



**Coláiste Pobail
Mhá Nuad**

**Maynooth
Community College**

Code of Behaviour Policy

INTRODUCTION

Under Section 23 of the Education (Welfare) Act 2000, the Board of Management is obliged to make available a Code of Behaviour in respect of its students. This is done in accordance with Guidelines issued by the National Educational Welfare Board (NEWB). The Code of Behaviour for Maynooth Community College (MCC) is based on mutual respect between teacher and student and recognises that students have a right to learn in a supportive and caring environment without fear. Parental support is a vital component in the successful implementation of our policy.

AIMS OF THE CODE OF BEHAVIOUR

The Code of Behaviour for MCC aims to:

- Facilitate teaching and learning through positive, reflective and fair approaches.
- Ensure the safety of all members of the school community on the school premises and when taking part in school activities.
- Promote good behaviour and help students develop excellent behaviour and encourage self-discipline.
- Put in place reflective structures to help staff deal with incidents of misbehaviour that may arise.
- Deal fairly with students who are disruptive, affecting their own progress and/or the progress of other students using positive behaviour management planning.
- Meet the statutory obligations re: Code of Behaviour in Section 23 of the Education (Welfare) Act 2000.
- Inform students and their parents/guardians of the school's discipline procedures. For the code to operate effectively, the support of parents is paramount.
- To comply with all relevant legislation ensuring that MCC is a safe environment, free from inequality, harassment and discrimination of any kind.

The Code of Behaviour will be reviewed regularly, as directed by the Board of Management or due to changes in Educational statutory obligations. At each stage of the Code's development and subsequent review, there will be a systematic, reflective approach which aims to:

- Incorporate the input of all partners to the code, including teachers, students and parents/guardians.
- Monitor the impact of the Code on student behaviour.

MISSION STATEMENT

MCC is a community of students, staff and parents/guardians. We aim to create a warm and caring learning environment in which all students can achieve their full potential. We value the unique contribution of everyone in an atmosphere of tolerance, partnership and shared respect.

MCC defines education as the on-going development of all students so that they may realise their true and best selves. From the outset students are taught that they are partners in their own education.

The school recognises that its students are of varying backgrounds and have a wide variety of aspirations and abilities. The school embraces the vital role that parents/guardians play in the overall education of their children. The school also recognises the importance of the community in which the student lives. For this reason, every effort is made to ensure that the student is aware of his/her role in the community and is encouraged to be positively involved in the wider community.

EXPECTATIONS OF STAFF AND STUDENTS

The aim of MCC is to promote and encourage the highest standards of honesty, courtesy and respect for one another. It is expected that these values should form the foundation of all relationships within the school community and that those entrusted with the care of students should always aim to be fair.

There are two related principles in which the code of behaviour is based:

1. all members of the school community have the right to be treated with respect and to work in a clean, calm and safe environment.
2. all students must be punctual and well prepared for their lessons.

In line with these principles, there should be no tolerance of:

- harassment
- bullying, or
- discrimination on any grounds including race, ethnicity, gender, religion, sexual orientation, age or ability.
- Possession of, or dealing in, illegal substances –including drugs/drugs paraphernalia

HOW EVERYONE CAN ASSIST TO MEET THE STANDARDS EXPECTED IN THE SCHOOL

The successful education of all students depends on an active three-way partnership between students, parents/guardians and the school. Each has rights, responsibilities and expectations.

STAFF

MCC agrees to meet the expectations of parents/guardians and students by providing:

- A broad and balanced curriculum.
- An education based on high expectation.
- Work which is appropriate to a student's age and ability.
- A secure, healthy and well-disciplined working environment.
- Regular homework and regular feedback on same.
- Written reports home at least twice per year or as requested by Management.
- A parent/teacher meeting once per year.
- The opportunity to participate in a range of extracurricular activities.

STUDENTS

As a MCC student, I agree to meet the expectations of my parent(s)/ guardian(s) and the school by:

- Treating all members of the school community with understanding and respect.
- Attending school regularly and on time.
- Working hard and meeting all course requirements.
- Completing homework and assignments on time.
- Keeping the school rules and behaving in a responsible way, both in school and when travelling to and from school.
- Sharing responsibility for the school environment.
- Respecting school property.
- Remaining on the school site during school hours unless permitted otherwise by the school authority.
- Wearing the school uniform always.

PARENTS/GUARDIANS

As parent(s)/guardian(s), I/We agree to meet the expectations of my/our child and school by:

- Ensuring excellent attendance and punctuality and informing the school promptly about any reason for absence.
- Encouraging and supporting my/our child with school work.
- Supporting the policies of the school.
- Attending Parent/Teacher meetings and school functions in which my child is involved, and attending any special appointments if requested.
- Checking homework and signing any notes sent by teachers.
- Providing her/him with the required textbooks and accessories.

SCHOOL RULES

- a) Show respect for others in lessons and do not disrupt the learning of others, e.g.
 - I am quiet and pay attention when the teacher talks to the whole class.
 - I put up my hand to answer questions.
 - I do not distract or annoy others during the lessons or prevent the teachers from teaching.
 - I bring the right equipment to lessons – books, folders, pens, pencils, ruler, coloured pencils and homework journal, etc.
 - I do not chew, eat or drink during a lesson – eating or drinking in the corridor is strictly forbidden.
 - I go to the toilet during breaks, not during the lesson or between lessons.
 - I only 'pack away' when my teacher tells me to do so.
 - I make sure the area where I have worked is clean and tidy before I leave the room.
 - I do not leave the lesson at any time without the teacher's permission.
- b) Show consideration for others by moving around the building quietly and carefully, for example:
 - I follow the one-way system.
 - I walk on the left-hand side of the corridor when using the one-way system.
 - At morning & lunch break, I leave my bag in a safe place, get books needed from lockers during these breaks and not during class time or between classes.

