



Code of Behaviour

Introduction

Mount Saint Michael Secondary School is a Voluntary Catholic Secondary School under the trusteeship of CEIST, which values and maintains a Christian ethos based on the Mercy Philosophy of Education.

The purpose of this Code of Behaviour is to create a safe and positive environment in which students can learn and grow and teachers can teach and guide them. Rules will be administered in a spirit of fairness, bearing in mind the best interests of the school community. When sanctions have to be administered, students and parents are reminded that it is the offence that is disapproved of and not the individual. The student is seen as a whole person who is helped to grow in an atmosphere of Christian respect, care and concern. It is expected that parents and students will familiarise themselves with the Code of Behaviour and will be aware of the standards of conduct expected of them and will try to meet these standards. Parents are expected to support the school in the administration and implementation of the Code.

Core Values of CEIST (Catholic Education an Irish Schools Trust)

The Core Values underpinning the CEIST Charter are:

- Promoting Spiritual & Human Development
- Achieving Quality in Teaching and Learning
- Showing Respect for Every Person
- Being Just and Responsible

Mission Statement and Ethos

Mount St Michael Secondary School, endeavours to develop and nurture each member of our school community, so as to enable us to assume our role in life as participative and responsible Christian members of society. While we recognise parents as the primary educators of their children the school will endeavour:

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- to develop the whole person, catering for spiritual, intellectual, social, emotional, cultural and physical needs, within the constraints of the school context.
 - to foster and transmit values which will enhance the students self esteem, helping them to deal responsibly with family, peers, society and the environment.
 - to introduce students to a broad curriculum and range of activities.
 - to provide pastoral care as a genuine source of advice and support.
 - to create an atmosphere where staff and students are encouraged, supported and affirmed.
 - to foster effective communication between school, home and the community.

Scope

This policy applies to all our students during the school day and on all other related school activities. This policy should be read in conjunction with the Acceptable Use Policy, the Anti Bullying Policy, the Substance Use Policy and the Teaching and Learning Policy.

Rationale of our Code of Behaviour

The Code of Behaviour (COB) was formulated in accordance with Section 23 of the Education and Welfare Act 2000, which requires our Board of Management to draw up and make available a Code of Behaviour to all its students and their respective parents/guardians. It also recognises the provisions of the EPSEN Act, the Equal Status Act and the Safety, Health and Welfare at Work Act.

Our school is a community of people with shared interests and goals. We aim to promote good behaviour through encouraging our pupils to respect and have regard for their fellow pupils, teachers, support staff and the school environment.

Similarly, an essential element to the formulation of our school's COB is beneficial consultation and communication between the partners involved including; the students, teachers, management, parents/guardians, the Educational Welfare Officer with responsibility for our school community and the Board of Management (BOM).

Upon enrolment and by signing the enrolment form, all parents/guardians confirmed that the existing COB was acceptable to them. This consent pertains to all revised editions of our COB, any such revisions which will be communicated to stakeholders. We look forward to the active support of parents/guardians in implementing our Code of Behaviour.

This Code of Behaviour was devised having regard for all of the above.

Principles Underlying our Code of Behaviour

- In developing this Code of Behaviour, we endeavour to be inclusive, respect the dignity of all students and to integrate our Mission Statement therein.

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- The school climate and atmosphere are created by the actions and behaviour of everybody in the school community and can best be summarised as underpinned by the values of inclusion , care and respect.
 - Good behaviour can influence how students learn. Our Code of Behaviour is a positive support to the teaching and learning of our teachers and students.
 - Promoting good behaviour is the main goal of our Code of Behaviour. Therefore, the school's Code of Behaviour is primarily preventive and secondarily corrective.

Students' engagement with their work and positive behaviour is affirmed and acknowledged by:

- Verbal praise
- Good work/behaviour can be noted in the student journal and through other school communications methods.
- End of year award ceremonies acknowledging student performance and participation in various aspects of school life throughout the school year ● Positive experiences such as school outings, trips etc.
- PR Platforms.
- Feedback to parents via school reports, parent teacher meetings, SIS (School Information systems) etc.

All Staff Members

Teachers and other school staff support and promote good behaviour at class and school level by using some of the following strategies:

- Explaining, teaching and modelling good behaviour
- Having a consistent approach to promoting good behaviour
- Fostering positive relationships and interactions between staff and students
- Ensuring that the Code of Behaviour is clear and widely understood by the students
- Recognising and giving feedback to students about behaviour
- Using interventions-including: individual, small groups and whole school supports led by appropriate and relevant personnel

Additionally, and in support of this:

