safe, inclusive and positive learning environment for all.

The school recognises that some students may require additional support in managing behaviour due to identified or emerging additional educational needs. In such cases, the school will adopt a supportive approach, taking account of individual needs, professional advice and appropriate accommodations, in line with the school's Special Educational Needs Policy and Behaviours of Concern Policy.

Respect for Other Persons

We are committed to fostering a school community where all individuals are treated with dignity and respect. Positive relationships are central to effective teaching and learning, and students are expected to behave in ways that support the wellbeing of others. Where difficulties arise, restorative approaches are used to help students understand the impact of their behaviour, take responsibility for their actions and work towards repairing relationships.

Students are expected to:

- Treat all members of staff with respect and courtesy at all times.
- Show respect for their peers and recognise the right of others to feel safe, valued and included.
- Recognise that they are entitled to be treated with respect by others.
- Refrain from behaviour that causes harm or distress to others, including bullying (physical, verbal or online), fighting, intimidation or behaviour that disrupts the learning of others.
- Show respect and consideration to visitors to the school.

Bullying and/or harassment are regarded as very serious offences and are dealt with in both our Bf Cineálta Policy and Harrassment & Sexual Harrassment Policy (www.cbscarlow.ie).



Respect for Property

Respect for property reflects respect for the school community and the shared learning environment. Students are expected to take responsibility for their surroundings and the belongings of others. When damage occurs, students will be supported to take responsibility and, where appropriate, to make amends.

Students are expected to:

- Take care of their own property, the property of others and all school property.
- Use school facilities and equipment appropriately.
 - Students are expected to behave responsibly on the school campus, particularly in the extra-curricular and dining areas, and to treat these shared spaces with respect. Behaviour such as throwing food or engaging in other actions that create an unsafe or unsanitary environment is not acceptable. Where such behaviour occurs, canteen privileges may be withdrawn for a specified period of time.
- Follow staff instructions in relation to the classroom environment and not move furniture, adjust blinds or open or close windows without permission (see Health & Safety Policy for more information).

Respect for the School Community

Students are expected to contribute positively to the life of the school and to act in ways that support a safe, orderly and respectful environment. Behaviour that undermines the sense of community or brings the school into disrepute is not acceptable. Respect for the school community includes consideration for others, cooperation with school routines and adherence to agreed expectations. Where students do not meet the expectations outlined, the graduated responses set out in the Ladder of Referral will be implemented.

- Students are expected to participate positively in all classes and to engage with learning to the best of their ability. Refusing to complete work, disengaging from lessons or deliberately choosing not to participate in class activities undermines the learning environment and will be addressed through the school's procedures for supporting appropriate engagement with learning.
- In certain circumstances where inappropriate behaviour occurs during lunchtime, the school may request that a parent/guardian collect their son from school for the duration of the lunch period and return him to school at the end of lunch. This measure may be used as part of a proportionate response to support improved behaviour and to maintain a safe and orderly school environment.

Attendance

Regular attendance is essential for learning, wellbeing and engagement with school life. Students are expected to attend school consistently and to participate fully in the school programme.



In the event of absence:

- Parents/guardians must provide a written explanation on VShare or in the student journal.
- Any notes should be presented to the TÚS teacher on the student's return and will be recorded on VShare.
- Where a student is absent for 10 days, or shows a pattern of absence, the Year Head will contact parents/guardians to highlight concerns.
- Where a student, under the age of 16, is absent for more than 20 days in a school year, the school is required to notify Tusla in accordance with statutory obligations.
- Parents/guardians may be invited to meet with the Year Head or Deputy Principal to discuss attendance and to agree to support for improvement. The HSCL will also visit the home.

In the event of signing in/out:

- For reasons of student safety and supervision, students are not permitted to leave the school during the school day unless prior permission has been granted. Where a student needs to leave school early for an appointment or other legitimate reason, a request must be made by a parent/guardian in advance. Students must sign out at the school reception and may only leave the school grounds when collected by a parent/guardian or a nominated adult, authorised by the parent/guardian. Students who return to school during the same day must sign back in at reception.
- Students who are signed out for an appointment, must present an appointment card. Where possible, parents/guardians should organise appointments outside of school hours.
- Students must adhere to the procedure outlined above and are not permitted to arrange their own sign-out or to leave the school grounds without following the established procedures. These procedures apply to the full school day, including all scheduled school activities and events, and are in place to ensure the safety, wellbeing and accountability of all students.

Punctuality

Punctuality supports effective teaching and learning and shows respect for the time and efforts of others. Students are expected to arrive at school and to class on time.

The school day, and therefore class, begins at 8.50am and resumes at 2.00pm following lunchtime. Students are expected to arrive at school (at least five minutes before the bell), and to class punctually. Where punctuality becomes a concern, the school will work with students and parents/guardians to identify the underlying causes and to support improvement.