- I walk calmly and do not run or push others.
 - I open/hold open doors for other people, enter and leave classroom in an orderly manner.
- c) All members of the school community should treat each other with respect and consideration, for example:
- At lunchtime I go to my assigned lunch room unless I have permission to leave the school.
 - I do not bring chewing gum to school.
 - I do as I am asked by any staff member. I am polite when I wish to express my opinion.
- d) Do not say or do anything that encourages bullying, for example:
- I do not punch, kick, hit, and spit. etc. at anyone.
 - I do not join in any 'name calling'.
 - I do not exclude others from your discussions/activities.
 - I do not damage or steal or threaten to damage or steal other people's property.
 - If I am being bullied, I will talk to my class Tutor or Year Head. Remember that silence is the bully's greatest weapon - Tell Someone.
- e) Come equipped for the day wearing the right clothing and bring everything you need for you lessons, for example:
- I come to school wearing full school uniform.
 - I bring all necessary writing equipment, books, folders and P.E. kit.
 - I leave at home items such as Mobile Phones /iPod/MP3 players/hand-held Computers/Digital multimedia devices and/or games, correction fluid (Tippex) or aerosol cans.
 - I leave valuable items at home. If I do bring them to school, I ensure that they are placed in a secure locker.
- Management will not accept responsibility for any loss of personal property.
- f) Attend school regularly and arrive in plenty of time for the start of your lessons, for example:
- If I am late for school, I get a late stamp in my journal. If I have an explanation note in my journal, I show this at reception so that this information can be recorded.
- I arrive on time for classes and lessons. If late, I apologise for being late to the teacher and hand him/her my explanation/note from the back of your journal.
 - **If I have been absent I must provide an absence note to my Tutor. Absence notes are in the journal and must be completed fully, providing the date(s), an explanation for the absence and signed by your Parent/Guardian.**
 - If I miss the school bus, it is my responsibility to do all I can to get to school as soon as possible.
 - **If I need to leave during the school day I *must* provide a note requesting permission before I go to my tutor during roll call in the morning. If I am unwell during the day and wish to go home, only the Year Head or Deputy Principals/Principals can grant permission to leave.**

SCHOOL POLICIES DEALING WITH BULLYING, HARASSMENT AND SEXUAL HARASSMENT:

Please see MCC's Anti Bullying Policy and Dignity in the workplace charter.

DISCIPLINE PROCEDURE – LADDER OF REFERRAL

To function effectively, every school needs a ladder of referral and all parties need clarity regarding their role therein.

- In the first instance, students themselves need to learn to self-regulate, so that classroom management issues can be minimised. Such skills develop with maturity, through experience in the classroom setting and through specific modules and courses in Wellbeing and other areas.
- This ladder empowers teachers to deal with the routine classroom management issues that arise, allows year heads to deal with serious concerns, and senior management to become involved when matters have escalated to a very serious stage.
- The ladder of referral also provides clarity to students as to the seriousness of any incident they may become involved in. In most instances, de-escalating matters may assist in resolving issues.

1. Role of the teacher in the ladder of referral

In their professional role, the teacher responds to typical day-to-day classroom management issues by relying on their wide repertoire of techniques and experience. This facilitates the management of the most common behavioural issues that can arise, and prevents most issues from escalating upwards on the ladder of referral.

All teachers implement and adhere to the code of behaviour in order to ensure a consistent and fair experience for students. This consistency leads to clarity for students and an enhanced teaching and learning environment for all.

The teacher has primary responsibility for discipline within his/her own classroom and he/she may give extra work, or may otherwise deal with inadequate work or disruptive behaviour in his/her classroom.

The teacher also acts as a crucial filter in monitoring any identified concerns re students, dealing immediately with minor issues that may arise, while also sharing more serious and/or persistent concerns regarding individual students with the tutor and year head.

The capacity for teachers to manage classes effectively is facilitated through:

- Being present, on time, when timetabled – keep to the bell at start and finish of class.
- Delivering a well-prepared, engaging lesson, using a variety of methodologies known to be effective, bearing in mind the different ability levels within the class.
- Assigning homework which should be corrected within a reasonable period.
- Keeping records on each student.

Supports for the teacher in this role include:

- **Looking at Our School (2016)**, provides a comprehensive overview and understanding of practices in teaching and learning that should support effective classroom management.
- **Code of Professional Conduct (2016)**; each teacher is required to adhere to the code.
- Occasionally, instances may arise where behavioural issues can become persistent, or a concern may arise regarding a student that warrants further investigation. In such situations, the teacher is advised to first approach the Year Head to outline their concern. To gain the student perspective on incidents, the school reserves the right to undertake preliminary enquiries by interviewing students in order to gain their perspective and insights into any incident relevant to the code of behaviour.

3. Role of the tutor in the ladder of referral

The Tutor's role is primarily pastoral. Notwithstanding this, the Tutor will also:

- Report to Year Head any concerns regarding students in each class.
- Monitor attendance.
- Check uniforms.
- Collect notes and personal information during Tutor time: 8:48 - 9.00 a.m.
- Monitor bullying.
- Sign the journal weekly.
- Give rewards and sanctions.
- Watch out for students who are behaving out of character.
- Looking for signs of distress and upset.
- Through talking and listening to students, suspected occurrences of non-accidental injury or child abuse can be picked up and reported.

The Tutor develops a close relationship with his/her students by being aware of the students' backgrounds, learning needs and any other relevant information. It is important for a tutor to listen, support and encourage each student in their tutor class. Students depend greatly on their tutors throughout the school year.

The Tutor is the first point of contact for parents/guardians and liaises with the Year Head, teachers and counselling services when necessary. The relationship between a tutor and his/her class is a special one and is aimed at fostering a good class spirit and an atmosphere of mutual support and cooperation.

However, where problems arise, the Tutor may in conjunction with the relevant Year Head:

- Initiate a Student Interim Report Form to gather opinion from all teachers.
- Support a student with behavioural issues.
- Meet or contact the parents/guardians if necessary in conjunction with the year head. It may be necessary to contact home if a student is absent for more than 3 days without explanation.
- Refer a student to the counselling team, using the referral form.
- Refer the student to the Year Head.

- The guidelines suggested above are not exhaustive. Tutors will engage with students in a variety of ways to resolve issues as they arise.

The following are a list of duties which a Tutor is expected to engage in with their tutor class.

- Take registration accurately every day on the green register and VS Ware from 8:48 – 9:00. If VS Ware is not working tutors should send a list of those who are absent to reception.
- Monitor attendance and punctuality daily during tutor call, collecting any notes.
- If a student is leaving early update the relevant information on VS Ware.
- Sign the journals weekly.
- Refer any concerns to the relevant Year Head.
- Return the quarterly absence information to the relevant person on the dates specified.
- Record all monthly absences on the green registers at the end of each month.
- Return the yearly absence information for each student to the relevant person on the date specified.
- At various times, the Tutor may be asked to collect money, forms and other school related information.