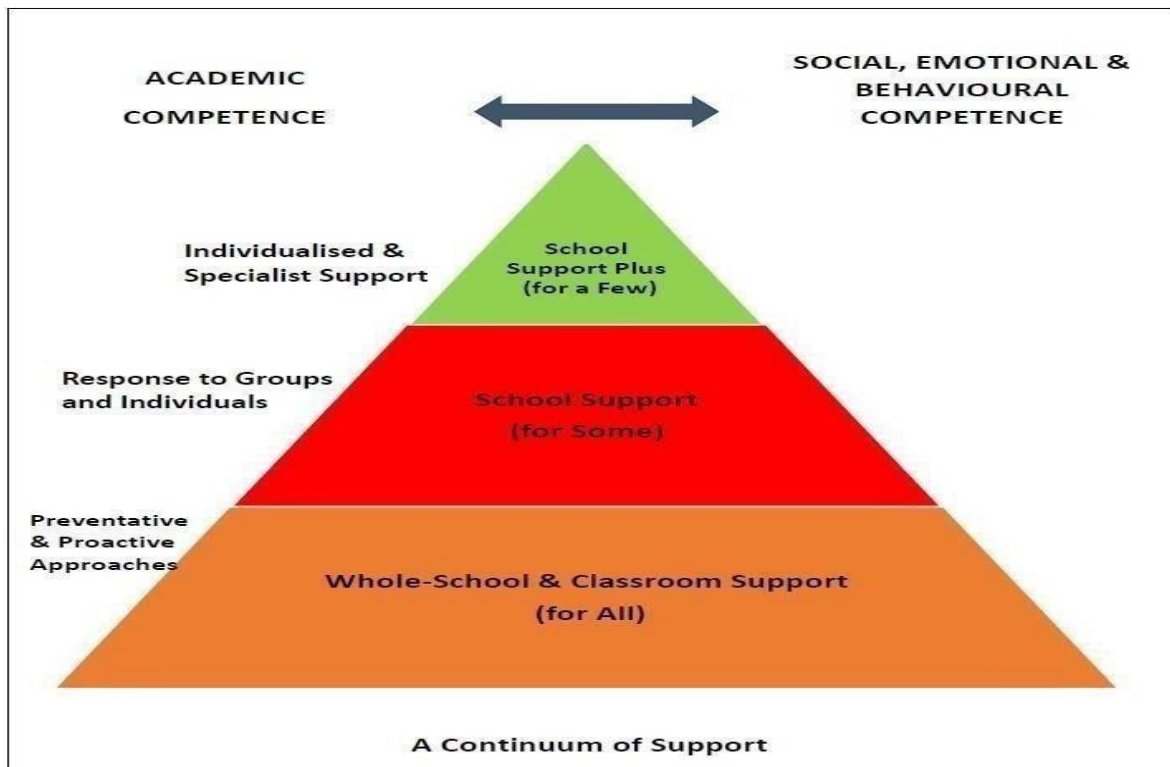
Each year group has a Year Head and Class Tutor.

The school's Guidance Counsellor has a pastoral role with the students both on a one-to-one level and within each class/group/year.

Whole School Approach to Positive Behaviour

Our school has formal and informal structures to support all members of our school community. The school endeavours to give students every possible support and assistance in upholding the Code of Behaviour and this is reflected in our extensive Pastoral Care system and Wellbeing programme. Teachers and management also provide additional support to students, parents and teachers in addressing behaviour issues with individuals or class groups.

Our Code of Behaviour is aligned to the **continuum of support model** advocated by NEPS and DES and is an integral part of our whole school approach to positive behaviour.



The levels of support in Mount St Michael Secondary School follow this evidenced based approach. When particular challenges with behaviour arise, the identified need(s) of the student and the related supports/interventions that have been put in place are taken into consideration, thereby, informing the best response for both the student and the school.

At the lowest level of the continuum of support all staff encourage and support positive behaviour in our students, while additional support is provided for some by our Guidance Counsellor, and the Additional Educational Needs Team who liaise with teachers, tutors, year heads, senior management and parents/ guardians. Finally, support for a few entails appropriate referrals to outside agencies in order to attain the best outcome for our student(s).

These relationships are central to the good behaviour and discipline which our Code of Behaviour is designed to promote.

The **Student Support team** composed of Principal, Deputy Principal, Guidance Counsellor , Year Heads and **Additional Educational Needs Co-ordinator (AENCO)** meet regularly to augment and support the work of all school personnel.

The **Additional Education Needs Coordination team** oversees support for students with special educational needs as they progress through our learning community.

The school offers a comprehensive suite of programmes as part of the school's Wellbeing offering.

The mutually supportive and close relationship between staff and students is represented through student engagement and participation in and on a number of student leadership initiatives not least, Mentoring programme, Prefects, Student Council etc.

**The above is not an exhaustive list and serves as a representative example of the range of support and interventions on offer within our learning community. It is resource and allocation dependent.*

Expectations of a Mount St Michael Student

1. Care and Respect

All members of the school community are expected to treat each other with care and respect: this includes fellow students, all staff, and all who visit our school.

Students must have courtesy, consideration and good manners in their dealings with others.