Where a student accumulates three unexplained late arrivals, a lunchtime detention will be assigned. Each additional unexplained late thereafter may result in a same-day lunchtime detention. At the discretion of the school, the record of lateness may be reset in order to support and encourage improved punctuality and provide an opportunity for a fresh start.



Appearance and Uniform

A neat and tidy appearance promotes a positive image of the school and fosters a sense of pride and belonging within the school community. Where issues arise, conversations are handled respectfully, with the aim of maintaining standards while supporting students to meet expectations.

Students are expected to:

- Wear a full school uniform (grey trousers, blue shirt, crested school jumper, crested school tie, solid black runners/shoes and crested school jacket) each day.
- Non-uniform items are not permitted to be worn on the school campus or while representing the school (i.e. school trip, sporting event etc).
- Wear a full PE uniform (crested tracksuit bottoms, T shirt, half zip and runners, **only on the day of PE class**. This does not apply to LCPE.) If students do not purchase a PE uniform, they must wear suitable active attire for physical activity (i.e. no jeans, cargo trousers etc.).
- PE uniform cannot be worn during house or state exams

NOTE: The wearing of the PE tracksuit for off-site events is at the discretion of the school Principal and will be decided following discussion between the Principal and the Year Head.

- Provide a note signed by a parent/guardian to the Deputy Principal where uniform requirements cannot be met. If a parent/ guardian cannot drop off a school uniform, a replacement uniform will be provided.
- Refrain from wearing non-school jackets, caps, hoodies, head coverings, hoods, facial jewellery or earrings (or placeholders) on the school grounds, in the school building or whilst representing the school.
- Present with a neat and tidy appearance and maintain hairstyles that are appropriate to the school community, including:
 - Natural hair colouring only
 - No designs e.g. cat scratches (or other forms of design in hair), eyebrow slits etc.
 - Long hair tied back in practical subjects

This list is not exhaustive. School management reserves the right to determine what constitutes an appropriate appearance.

9.2 Core Student School Rules & Expectations

The Core Rules below summarise the key expectations outlined in this policy and are intended to support students in understanding and meeting the standards set out in the Code of Behaviour.



Core Rule	This means	Why it matters
Attend school regularly	I attend school every day, in full uniform, unless I have a valid reason. I provide written explanations for absences and do not leave school without permission.	Regular attendance supports my learning, safety and wellbeing. I will be better prepared for exams and my future.
Be prepared for learning	I bring my student journal, textbooks and all materials required for class, and I complete all homework given to me to the best of my ability.	When I am prepared, I support my own learning and help create a positive learning environment for others.
Be punctual	I arrive at school and class on time. I move promptly between classes and after breaks. I only access the toilet facilities and my locker before 8.50am and during break-times.	Punctuality supports my learning, shows respect for others and helps develop personal responsibility.
Follow classroom routines	When I enter the classroom, I sit down as directed and remain in class unless I have permission from the subject teacher to leave.	Following routines helps lessons run smoothly and shows respect for teaching and learning.
Remain on school grounds unless permission is granted	I do not leave the school without written permission from my parent/guardian in my journal, and I ensure I am signed out and back in at reception when required.	These procedures protect my safety and help the school meet its duty of care.
Follow break-time and lunchtime arrangements	I remain on the school campus during break times and, if I am in 1st, 2nd or 3rd year, I remain on campus during lunchtime.	Staying within designated areas supports my safety/wellbeing and also that of others.

<p>Maintain a healthy and safe school environment</p>	<p>I do not smoke or vape, I do not possess, supply or misuse cigarettes, vape products, alcohol, illegal substances or related paraphernalia, and I do not bring prohibited items (see appendix 5) to school.</p>	<p>My choices can affect my own, and others, the health, safety and welfare. Responsible behaviour helps keep the school safe for all.</p>
<p>Eat responsibly and care for the school environment</p>	<p>I consume food and drink only in designated areas and at break times. I do not chew gum or drink energy drinks and I dispose of all litter in the appropriate bins.</p>	<p>Caring for my environment shows respect for my school and consideration for the people who I share it with.</p>
<p>Use mobile phones responsibly</p>	<p>If I bring my phone to school, I must have a Yondr pouch. If I am in 1st–3rd year, my phone remains powered off and pouched for the full school day from TÚS. If I am in 4th–6th year, my phone remains pouched from TÚS and may be un-pouched at lunch (13:09), and must be pouched again in the 2:00pm class (see Mobile Phone Policy). Mobile phone use is not permitted in main school buildings - with the exception of the school canteen before school(1st -3rd years & the school canteen before school & at lunchtime (4th -6th years)</p>	<p>When I manage my phone responsibly, I support my own learning, reduce distractions for others and help create a calm and respectful learning environment.</p>
<p>Behave appropriately in the vicinity of the school</p>	<p>I behave well when arriving at and leaving school, I do not congregate outside the school or on neighbouring property, and I show consideration to local residents and other road users.</p>	<p>My behaviour reflects on me and my school, and respectful conduct helps maintain positive relationships with the wider community.</p>

10. Acknowledging & Rewarding Good Behaviour

St. Mary's Academy CBS encourages students to take responsibility for their behaviour and to act in a respectful and responsible manner because it is the right thing to do, rather than through fear of sanction. In keeping with restorative practice and the values of the Edmund Rice Schools Trust, positive behaviour is promoted through recognition, encouragement and the development of positive

relationships.