3. Role of the Year Head in the ladder of referral

- The Year Head fulfils a crucial role in the management of ongoing and/or serious discipline issues within their specific year group. They also fulfil a pastoral role for five/six years, supporting students to reach their full potential.
- Issues that reach the year head have become sufficiently serious that targeted interventions, and monitoring of the success of such interventions, by the teacher and relevant tutor have failed to produce results. Alternatively, a serious, but one-off, incident could require referral to and intervention by the Year Head.
- Each Year Head collects detailed information and engages with the student, and the family if necessary, to remedy any issue.
- Where the concern persists despite intervention from the year head, the collated student file will be passed onwards for review to the relevant Deputy Principal.
- In some instances, bearing in mind student confidentiality, staff may need to be aware of certain details either through class Tutor meetings or at staff meetings as a special item on the agenda under 'Student Affairs' where Year Heads report to all staff.
- The Year Head, as a member of the in-school management team, works with the principal and deputy principals in creating and operating effective management structures to support teachers and students in developing academic and pastoral excellence.

4. Role of the Deputy Principal in the ladder of referral

- At this stage in the ladder of referral, referral to the deputy principal indicates that either a very serious incident has taken place or that, despite the significant interventions of the subject teacher(s), tutor, and year head, the ongoing issues have not been resolved satisfactorily.
- The deputy principal will examine the student file and record of incidents, as well as engage with the relevant parties, to consider next steps.

5. Role of the Principal in the ladder of referral

- Referral to the principal is a most serious step, indicating that concerns regarding student behaviour have escalated significantly.
- An appointment will be made for the parents/guardians to visit the school.

1. BOARD OF MANAGEMENT ROLE

- The Board of Management oversees the operation of the school's Code of Behaviour. In the first instance the Board is responsible for initiating the development and review of the Code of Behaviour. It will peruse the code before adopting it and initiate regular reviews.
- In the case of any appeals against disciplinary decisions made by in-school management, the Board will consider such appeals by parents/guardians or students over 18 years of age.
- In the case of appeals against suspensions of more than 3 days the Board will, where appropriate, refer the matter to Kildare and Wicklow Education Training Board (KWETB).

2. KWETB'S ROLE

- KWETB in partnership with MCC Staff and Parents/Guardians are committed to ensuring that a healthy, positive and respectful environment is maintained throughout the school.
- The publication and subsequent review of this Code represents a significant milestone in achieving such a positive environment where personal dignity and integrity is respected and misbehaviour is understood by all as not to be tolerated.

DISCIPLINARY PROCESS AND PROCEDURES:

DISCIPLINE PROCESS

Good discipline and high standards of behaviour are fundamental to the formation of each student. The school therefore needs the co-operation, support and understanding of parents/guardians to ensure that there is no difference in expected standards between the

home and the school. Meanwhile, both the parents/guardians and each student are assured that the teachers will administer the code, regulations and procedures in a fair and just manner.

CODE OF BEHAVIOUR

Students must always show respect for all members of the school community.

Students must respect the environment of the school and the property of others and make every effort to keep the school looking as well and as clean as possible.

Students travelling to and from school, or representing the school in any way, must behave in a manner, which brings credit to the school rather than taking any action that would bring it into disrepute.

Students must always behave in a courteous manner and punctuality for lessons must be observed.

REGULATIONS

- Students shall always wear the school uniform. A neat and tidy appearance, acceptable to the school authorities, is required. Failure to comply with this regulation will result in exclusion from lessons.
- No student is permitted to leave the premises during the school day without the permission of the Year Head, Principal or Deputy Principal.
- The homework journal will be the regular method of communication between school and home, so all notes from parents/guardians, including absentee notes, should be written in this journal. In addition, TYRO is used to record incidents relevant to the code of behaviour and parents are advised to consult the site regularly for updates on progress.
- If a student wishes to be absented from the school for any reason, a note from the parents/guardians must be provided in advance. If a student has been absent for any reason, then a note must be provided on the day that the student returns to the school.
- By law, no smoking is permitted on the school premises and in addition, students in uniform are not permitted to smoke near the school.
- No illegal substances are allowed in school – this includes drugs/drug paraphernalia – if a student is caught in possession or attempting to deal drugs or drug paraphernalia then they will face expulsion.
- Students may eat only in the designated areas of the school.

DISCIPLINARY PROCEDURES

- Parents/guardians will be informed when a student is to be detained.
- Persistent lack of application to work, unacceptable behaviour and/or the breaking of school regulations will be reported to the Year Head who will take whatever action is deemed necessary.
- The pattern of work, behaviour, attendance and punctuality of the students will be monitored by the Tutor/Year Head of each class. He/she will work closely with their teachers, to help students whose pattern is unsatisfactory. He/she may also contact the parents/guardians to enlist their help in improving the situation. This contact may take the form of signing a report form on a daily, weekly or monthly basis, or it may take the form of a meeting at the school.

- Students whose behaviour in school has been less than satisfactory may be precluded from participation in sport or other extra-curricular activities.

MINOR BUT PERSISTENT INCIDENTS

- Have you issued the **“Behavioural Referral Form (Green Form)”**?
- Was the form returned? If not, pursue it and if unsuccessful report to the Year Head.
- Have you kept a log of events (lates, work, report form, etc.)? If so, give this log to the Year Head.
- Have you checked the journal? Is it in order? Have you written a note to the parent/guardian in the journal?

Action

If the problem persists ask the Year Head to review the situation. The Year Head should implement the **“Behavioural Referral Form (Response to Behaviour Report by Year Head)”** and if problems continue the **“Student Daily Report Form 3”**.

SERIOUS INCIDENTS

- Verbal abuse.
- Bringing illegal substances into school.
- Persistent disruption of learning/teaching process. (Preventing the teacher from teaching and students from learning).
- Violent behaviour/abuse of fellow students.

In such cases:

- the teacher should complete the **“Incident Report Student Report Form 4”** and
- the student should fill out the **“Student Self Report Form 5”**.

Action

The Year Head should be briefed on the situation (with supporting documentation – forms) to enable appropriate action to be taken. If necessary, for example in the absence of the Year Head, staff should consult with the relevant deputy principal.

INCIDENTS OUTSIDE CLASSROOM

- Failure to carry out instructions.
- Violent behaviour.
- Inappropriate Language.

Action

Instruct student to report to reception complete with the **“Incident Report Student Report Form 4”** and inform the Deputy Principal or Principal.

PERSISTENT LATES

Action

- Two lates in a week equals an after-school detention.
- If a student is persistently late once a week they too will receive a detention.
- Those who are consistently late will receive a call home from the Punctuality Officer.

PERSISTENT NON-UNIFORM

Action

- Tutor ⇒ Year Head
- **“Student Report Form 9”** sent to Parent/Guardian.
- Monday to Thursday – Student sent home to get uniform.
- Friday – Student detained 12.30 to 2.00p.m.

DETENTION

- This sanction to be imposed by Year Head.
- Monday and Thursday 4:15 – 5:00pm
- Ensure **“Detention Form Student Report form 6”** is issued and returned signed by parent/guardian.
- Appropriate written work given – school rules in journal.
- An Assistant Principal (APII) will monitor this sanction on a weekly basis.

DEFINITIONS OF BREACHES OF DISCIPLINE

1. Minor but Regular

Sanctions:

- **Student Report Form 1:**
Form sent to parent/guardian informing them that their child is not making satisfactory progress in class for the following reasons: Attendance, Homework, Behaviour/Class work.
- **Behaviour Referral Form (Behaviour Report Form from Teacher) Green colour:**
Standard form is given out and collected by the teacher.
He/she must insist on its immediate return.
The form is handed to the Year Head to follow up on.
The secretary files the form.
- **Behaviour Referral Form (Response to Behaviour Report Form by Year Head) Blue colour:**
The Year Head and student complete this form.
 - Actions taken by the Year Head are discussed.
 - Student Response/ Commitment is filled out.
 - Parent/guardian if contacted is invited to sign the form.
 - A plan of action to resolve issue and prevent recurrence is agreed upon.
 - Fine – all fines go towards our selected charity St Brigid’s Hospice.
 - Detention – issued by the Year Head and monitored by the Assistant Principal (APII).
 - Withdrawal of Privileges
 - Work (Cleaning classroom).

2. Serious but Seldom

Sanctions:

- **Incident Report - Student Report Form 4**
 - An 'Incident Report form' is completed by the teacher and given to the Year Head.
 - The Year Head investigates, writes up a report and decides on punishment and fines.
 - Detention / Fine.
 - Meeting with parents/guardians.
 - Suspension/ Temporary Exclusion
 - Expulsion/ Permanent Exclusion.
- **Student Self Report – Student Report Form 5.**
 - A 'Student Self-report' should be completed by the student and given to the year Head.
- **Detention Form – Student Report Form 6.**
 - Standard **Detention** forms are sent to parents/guardians to inform them so that alternative transport arrangements can be made. This is very important. Detain for 45 minutes.
 - Rota of teachers – whole staff – once per year guideline.
 - Homework may not be done during this time. Transcription of the school's code of behaviour or some relevant article is the appropriate task work.
 - At all times, please promote positive student behaviour.

Putting a student outside a classroom and/or giving lines are not permissible forms of punishment.

Disciplinary measures must be seen to be fair and appropriate.

WHEN AND WHERE BEHAVIOUR WILL BE SUBJECT TO THE CODE OF BEHAVIOUR

The standards and rules contained in the code of behaviour for MCC apply in any situation where the student, although outside the school, is still the responsibility of the school. Examples include school tours, games, extra-curricular activities and attendance at events organised by the school.

Where a student is alleged to have engaged in serious misbehaviour outside school, when not under the care and responsibility of the school, a judgement would have to be made that there is a clear connection with the school and a demonstrable impact on its work, before the code of behaviour applies. The school authorities may need to get legal advice where the situation is complex.

WHERE PARENTS/GUARDIANS OR STUDENTS CAN GET HELP WHEN PROBLEMS ARISE

Some students need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing, behaviourally, socially and educationally. Additional inputs or interventions at MCC include:

- Referral to another teacher or adult who can work with the student – year head/tutor/Guidance Counsellor.
- Involving the Pastoral Care team.
- Setting targets for behaviour and monitoring them with the student in a supportive way.

- Behaviour contracts – in particular the “Special Contract of Behaviour Agreement for MCC”.

A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home. The staff of MCC builds links with local support groups that assist in responding to the needs of students with behavioural difficulties.

REWARDS AND SANCTIONS

REWARDS

Rewards are very powerful tools for teachers to use. The general practice of classroom management involves many rewards being given to students on a daily basis. These include:

- Verbal praise.
- Written remarks about good work.
- Sending children to the relevant Year Head or the Principal/Deputy Principal for praise.
- Reports which are also seen as a vehicle for constructive criticism and praise.
- Yellow form – Form 2

MCC endeavours to reward good behaviour. Among the methods for rewarding good behaviour are:

- Student Report Form 2 (Yellow notes) – these notes are sent to parents/guardians to congratulate students who have made a positive contribution to the life of the school; who have notable progress or improvement or who deserve congratulation in any way.
- Tutors and class teachers are encouraged to record positive behaviours using VS Ware and/or the student’s journal thereby entering a permanent record on an individual student’s record. The VS Ware system may also be used to record infringements of the school’s code of behaviour and sanctions.
- Student’s Council – “Reward and Award System”.
The Student Councils of MCC recognise and appreciate that students should be rewarded for their contribution to positive school life. The reward scheme that the school plans to introduce will value the healthy participation of students in all aspects of school life. At the end of each school term rewards will be given out to those students in each year that have achieved excellence under the following categories:

1. ARTS
2. ACADEMIA
3. BUSINESS
4. COMMUNITY SPIRIT
5. SPORT

The Student Councils hope that all students will participate fully in this exciting scheme which will offer tangible rewards to deserving students.

- End of year assessments which include awards for students who merit them for positive behaviour, participation and improvement.

SANCTIONS

The sanctions for unacceptable behaviour are as follows:

1. Reasoning with the student.
2. Reprimand (including advice on how to improve).
3. Temporary physical separation from the classroom.
4. Loss of privileges (school trip for example).
5. Detention after school (detention form 6, Monday or Thursday 4:15 to 5 pm).
6. Prescribing additional written homework.
7. Putting students on report (daily report forms 3).
8. Communication with parents/guardians (report form 1).
9. Referral to the Year Head, or in instances where the year head is unavailable, to the relevant Deputy Principal.
10. Suspension.
11. Expulsion.

Inappropriate sanctions include:

1. Physical punishment or the threat of physical punishment.
2. Ridicule, sarcasm or remarks likely to undermine a student's self-confidence.
3. Public or private humiliation.
4. Applying sanctions to whole groups or classes in cases of individual or small-group wrongdoing.
5. Leaving a student in an unsupervised situation (e.g. a corridor) while in the care of the school.
6. Persistent isolation of, or ignoring, a student in class.
7. Sanctions that are used in a discriminatory way: The *Equal Status Act 2000 to 2004* requires that schools do not discriminate in the use of sanctions.