The school promotes and affirms positive behaviour through a range of strategies and structures, including:

- The Maith Thú system for students, which recognises positive behaviour, effort and engagement in school life.
- Student leadership and participation opportunities, including Meitheal, Cairdeas, the Student Council, Green Schools Committee and the Peace & Justice group, which encourage responsibility, service and student voice.
- Two annual awards ceremonies, held at the beginning and end of the school year, which celebrate achievement, effort, improvement and positive contribution to the school community.
- Regular attendance is recognised and celebrated through attendance awards and other forms of acknowledgement, reinforcing the importance of engagement and commitment to school life.
- Ongoing positive feedback from teachers and year heads, including written comments in the Student Journal and on VSware, acknowledging strengths and positive behaviour.
- Regular reporting to families, with 3 reports issued through the VSware online system that highlight areas of strength, areas for development and include a general comment on behaviour.
- Annual parent-teacher meeting with student attendance.
- Direct communication with parents/guardians by teachers, where appropriate, to share both positive feedback and areas of concern, in order to support students effectively.
- Positive behaviour, effort and contribution to school life are regularly recognised and celebrated through weekly Year Head updates and the school newsletter, helping to reinforce a culture of encouragement, achievement and belonging.
- Opportunities such as school trips, activities and other privileges where appropriate.

11. Support Systems

11.1 Staff

On a day-to-day basis, students may seek support from their TÚS Teacher or Year Head, who monitor behaviour, attendance and overall engagement. Where additional support is required, students may be supported by the Guidance Counsellor, Home School Community Liaison (HSCL), Deputy Principal or Principal. The HSCL Officer plays an important role in strengthening home-school links and supporting student engagement and attendance.

11.2 Academic

The school uses the Athena programme and VSware to monitor academic progress, attendance and wellbeing, enabling early identification of concerns, recognition of strengths and planning of appropriate supports. Attendance is further supported through Anseo, an evidence-based attendance tool that assists the school in identifying patterns and implementing timely interventions. Where necessary, and with parental consent, referrals may be made to external agencies such as TESS (EWO), Carlow Youth Services, or support accessed from the National Educational Psychological Service (NEPS).

11.3 Senior Management

Parents/guardians are encouraged to engage actively with the school and may meet with teachers, TÚS teachers, year heads or senior management by appointment. Ongoing communication is supported through access to attendance, academic and behaviour records via VSware. The Principal and Deputy Principal meet with parents/guardians of incoming First Year students to outline the Code of Behaviour and emphasise the importance of collaborative information-sharing.

11.4 Parents

The Parents' Association further supports the school community through fundraising, engagement initiatives and relevant seminars.

11.5 Mentoring & Transition Supports

The school also provides structured mentoring and developmental programmes. The Meitheal programme supports incoming First Year students through peer mentoring, where trained sixth year students assist with their transition to post-primary school. This programme promotes a sense of belonging, supports wellbeing and helps students to engage positively with school life. Similarly, the Ceannairí Programme enables selected fifth year students to mentor second year students, supporting organisation, study skills and positive engagement.

Transition supports are delivered through Forás (Evolution, Growth, Development), a 33-hour programme supporting students moving from primary school, incorporating learning skills, digital safety and relationship-building. The school also engages with NCSE Relate, an evidence-based framework that supports staff in responding to behaviour through a regulation-first and relationship-centred approach. Finally, sixth year students are assigned a staff mentor to provide guidance and monitor progress throughout their final year.

12. Responding to Inappropriate Behaviours

12.1 Ladder of Referral

St. Mary's Academy CBS adopts a graduated, proportionate and fair approach to responding to inappropriate behaviour, in accordance with Tusla's *Developing a Code of Behaviour: Guidelines for Schools* and relevant legislation.



Behaviour is addressed at the earliest possible stage, with an emphasis on support, reflection and improvement. Progression through the ladder of referral (see appendix 2) depends on the nature, seriousness and persistence of the behaviour and the individual circumstances of the student. Progression is not automatic. Where necessary, different responses are required (see appendix 4).

Where a student has identified additional educational needs, interventions and responses will be adapted as appropriate, with a focus on support, regulation and engagement.