Temporarily removing a student from the classroom to a supervised location may be appropriate in the interests of classroom management at MCC to ensure the learning of other students and to help the individual student to recognise and learn about the impact and consequences of their behaviour.

Staff encourage the highest standards in collective and self-discipline, supported by the school ethos, the broad curriculum, and high standards in teaching and learning. This all promote the attitudes and values necessary for each student to contribute positively to their own personal development and to that of the School. These attitudes and values are further encouraged through a system of rewards and sanctions.

If a student is performing or behaving badly, e.g. bullying or disrupting the education of his/her peers, then the Year Head will be informed and the following disciplinary steps will be taken:

- The student will be warned to stop offending and a suitable punishment/strategy will be employed, for example:
 - Talking to other teachers and students.
 - Talking to parents.
 - Moving the student to another seat to facilitate learning/good behaviour.
 - A student may work in another classroom away from the usual group for a cooling off period.

- Withdrawing any student from participating in practical work for a period of time as appropriate to safeguard the welfare of the majority of students.
- Removing the student from the classroom.
- Placing the student on report. Here the behaviour is monitored throughout the day.
- Denial of breaks or lunch times, subject to advance notice being provided to student and parents.
- Work 'avoided' can be done on detention under direct supervision.
- Detentions with parents/guardian's approval.
- If the student does not stop, they will be excluded for a minor fixed period. In all cases of exclusion, the parents/guardians will be asked to bring their child to discuss the terms of re-admittance with the Year Head.
- If the student, then persists he/she will be recommended for exclusion for a major fixed period (up to five days).
- If the student will not end such behaviour, he/she will be recommended for permanent exclusion (expulsion) to the KWETB.

N.B. in the cases of bullying, racist or sexist behaviour please see the relevant policies.

The staff on duty monitors discipline during morning and lunch breaks.

General Management

- **All students have a right to work in a calm, supportive and purposeful atmosphere.**
- All students have the right to come to school without the fear of being bullied.
- Guidelines are issued and discussed at the beginning of each school year outlining expected classroom behaviour, with reasons. These are kept in each student's Journal.
- These rules prepare students for their eventual position in a place of work where procedures have to be followed.
- The Student Council with student representatives help to give the students a sense of involvement and citizenship.
- Students normally should sit at a place assigned by the class teacher within a structured, working group. This helps to provide a safe, disciplined environment.
- Class lists and details of students with special educational needs are available for cover/supply teachers to quickly identify and resolve problem areas.
- Agendas for Staff meetings usually include a slot for staff to share urgent problems that they have concerning specific students, and which are relevant to the whole staff, information about the students and strategies for dealing with the specific problem/individual.
- A limited supply of basic writing equipment is available for use during lessons – this can prevent problems from arising.

USE OF THE JOURNAL/VSWARE

The daily use of the journal is of utmost importance. The journal is meant to act both as a reference book for students and parents/guardians and as a daily record of homework to be

done. The journal is not a private diary and is meant to be consulted by parents/guardians on a weekly basis.

It is designed to help students organise their work. Students should also familiarise themselves with the rules and regulations governing good and safe conduct within the school. Students must have the school journal with them every day and must produce it when requested. Defacing the school journal in any way is not permitted. An automatic detention is in place if a student defaces the journal with a replacement charge of €10 required for a new one. The same applies if a journal is misplaced. Students are not allowed to write in another student's journal. The page marked "notes" at the end of each week is for all communications between parents/guardians and teachers.

TYRO is the school's student management platform. It is accessible to parents and should be regularly consulted for updates regarding student behaviour.

DETENTION AND PROCEDURES RELATING TO AFTER SCHOOL DETENTION:

MCC operates a system of detention Monday and Thursday evenings 4:15pm – 5:00pm. Detention is imposed by the Year Head as a sanction for minor infringements of the school's code of behaviour. An Assistant Principal (APII) monitors this sanction on a weekly basis.

Procedures for detaining a student are as follows:

- A student may be placed on detention by a Year Head (following class teacher recommendation) for failing to comply with a school rule. Detention is not an appropriate sanction for a major infringement of the school rules.
- A year head should only place a student on detention for ONE day at a time. If a single incident requires more than a single day's detention it should be agreed upon between the year head and relevant deputy principal.
- Details of the reason why a student received detention may be recorded by the teacher referring him/her in the detention home folder on TeacherShare. Only the Year Head can fill this in.
- Detention is held on Monday and Thursday evenings from 4:15pm – 5:00pm.
- Punctuality detention occurs if a student is late to school two days in a week.

PROCEDURES FOR NOTIFYING THE SCHOOL ABOUT REASONS FOR ABSENCE FROM SCHOOL

- If you know in advance that your child is going to be absent, please notify your child's class tutor, in writing.
- MCC actively discourages taking children out of school during term-time for family holidays due to the disruption it causes to the education of individuals and class groups. Schools cannot give parents/guardians' permission to do this and, except in the most exceptional of circumstances, such absences will be treated as unauthorised.
- On the first day of any absence, and before 10.00am, you should notify MCC of your child's absence and where possible, you should indicate how long the absence is expected to be. If your child's absence is expected to last longer than five school days, please inform the school of your child's progress and likely date of return, if known. If the absence extends

beyond 20 school days, your child's year head may contact you to discuss the continued absence.

- If your child is not present in school and the school has received no notification from you regarding the absence between 09.45am and 10:00am, school staff will contact you using the contact details you have provided to the school via text message. It is extremely important that you inform the school of any changes in your contact details.
- Sometimes children miss school without the knowledge of their parents/guardians. Your child's school will regularly check for any unexplained absences and may write/ ring you for an explanation if there are any outstanding absences. In this way, you will be kept informed of any incidences of absence about which you might otherwise be unaware.

Out of school during the school day

From time to time, your child may need to leave school during the school day perhaps for an appointment, because she/he is unwell or because of a family emergency. Where possible, you should try to make dental, medical and other appointments for your child outside the school day.

If you know in advance that your child must be out of school during the day i.e. for an appointment, you must inform the school in advance. This can be done via a written note to be presented to the student's tutor in the morning. You must also inform the school in writing if you want:

- an adult other than yourself to escort the child **or**
- your child to be allowed to leave school unaccompanied (Senior Cycle Students only).

MCC will not release students into the care of anyone who does not have your written authorisation or allow students to leave the school during the school day without your expressed permission. This is to protect your child.

If your child is to be out of school during the school day, she/he will be asked to sign a register at school reception before they leave the school.

Punctuality

Persistent, poor timekeeping is disruptive to the individual and the work of the class and may be an early warning of other difficulties.

If you know that your child will be late for school, please send a note of explanation with your child or telephone the school. It is imperative that all students are on time for school each morning so that they are registered on our VS Ware system.

MCC records all incidents of lateness. If your child has had any unexplained late incidences, please check your child's attendance regularly on TYRO. In this way, you will be kept informed of any incidences of lateness about which you might otherwise be unaware.

Schools' Attendance and Welfare Officer

If your child is regularly absent from or late for school, you may be visited by the Schools Attendance and Welfare Officer or be invited to meet with a member of the schools Senior Management Team to discuss the reasons for absence or late coming and to seek a plan for improvement. Parents and students are advised to make themselves aware of the school's Attendance and Participation policy.

SUSPENSION

Suspension can provide a respite for the student, for other students and for staff. It gives the excluded student time to reflect on the link between his/her action and its consequences. The supportive role of parents/guardians in encouraging such reflection during the period of exclusion is very important. The period of exclusion gives tutors/year heads and teachers time to plan ways of helping the student change unacceptable behaviour.

Suspension is seen in MCC as part of a behavioural management plan. Whenever possible, parents/guardians are encouraged to meet with a member of the school's Pastoral Care team as part of a behavioural management plan.

Every behaviour and discipline policy should contain an agreed set of procedures, which allows early and effective intervention in dealing with unacceptable standards of behaviour. These policies should be familiar to all staff / students / parents/ guardians who must apply the policy in a fair and consistent manner.

1. The Principal or his/her Deputy(s) or appointed people, in appropriate circumstances can temporarily suspend a student.
2. Normally, the length of temporary exclusion will depend upon the circumstances of the offence and the students past disciplinary record.
3. Prior to any exclusion, a thorough and fair investigation of all relevant matters will be conducted by the decision-making body.
4. The student will be informed of the serious misbehaviour. A record of each misbehaviour will be recorded in the students file.
5. Parents will be informed of continued misbehaviour or, if deemed sufficiently serious by school authorities, of a single incident of misbehaviour.
6. Parents will be invited to come to the school in order to discuss the situation with the Year Head /Deputy Principal / Principal.
7. The decision-making body will not include the teacher involved in the incident of misbehaviour.
8. The maximum number of days for temporary exclusion is three in Maynooth Education Campus.
9. The student will be given a copy of the temporary exclusion.
10. The parent / guardian will be informed by phone of the temporary exclusion and a copy will be posted home.
11. Parent(s)/guardian(s) who wish to discuss or appeal the temporary exclusion will be invited to meet the Year Head / Deputy Principal or Principal to discuss the temporary exclusion.
12. The student will remain excluded pending the outcome.
13. The parent(s)/guardian(s) will have the right to contest the temporary exclusion to the B.O.M.
14. An assault by a student on another student or against a member of Staff is a crime under the 'Non-Fatal Offences Against the Person Act' (1997) and is a matter that will be taken very seriously by the school authorities. Such an assault will be reported to the Garda Authorities and the KWETB for further investigation.
15. Pending completion of the investigation the Student(s) concerned shall remain excluded from all school activities.

16. Parent(s) will retain the right to appeal all decisions to the Principal, the B.O.M and via the KWETB to the Minister.

GROUNDINGS FOR SUSPENDING A STUDENT

Suspension from school should always be a proportionate response to the behaviour that is causing concern, danger and/or disruption to learning. It is never an appropriate response to poor academic performance, poor attendance or minor breaches of the code of behaviour. Suspension is not considered an appropriate response to truancy, except in the case where a student, having been marked present at roll call, leaves the premises during the school day, without regard for the serious Health and Safety implications of doing so. The decision to consider suspending a student for a defined number of days requires serious grounds such as:

- The student's behaviour is persistently disruptive and has had a seriously detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety or is potentially dangerous.
- The student is responsible for serious damage to school property.
- The student is engaged in physical fighting on the school premises.
- The student has been seriously verbally or physically abusive to staff or students.
- Repeated, persistent failure to follow instructions, after other interventions have failed.
- Bullying, after other interventions have failed.
- Refusal to comply with the school policy on mobile phones, having been directed by the Principal to do so.
- Persistent, recorded failure to follow instructions, the matter having been referred to the Year Head.
- Smoking, including e-cigarettes/vaping, or consuming alcohol or the possession/use of illegal substances/drugs on the school premises or grounds or while on a supervised school outing.

In addition to indicating which of the above reasons resulted in a particular exclusion, where appropriate the exclusion letter will contain a more precise description of the student's behaviour.

MCC does not allow numerous suspensions for a single behavioural incident.

At MCC students are never suspended for an indefinite period.

FACTORS TO CONSIDER BEFORE SUSPENDING A STUDENT

Before a Year Head, the Deputy Principal or Principal formally puts in motion the process to suspend a student he/she will:

- Ensure that there is a precise, written record of the behaviour.
- Consider how persistent the unacceptable behaviour has been.
- Consider whether the behaviour has escalated, despite interventions.
- Consider how other students and staff are affected by the student's behaviour, in particular the impact on teaching and learning in the student's class.
- Review interventions already tried. The Year Head and Tutors will endeavour to ensure that interventions are recorded and monitored.

- Consider whether a referral to counselling is appropriate.
- Consider whether the support of the guidance counsellor would be of assistance.

FORMS OF SUSPENSION

DURING THE STATE EXAMINATION PERIOD

Serious misbehaviour during the state examination period which is referred by the Examinations Superintendent to the school authority must be communicated to the State Examinations Commission by the principal. Every measure is taken to protect the integrity of the State Examinations and where appropriate a separate centre will be requested for a student who is disruptive during the state examination period.

IMMEDIATE SUSPENSION

In exceptional circumstances, where the continued presence of a student in the school at a particular time would represent a serious threat to the safety of students or staff or any other person in the school, the Principal may decide that an immediate suspension is warranted. In this, as in all exclusions, fair procedures will be applied. In such a situation a parent/guardian will be contacted by telephone to collect the student. The situation will be explained and written documentation will follow by post.

AUTOMATIC SUSPENSION

Exclusion is automatic for students who engage in physical fighting on the school premises or when attending a supervised school event outside the premises. The school authority will follow due process and fair procedures in all such situations.

PROCEDURES IN RESPECT OF SUSPENSION

The implementation of the process of suspension should always be fair and impartial. Initially a preliminary investigation and enquiry into the alleged misbehaviour will be conducted by the Tutor and Year Head. The Year Head will discuss the situation with the principal and they will decide whether exclusion is the most appropriate response.