Level 1 – Classroom-Based Response

Responsibility: Subject Teacher. At this level, behaviour is addressed through:

- Reminder of expected standards of behaviour
- Restorative conversation with the student
- Classroom management strategies
- Positive reinforcement and redirection
- Recording of concerns where appropriate
- Sanctions may be considered in line with this Code of Behaviour

Level 2 – Pastoral Support Intervention

Responsibility: TÚS Teacher / Year Head. Where behaviour persists or causes concern:

- The student may engage in a restorative discussion with the TÚS Teacher or Year Head
- Behaviour, attendance and engagement may be monitored
- Parents/guardians may be informed
- Support strategies may be agreed
- Monitoring through Athena may be implemented
- Sanctions may be considered in line with this Code of Behaviour

Level 3 – Additional Targeted Support

Responsibility: Year Head / Guidance Counsellor / HSCL Officer. At this stage:

- Targeted supports may be provided to address underlying needs
- Increased parental engagement may occur
- Internal supports may be accessed
- Progress is reviewed and documented
- Sanctions may be considered in line with this Code of Behaviour

Level 4 – Senior Management Intervention

Responsibility: Deputy Principal / Principal. Where behaviour is serious or continues despite earlier interventions:

- The matter may be referred to the Deputy Principal or Principal
- A formal meeting with the student and parents/guardians may be convened
- A behaviour support plan may be developed
- Appropriate responses may be implemented in line with this Code of Behaviour.

- Clear expectations and review timelines may be established

Level 5 – Formal Disciplinary Procedures

Responsibility: Principal / Board of Management. In exceptional circumstances:

- Suspension or expulsion may be considered
- Procedures will be implemented in accordance with: Education Act 1998, Education Welfare Act 2000 & Principles of natural justice
- The right to appeal will be upheld

13. Suspension Principles

13.1 Introduction

Through its Code of Behaviour, and in line with the Mission Statement, St. Mary's Academy CBS aims to create a calm and ordered atmosphere in a caring and supportive working environment based on respect for self and respect for others. In cases where students fail to observe the Code of Behaviour, it is necessary, for the good of the school community as a whole, to impose sanctions on such students including suspension or expulsion where warranted.

Suspension is considered a serious sanction and will normally be used only where other interventions and supports have been unsuccessful, or where the seriousness of the behaviour warrants immediate action. In keeping with the restorative ethos of St. Mary's Academy CBS, the school will seek wherever possible to address behaviour through support, reflection, guidance and engagement with parents/guardians before considering expulsion from school. Suspension is used as part of a structured response to behaviour and aims to support the student in recognising the impact of their actions, reflecting on behaviour and re-engaging positively with school life.

This policy outlines the school's approach to suspension has been formulated in accordance with the rights and responsibilities inherent in the Education Act 1998, Education Welfare Act 2000, Equal Status Act 2000 and the principles of fairness and natural justice.

13.2 Suspension Principles

The primary purpose of suspension is one of corrective support rather than punishing students for misbehaviour. It is the intention of the school that suspension allows students the time, under the supervision of their parents/guardians, to reflect on their unacceptable behaviour; accept responsibility for the behaviour that led to the suspension and to change their future behaviour to meet the expectations of the school.

In certain cases of unacceptable behaviour it will be in the best interests of the school community and/or the student involved to remove the student from the school for a period of time. Under the *Articles of Management for Secondary Schools* the Principal has the authority to suspend a student from attending school for a period up to and including 5 days. Suspensions beyond 5 days are the responsibility of the Board of Management.

The Principal/Board of Management will exercise this authority in a fair and non-discriminatory manner having regard to their responsibility to the whole school community and to the principles of natural justice.

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

- Serious breaches of the Code of Behaviour that indicate that the student should be removed from the school. In cases where health and safety could be a risk it may be necessary to suspend a student with immediate effect pending an investigation and the following of due procedures.
- Repeated less serious breaches of the Code of Behaviour that have not been rectified by disciplinary measures short of suspension. In such cases formal written warning detailing the unacceptable behaviour will have been submitted to parents/guardians along with an explanation of what is required of the student.

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

- Endangering the safety or health of any member of the school community
- Bullying (as outlined in the B'í Cineálta Policy)
- Disrespect or defiance towards or harassment or intimidation of a member of staff
- Possession, use or supply of prohibited substances (outlined in policy on Substance Abuse/also see appendix 5) in the school, on school trips, or in the course of any school-related activity.
 - In certain circumstances, parents/guardians may be asked to grant permission for designated school personnel to inspect a student's bag, jacket or personal belongings where there are reasonable grounds to believe that prohibited items may be present.
- Deliberate vandalism to school property or the property of a member of the school community.
- Interference with or persistent disruption of teaching and learning.
- Refusal to obey clear and reasonable instructions of staff members on a repeated basis
- Smoking/Vaping/Nicotine replacement products(snus etc), anywhere inside the school grounds.
- The use of obscene, abusive, or otherwise inappropriate language.
- Stealing, fighting or the possession of offensive weapons. In addition to being serious breaches that incur suspension, these are criminal offences that will be reported to the appropriate authorities.
- Tarnishing the good name and reputation of the school.
- Inappropriate contact with staff via teams or any other online platform.
- Truancy and leaving school without permission
- Non-compliance with the school's policy on uniform, jewellery and hair.