Should suspension of a student occur the procedures below should be followed:

- There will be a written account of the incident or behaviour.
- The student will be informed verbally that he/she will be suspended and that his/her parents/guardians will be informed.
- A Year Head may phone a parent but will always write to the parent giving a formal account of the behaviour and the conditions of the suspension.
- The original suspension form will be posted to the parent/guardian.
- A photocopy of the original suspension form will be given to the student to be handed to his/her parents/guardians.
- A photocopy will be given to the school's Education Welfare Officer.
- Parents/guardians are always invited by to visit the Principal to discuss the suspension.
- On occasions parents/guardians may be requested to attend a meeting with the student's Year Head and/or Principal.
- Parents/guardians and students are given an opportunity to respond to a proposed suspension. Parents/guardians are always formally invited in writing or by phone to meet

with the school authority to discuss the behaviour that led to suspension and to engage in the process of promoting good behaviour.

- Where an immediate suspension is considered warranted by the Principal for reasons of the safety of the student, other students and/or staff a preliminary investigation is always carried out to establish the fairness and appropriateness of the proposed suspension. All of the conditions for suspension apply to immediate exclusion. MCC has due regard to its duty of care for the student and in no circumstances should a student be suspended without first notifying parents/guardians so that in the case of an immediate exclusion parents/guardians may make arrangements for the student to be collected.

PERIODS OF SUSPENSION

Except in exceptional circumstances, a student should not be excluded for more than 3 days. In exceptional circumstances the Principal is authorised by KWETB to impose an exclusion of 5 days. In the case of exclusions of more than 3 days the appeals procedure is available to parents/guardians on a student's behalf.

Where cumulative periods of exclusion through a single school year would bring the number of days for which a student has been excluded to 20 days or more the Education Welfare Officer will be informed as a matter of course by the school's Attendance Officer. This applies in the case of students under 16 years of age. The Year Head/Principal is to ensure that the school Attendance Officer is supplied with a photocopy of each exclusion form.

APPEALS

A Section 29 Appeal may be taken where the total number of days for which an individual student has been excluded in the current school year exceeds 20 days. (Ref: Section 29 of the Education Act 1998 as amended by the Education (Miscellaneous Provisions) Act 2007.)

When parents/guardians are being formally notified of an exclusion they are also informed of their right to appeal to the Secretary General of the Department of Education.

IMPLEMENTING A SUSPENSION

The Principal notifies the parents/guardians and the student in writing of the decision to suspend. The letter confirms:

- The period of the suspension and the dates on which it will begin and end.
- The reasons for the suspension.
- The programme of study to be followed during the suspension.
- The arrangements for returning to school, including any commitments to be entered into by the student and the parents/guardians.
- The right to appeal to the Secretary General of the Department of Education.

GROUNDINGS FOR DISREGARDING SUSPENSION

An Exclusion, may be disregarded if Kildare and Wicklow ETB or the Secretary General of the Department of Education and Science directs that it be removed.

RE-INTEGRATION OF A STUDENT FOLLOWING A SUSPENSION

A student returning to school after the end of a period of exclusion must report to his/her Year Head and the Deputy Principal/ Principal.

The school expects the same behaviour from the returning student as from all other students.

RECORDS AND REPORTS

Formal written records are to be kept of:

- The full investigation prior to the decision to exclude a student.
- The duration of the exclusion and any conditions attached to the exclusion.

As the Principal is required to report exclusions in accordance with the TUSLA reporting guidelines, a log of exclusions will be kept by the school attendance co-ordinator.

REVIEW OF THE USE OF SUSPENSION

The In-School Management Team should monitor the use of exclusion on an annual basis to ensure that its use is fair and consistent with school policies. It is the responsibility of the Board of Management to review the use of exclusion at regular intervals.

EXPULSION

The authority to expel - i.e. permanently exclude - a student from MCC, having complied with the provisions of section 24 of the Education (Welfare) Act 2000 belongs to the BOM.

GROUNDINGS FOR EXPULSION

Expulsion is a very grave step and one that is only taken:

- A. In cases of gross misbehaviour.
- B. In situations where a student's behaviour poses a real and significant threat to the health, safety or well-being of students or staff.
- C. When the student's behaviour is a persistent cause of significant disruption to the learning of others, or an isolated incident that is deemed to be extremely serious to the health and safety of the school community.
- D. In situations where the student is responsible for serious damage to school property.

In the cases of A or B or C or D above the school will already have taken and recorded significant steps to address the misbehaviour, recognising that the decision to seek expulsion is a serious step. Such steps may include, as appropriate:

- Meeting with parents/guardians to try to find ways of helping the student to change his/her behaviour.
- Explaining to the student the possible consequences of his/her behaviour, if it should persist.
- Seeking the assistance of support agencies, as relevant.

EXPULSION FOR A FIRST OFFENCE

A proposal to expel on the basis of a single breach of the code may include situations such as:

- Actual violence or physical assault on another student or member of staff, occurring on the school premises or during a supervised school event.
- Supplying illegal drugs to other students in the school or having in possession any form of drugs/drug paraphernalia.
- Sexual assault.

As expulsion is a most serious sanction, the Board of Management will undertake a detailed and documented review of the circumstances and behaviours which have led to the decision to seek to expel a student.

PROCEDURES IN RESPECT OF A PERMANENT EXCLUSION

Procedures will be fair and will comply with the Education (Welfare) Act 2000.

In particular:

- The student in respect of whom expulsion is being sought, together with his/her parents/guardians have:
 - The right to be heard.
 - The right to know that the alleged misbehaviour is being investigated.
 - The right to know the details of the allegations being made and any other information that will be considered.
 - The right to know how the issue will be decided.
 - The right to respond to the allegations.
 - The right to be heard by Kildare and Wicklow ETB.
 - The right to ask questions of the other party or witnesses where there is a dispute about the facts.
- The student in respect of whom expulsion is being sought, together with his/her parents/guardians have:
 - The right to impartiality.
 - The right to an absence of bias.
 - The right to impartiality in the investigation and the decision-making.
- The procedural steps which follow a preliminary investigation will include:
 - A detailed investigation carried out under the direction of the Principal.
 - A recommendation to the Board of Management by the Principal.
 - If deemed appropriate by the Board of Management, a recommendation to Kildare and Wicklow ETB to seek expulsion.
 - The holding of a hearing by Kildare and Wicklow ETB.
 - Consultations arranged by the Educational Welfare Office.
 - Confirmation of the decision to expel.