Less serious breaches of the Code of Behaviour include, but are not limited to:

- Failure to complete assigned homework
- Such classroom disruption as inattention, talking without permission, passing notes, and failure to have the books and equipment required for class.
- Inappropriate use of mobile phones in school

School activities

Attendance at all, and every school organised activity, is at the discretion of the Principal (school activities include; school trips, tours, matches etc). Note: This list is not exhaustive. Students who are absent from school, or are signed out from school, are therefore **absent from all school activities on that specific day and will not be permitted to attend school organised events that day.**



13.3 Factors Considered before Suspension

Before deciding to suspend a student, the school will consider a range of factors to ensure that the response is fair, proportionate and appropriate. These may include:

- the nature and seriousness of the behaviour
- the context in which the behaviour occurred
- the impact of the behaviour on other students, staff or the school community
- the student's previous behaviour record
- the interventions and supports already implemented
- the age, maturity and individual circumstances of the student
 - the student's individual needs, including any additional educational needs or relevant professional recommendations
- whether suspension represents a proportionate response in the circumstances.

These considerations help ensure that suspension is used only where necessary and that decisions are consistent with the principles of fairness, natural justice and the restorative ethos of the school.

13.4 Suspension Procedure

In the event that the Principal exercises his/her authority to suspend a student for a fixed duration, the following procedure will be used:

- The student will be informed of the precise grounds that gave rise to a potential suspension and will be given an opportunity to respond before a suspension decision is formalised
- The parents/guardians of the student will be informed in writing of the situation and invited to come to the school for a meeting, if there is any dispute of the facts
- In cases where the suspension is to take effect immediately, such as in the interests of health and safety, parents/guardians will be informed by telephone, with written follow up
- Students will not be sent home during a school day unless collected by a parent/guardian or some other suitable arrangement is made. All suspension decisions will include a formal letter of notification that will include, at least:
 - Notice of the suspension
 - Effective date of the suspension
 - Duration of the suspension
 - Reasons for the suspension

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

- Expectations of the student while on suspension
- Reference to the importance of parental assistance in resolving the matter causing suspension.
- A statement that the student is under the care and responsibility of parents/guardians while suspended.
- A statement that the Education Welfare Board has been informed of the suspension.
- Information of the appeal rights and procedures regarding the suspension.
- Requirements to be met for the student's return to school.



13.5 Suspension Removal

As the principles of natural justice demand that there should be available a right of appeal to a higher authority, a student or his parents/guardians may appeal the Principal's decision to suspend to the Board of Management. Such an appeal must be made in writing to the chairperson of the Board of Management, stating the grounds on which the appeal is being made. However, the school may insist that the student remain at home while the appeal proceeds. In the event that an appeal is successful the suspension will be expunged from the student's record.

An appeal of a suspension decision may also be made under Section 29 of the Education Act where a student has been suspended for 20 days or more. Information regarding this right of appeal will be provided with formal notification of the suspension, if applicable.

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

- New circumstances come to light after the suspension has been applied that would have mitigated the sanction had they been known beforehand.
- Other mitigating factors consistent with the application of the Principles of Natural Justice.

13.6 Suspension Completion

Following a period of suspension, the school will support the student's reintegration into school life.

- Parents **must** attend a reintegration meeting with the student upon his return to school. This meeting involves a review of expectations, provides an opportunity for restorative reflection and agree steps to support positive engagement with school. **A parent/guardian must attend this meeting in order for their son to return to school.**
- A meeting with the Guidance Counsellor will also be arranged upon a student's reintegration following a suspension.
- A written or verbal apology may be required by the student.
- The student may be required to enter into a contract of good behaviour or other agreed conditions (such as being placed on a yellow card) to support improved behaviour.

14. Expulsion Principles

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

In general, there are two sets of circumstances in which expulsion may be considered to be appropriate by the school:

1) Cases where the in-discipline of a student is so pervasive that teaching and learning become extremely difficult. Such cases include but are not limited to:

- The student is so disruptive that he is seriously preventing other students from learning.
- The student being uncontrollable and not amenable to any form of school discipline or



authority.

- Parents/Guardians being unable or refusing to exercise their responsibility for the student This includes, but is not limited to, refusal to attend scheduled meetings to discuss reintegration following suspension/behaviours of concern, not engaging with Year Heads or Senior Management, not engaging with agreed school/external supports. etc.
- The student is a danger to himself or to others.
- When guarantees of reasonable behaviour following repeated suspensions are not forthcoming or not being met.
- The student's conduct acts as a source of serious bad example and having an adverse influence on other students in the school.