Parents/guardians will be given due notice of meetings in writing to prepare for hearings. At each stage the student and his/her parents/guardians will be informed and will be given methods in which to respond before a decision is made and before the sanction of expulsion is imposed. If a student and his/her parents/guardians fail to attend a meeting they should be informed in writing of the gravity of the matter and the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to decide to respond to the student's alleged behaviour.

PROCEDURE:

1. The B.O.M., prior to excluding a student, will inform the Education Welfare Officer of its decision, giving its reasons for exclusion.
2. The Educational Welfare Officer will be given seven days to respond (Consulting with the Principal).
3. Without prejudice, the B.O.M. shall endeavour to make sure that good order and discipline is maintained in the school.
4. A student shall not be excluded from the school before the passing of 20 school days following the receipt of notification from the Educational Welfare Officer.
5. The Principal or his/her deputy or appointed person in appropriate circumstances can temporarily suspend a student. However only the B.O.M. has the authority to permanently exclude a student.
6. When it is necessary to exclude a student from attendance, the student shall be advised and the parent(s)/ guardian(s)(where the student is under 18 years of age) shall be informed of the decision to exclude. This has to be done in writing and via recorded (registered post).
7. The act of misbehaviour must be serious enough to justify interfering with the constitutional rights to the education of the student and his/her fellow students.
8. The student or his/her parent(s)/ guardian(s) will retain the right to appeal the decision of B.O.M. to the Secretary General.
9. On the determination of an appeal, the appeals committee shall send notice in writing of its determination of the appeal and the reasons for that determination to the Secretary General.
10. Where a decision to expel a student has been made, the provision of Section 24 of the Educational Welfare Act 2000 will come into play. The Principal will comply with the provision of Section 20(5) of the Education Act 2000.
11. An assault by a student against a member of staff is a crime under the 'Non-fatal Offences Against the Person Act' 1997 and is a matter that will be taken very seriously by the School Authorities. Such an assault will be reported to the Garda Authorities and to the KWETB for further investigation.
12. Pending completion of the investigation, the student shall remain excluded from all school activities.
13. On completion of the investigation, a report will be issued to the B.O.M. and the KWETB. for a determination.
14. A copy of the exclusion will be passed on to the student(s) (over 18) parents.
15. Parent(s)/ guardian(s) will retain the right to appeal all decisions to the Principal, the B.O.M and to the Minister.

THE PLAN FOR REVIEWING THE POLICY

The Principal and staff, or a small group representing staff, parents/guardians and the Board of Management, will review the Policy of MCC every September, having familiarised themselves with the Guidelines.

Where any aspect is highlighted to be reviewed or addressed, the Board of Management, together with the relevant Principal, will prioritise these areas and develop an action plan, with a timeframe, for doing this work.

DETAILED PROCEDURAL STEPS IN RESPECT OF EXPULSION

Step 1: A recommendation for expulsion of a student to the Board of Management by the Principal

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

- Inform the parents/guardians and the student that the Board of Management is being asked to consider expulsion.
- Ensure that parents/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion.
- Provide the Board of Management with the same records as are given to parents/guardians.
- Notify the parents/guardians of the date of the hearing by the Board of Management and invite them to that hearing.
- Advise the parents/guardians that they can make a written and oral submission to the Board of Management.
- Ensure that parents/guardians have enough notice to allow them to prepare for the hearing.

Step 2: Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing

It is the responsibility in the first instance of the Board of Management to review the initial investigation and ensure that the preliminary investigation is properly conducted in line with fair procedures. The Board should undertake an independent review of all documentation and the circumstances pertaining to the case. They should ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the student).

In the conduct of the hearing, the must ensure that the members are, and are seen to be, impartial as between the Principal and the student. (Parents/guardians may wish to be accompanied at hearings). After both sides have been heard, the Principal, parents/guardians or student, if over 18 years of age, is not permitted to be present for the Board's deliberations.

Step 3: KWETB deliberations and actions following the hearing

Having heard from all the parties, the Board must notify the Educational Welfare Officer (EWO) in writing of its opinion, and the reasons for this opinion. (*Education (Welfare) Act 2000*, s24 (1)). The Board should refer to TUSLA reporting procedures for proposed expulsions. The student cannot be expelled before the passage of **twenty school days** from the date on which the EWO receives this written notification (*Education (Welfare) Act 2000*, s24(1)).

An appeal against an expulsion under section 29 of the *Education Act 1998* will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (*Education (Miscellaneous Provisions) Act 2007*, s4A). The Board of Management should inform the parents/guardians in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the

parents/guardians should be told that the Board of Management will now inform the Educational Welfare Officer.

Step 4: Consultations arranged by the Educational Welfare Officer

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

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

The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation should focus on alternative educational possibilities. In the interests of the educational welfare of the student, those concerned should come together with the Educational Welfare Officer to plan for the student's future education.

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

Step 5: Confirmation of the decision to expel

Parents/guardians should be notified immediately that the expulsion will now proceed. Parents/guardians and the student should be told about the right to appeal and should be supplied with the standard form on which to lodge an appeal by the school. A formal record should be made of the decision to expel the student.

Appeals

A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education (*Education Act 1998* section 29).

The Appeals Process

The appeals process under section 29 of the *Education Act 1998* begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science).

Review of use of expulsion

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

DATA PROTECTION AND THE CODE

This policy is informed by the Data Protection Acts of 1988 and 2003, and the General Data Protection Regulation of 2016 (GDPR). The policy applies to all school staff, the Board of Management, parents/guardians, students, (including prospective students) their parents/guardians, applicants for positions within the school and service providers with access to school data.

The Board of Management is committed to the principles of responsible data protection as outlined in the documents referred to above and to this end it will:

- obtain and fairly process personal data
- keep data for one or more specified lawful purposes
- process only data in ways compatible with the purposes for which it was given initially
- securely store personal data
- ensure that personal data is accurate and up-to-date
- ensure that only relevant data is sought and stored
- retain data no longer than is necessary for the specified purpose or purposes for which it was given
- furnish a copy of personal data, or sensitive personal data to any individual, on request

THE PLAN FOR REVIEWING THE CODE

The Principal and staff, or a small group representing staff, parents/guardians and the Board of Management, will review the code of behaviour of MCC every September, having familiarised themselves with the Guidelines.

Where aspects of the school code are highlighted to be reviewed or addressed, the Board of Management, together with the relevant Principal, will prioritise these areas and develop an action plan, with a timeframe, for doing this work.

Signed: John Hurley
Chairperson of BOM

Date: 26th August 2026

Signed: Siobhan McCauley
Principal

Date: 26th August 2026