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

- Serious assault
- Trafficking/ using drugs during the school day, including lunch breaks
- Serious burglary or theft causing major damage to school property
- Gross insubordination to the Principal or other staff members.
- Brandishing of an offensive weapon

In the interest of ensuring a fair and even-handed system for the imposition of expulsion, the Board of Management may, among other things, take account of the following factors in determining expulsion:

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

14.1 Expulsion Procedure

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

- Ensured that all discipline options under the Code of Behaviour have been applied and documented.
- Ensured that all appropriate support personnel have been involved
- Ensured all other procedures, referrals, supports have been exhausted
- Ensured that discussion has occurred with the student and parents/guardians regarding specific misbehaviour that the school considers unacceptable and that may lead to permanent expulsion
- Provided formal verbal and written warnings at appropriate times dealing with such behaviours and provided clear expectations of what was required of the student in the future
- Recorded all action taken and copied all correspondence

- Informed the parents/guardians of his/ her intention to recommend expulsion to the Board of Management.
- Invited the parents/guardians to the Board of Management hearing.
- Invited the parents/guardians to make a written submission in advance of the Board Meeting
- Provided in advance the parents/guardians with a full, written description of the allegations against the student and the case being made at the Board, together with copies of all documentation, statements, and other materials supporting that case.
- Made a formal recommendation to the Board with full supporting documentation following these actions by the Principal, expulsion will still only occur after the Board of Management has:
 - o Heard the Principal's case against the student, which should be made in the presence of the parents/guardians
 - o Heard the response of the parents/guardians
 - o Examined all the documentation
 - o Considered the student's record in the school
 - o Ensured that the Principal is not present for the Board's decision on the matter and discussed the case in detail
 - o Considered all the commitments made in the Code of Behaviour and made a final decision to exclude.
 - o Communicated the decision to exclude to the parents/guardians formally by registered letter
 - o Informed the Education Welfare Officer under Section 24 (1) of the Education Welfare Act 2000.

The formal letter of notification will include:

- Notice of the expulsion
- Effective date of the expulsion
- Reasons for the expulsion
- A statement that Tusla has been informed of the expulsion.
- A statement that the student is under the care and responsibility of the parents/guardians for the period of 20 days required by the Education Welfare Officer to examine alternative provisions for the education of the student.
- Information and documentation on Appeal rights.

14.2 Expulsion Appeals

Parents/guardians have the right to appeal a decision of the Board of Management to exclude a student to the Minister for Education or to an authority delegated for such appeals by the Minister under Section 29 of the Education Act 1998.

Permanent expulsion may be appealed by a parent/guardian, by a student (over 18 years), or by the National Education Welfare Board. Any such appeal must be lodged within 42 calendar days of the decision of the Board of Management.

Notes:

1. Students over 18 years may inform the school to limit the information their parents/guardians receive and the school will inform the parents of this limitation (Age of Majority Act, 1985).
2. Allegations of a criminal matter will be referred to the Gardai.
3. A booklet requiring the student on suspension to reflect on his behaviour and develop a plan to catch

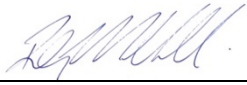


up on work missed is contained in the appendix at the end of this policy.

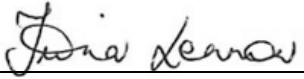
4. The suspension letter will contain information on the period of suspension, reasons, a study programme to be followed, arrangements for returning to school and information on appealing the suspension.

15. Development & Review Procedures

The Code of Behaviour was originally developed by a committee of students, teachers and parents, chaired by the staff member with responsibility for school development planning. It started its work in April 2009 and carried out its work by interview and questionnaire. Draft documents were brought to several staff and student meetings. The caretaker and the Special Needs Assistants were also involved in the process. It was also an item on the agenda of Parent Council and Board of Management meetings. This policy was substantially reviewed and updated in 2025–2026 to align with current Department of Education guidance and Restorative Practice approaches. The aim is to evaluate and review the policy annually. The policy will be submitted to the trustees following adoption by our Board of Management and reviewed immediately if any problems are highlighted.

Signed: 
Ronan Mulhall, Chairperson BOM

Date: 21st April 2026

Signed: 
Fiona Lennon, Principal

Date: 21st April 2026

Appendices

Appendix 1- Restorative Principles & Practice

The restorative approach used in St. Mary's Academy CBS is guided by a number of key principles which support positive relationships, fairness and accountability within the school community. These principles help ensure that behaviour is addressed in a way that promotes understanding, responsibility and the repair of harm where possible.

Principle	What this looks like in practice in our school
Respect	Treating all members of the school community with dignity and fairness, even when behaviour needs to be addressed.
Empathy	Supporting students to understand the feelings and experiences of others affected by their behaviour.
Safety	Ensuring that interactions and conversations take place in a safe and supportive environment.
Personal Accountability	Encouraging students to take responsibility for their actions and their impact on others.
Equality	Ensuring that everyone involved has the opportunity to be heard and treated fairly.
Community	Promoting a strong sense of belonging and shared responsibility within the school community.
Trust	Building positive relationships between students, staff and families through honesty and openness.

Appendix 1.1- Restorative Conversation Framework

Restorative conversations aim to:

- promote understanding rather than blame
- support students in reflecting on their behaviour
- encourage responsibility and accountability
- repair relationships where harm has occurred



- reinforce positive behaviour and community values.

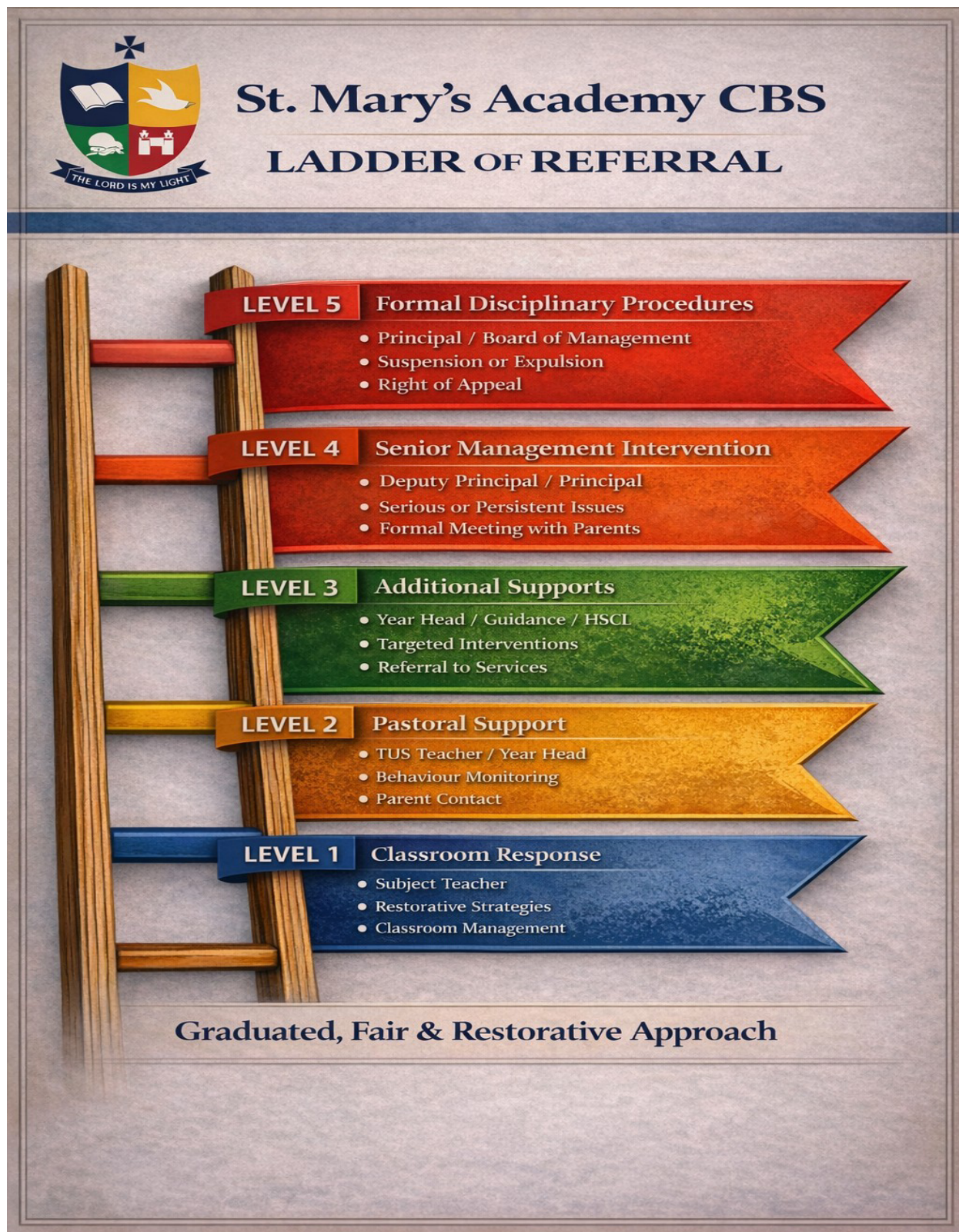
Restorative conversations may take place:

- in the classroom
- during pastoral or behaviour support meetings
- following incidents of conflict or misbehaviour
- as part of a reintegration process following sanction.

Restorative Conversation Steps

Step	Purpose	Example of Prompt
1. Establish what happened	To understand the situation and allow the student to share their perspective	“Can you tell me what happened?”
2. Explore thinking and feelings	To understand what the student was thinking or feeling at the time	“What were you thinking when this happened?”
3. Encourage reflection	To help the student reflect on the incident after it occurred	“What have you thought about since?”
4. Consider impact	To help the student recognise how their behaviour affected others	“Who has been affected by what happened?”
5. Explore alternatives	To help the student identify more positive ways of responding	“What could you have done differently?”
6. Repair and move forward	To identify actions that will repair harm and restore relationships	“What do you think needs to happen now to make things right?”

Appendix 2- Ladder of Referral



Appendix 3- Examples of Positive Behaviours and Recognition

The following examples illustrate behaviours that contribute positively to the school community and the ways in which these behaviours may be recognised and encouraged within St. Mary's Academy CBS. These examples are intended as guidance and are not exhaustive.

Examples of Positive Behaviour	Possible Recognition or Response
Participating actively in class and engaging positively with learning	Praise or acknowledgement from teacher
Demonstrating effort and improvement in academic work	Positive comment recorded on VShare/ student journal or Maith Thú
Showing respect and courtesy towards staff, students and visitors	Recognition by teacher or Year Head
Supporting fellow students and promoting inclusion	Acknowledgement during class or pastoral (i.e. Tus) time
Demonstrating leadership within the school community	Opportunities for leadership roles (e.g. student leadership groups, mentoring programmes, recognition awards etc.)
Representing the school positively in activities or events	Recognition at school assemblies/awards ceremonies
Contributing positively to the school environment	Recognition through school initiatives such as Maith Thú or other positive behaviour systems
Demonstrating improvement in behaviour, attendance or engagement	Positive acknowledgement by Year Head or school management

Appendix 4- Behaviours Require Support and Possible School Responses

The following examples illustrate behaviours that may require guidance, intervention or support. Responses will be proportionate and aligned with the school's graduated approach to behaviour support. These examples are intended as guidance and are not exhaustive.

Examples of Behaviours that Require Support	Possible School Response
Talking during class, inattentiveness or minor disruption of learning	Reminder of expectations and restorative conversation with teacher
Failure to complete homework or bring required materials	Note on VShare and follow-up by subject teacher
Repeated lateness to class or poor punctuality	Teacher, Year Head or Deputy follow-up and communication with parents where appropriate
Persistent distraction or disruption of lessons	Behaviour monitoring and discussion with Year Head
Inappropriate comments towards peers	Restorative conversation and guidance from staff
Refusal to follow reasonable instructions	Intervention by Year Head and communication with parents/guardians
Bullying behaviour or inappropriate interactions with others	Investigation and appropriate intervention in accordance with school procedures
Misuse of mobile phones or possession of prohibited items (see appendix 5)	Confiscation in line with school procedures and follow-up with parents
Behaviour that interferes with teaching and learning	Removal from class or further intervention where appropriate
Persistent or serious breaches of the Code of Behaviour	Meeting with school management and implementation of further interventions
Very serious incidents or repeated failure to respond to interventions	Suspension in accordance with school procedures or referral to the Board of Management

Appendix 5- Prohibited Items

To support the safety, wellbeing and orderly running of the school, certain items are not permitted on school grounds or during any school-related activity. Students must not bring items to school that may pose a risk to health, safety or welfare, or that may disrupt teaching and learning.

The following items are prohibited in St. Mary's Academy CBS. This list is not exhaustive and the school reserves the right to restrict any item considered unsafe, inappropriate or disruptive.

Dangerous or Offensive Items

- Weapons of any kind, including knives, blades or any item intended to cause harm
- Imitation or replica weapons
- Fireworks, explosives or flammable materials
- Laser devices or laser pointers
- Any item used in a manner that could endanger the safety of others

Substances

- Illegal drugs or controlled substances
- Alcohol
- Cigarettes, vapes, e-cigarettes or vaping devices
- Tobacco products or related paraphernalia
- Solvents or other substances intended for misuse

Items that Disrupt Teaching and Learning

- Mobile phones or electronic devices used in breach of the school's Mobile Phone Policy
- Speakers or devices used to play music without permission
- Any item used deliberately to distract or disrupt lessons

Inappropriate Materials

- Pornographic, offensive or inappropriate material in any format
- Material promoting hate, discrimination or harmful behaviour

Other Prohibited Items

- Stolen property
- Caffeinated Energy drinks
- Chewing gum
- Any item brought to school with the intention of intimidating, bullying or harassing another member of the school community

Where prohibited items are brought to school, they will be confiscated by school staff and returned to a parent/guardian where appropriate. Further action will be taken in accordance with the Code of Behaviour i.e Detention/ Suspension.

Appendix 6- Student Acceptance Form

Student and Parent/Guardian Acceptance of the Code of Behaviour



St. Mary's Academy CBS aims to create a safe, respectful and supportive learning environment where all students can learn and develop to their full potential. The Code of Behaviour outlines the expectations for behaviour in our school and the procedures that guide how behaviour is supported and addressed. Students and parents/guardians are expected to read and understand the Code of Behaviour and to support its implementation as part of our shared commitment to maintaining a positive school community.

By signing below, you confirm that you have read and understand the Code of Behaviour of St. Mary's Academy CBS and agree to support its implementation.

Student Declaration

I confirm that I have read and understand the Code of Behaviour of St. Mary's Academy CBS. I understand the standards and expectations outlined in the policy and agree to do my best to follow these expectations and contribute positively to the school community.

Student Name: _____

Class/Year Group: _____

Student Signature: _____

Date: _____

Parent/Guardian Declaration

I confirm that I have read and understand the Code of Behaviour of St. Mary's Academy CBS. I acknowledge the standards and expectations outlined in the policy and agree to support the school in its implementation.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____