A Mount St Michael Secondary School student is expected to:

- Treat every individual with respect, care, tolerance and understanding.
- Be kind, courteous and considerate.
- Respect the property of fellow students and teachers.
- Be polite, show respect, co-operation and courtesy to all members of Mount St Michael Secondary School community.
- View all forms of bullying as extremely inappropriate behaviour (please read our Anti Bullying policy in conjunction with this Code of Behaviour).
- Not condone or be involved in fighting in or out of school.
- Not behave in any manner that seriously damages the reputation of the school and its community.

This is necessary because it is conducive to quality teaching and learning occurring in a healthy, safe and positive environment.

2. Attendance and Punctuality

At all times a Mount St Michael student is expected to :

- Attend school everyday.

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- Be seated in class and ready to learn from 9.00 am each school morning.
 - Attend all classes at the designated time throughout the school day. Please be aware that:
 - A student who is late for class three times will be spoken to by the classroom teacher.
 - If a student continues to be late for class, the matter will be referred to the Year Head. The Year Head will place the student on lunch-time detention and send a message home to this effect. If the issue persists the matter will be dealt with by the Year Head. The Year Head will contact the parents/guardians with a view to resolving this issue. Further sanctions may apply.
 - Parents must inform the school (via the school App) if their child is late or unable to attend school, and submit an explanation through the App before 8.45am. If the student arrives at school after 9am they must sign in at reception. The school will notify parents of absence from school for morning/afternoon roll-call by App notification after P1 or P5. It is important that parents respond promptly to this notification via the App.
 - Ongoing failure by parents/guardians to adhere to the above or engage with the school regarding attendance matters may result in the matter being referred to the Educational Welfare Officer (EWO).
 - Parents will receive a text message from the relevant Year Head at 10 day and 15-day absence(s). *Please be advised that schools are obliged to report all absences 20 + to the EWO.*
 - In the event that a student must leave the school for an appointment:
 - A permission to leave message must be submitted through the school App / SIS (school information system) before 8:45 am on the date of the appointment.
 - The school will approve the App/SIS communication from the parent.
 - A parent/guardian or nominated adult must present at reception to sign out their child.
 - The student must sign out at reception.Any deviation from the above must be discussed with the school Principal and will be dealt with on a case by case basis. This is in line with best practice from a child safeguarding perspective.

The above applies where App communication has been submitted and approved.

This is necessary because poor attendance and punctuality disrupt the teaching and learning environment.

3. Dress Code for Students

A Mount St Michael student is an ambassador for our learning community. The expectation is that a Mount St Michael School student will present in a clean, full uniform at all times during the school day and on all school related activities unless otherwise instructed by the teacher.

We have chosen our school uniform for the following reasons:

- Uniforms unite a school. Students make a commitment when they put on their Mount St Michael school uniform that they will abide by the rules and adhere to the expectations of Mount St Michael.
- Uniforms help students look neat and ready to learn. Our school uniform reflects our values and reinforces our culture of high expectations.

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- Uniforms make us all equal. **For Junior students:**
School approved navy skirt or full length navy trousers

School approved blue and white check blouse

School approved navy jumper with crest

Navy socks and/or tights

Plain black flat shoes

For Senior students:

School approved maroon skirt or full length black trousers

Plain white shirt/blouse

School approved grey V neck jumper with maroon and white stripes following the neck line, with crest

Black tights and/or grey socks

Plain black flat shoes

In Addition

- Leggings/Jeggings/Tracksuits/Jeans/Any alternative to the full length trouser are not approved school uniform attire.
- Crested School jacket is optional and can be worn in class and in school throughout the day
- During cold weather a white tee shirt may be worn under the school shirt/blouse. Headscarves must be plain grey, navy or black and be tucked inside uniform jumper.
- School approved black fleece with the school crest may be sourced from local suppliers and may be worn by both junior and senior students as part of the uniform. This is in addition to the school approved jumper and blouse which must be worn by students.

PE Uniform (Juniors)

Amendment approved by BOM 13/01/2026: *On days where students have a scheduled PE class as part of their school timetable they are permitted to wear the approved school PE uniform for the entirety of the day. It may be advisable for students to have a second blue polo shirt for personal hygiene reasons.*

Students who wish to change into or out of their PE uniform should only do so at break or lunch time. This is to preserve the integrity of the time allocated to the PE class.

When travelling to sporting events students must wear either the standard school uniform or the school approved PE uniform, as listed below

Navy tracksuit bottoms

Blue polo shirt

Half Zip school top

PE Uniforms (Seniors)

Amendment approved by BOM 12/05/2026: TY and 5Y Students 2026/2027

On days where students have a scheduled PE class as part of their school timetable they are permitted to wear the approved school PE uniform for the entirety of the day. It may be advisable for students to have a second black t-shirt for personal hygiene reasons.

Students who wish to change into or out of their PE uniform should only do so at break or lunch time. This is to preserve the integrity of the time allocated to the PE class. When travelling to sporting events students must wear either the standard school uniform or the school approved PE uniform, as listed below Navy tracksuit bottoms, plain round neck black t-shirt, half Zip school top (from Junior uniform) or school approved senior PE sweatshirt, available online.

Leaving Cert Students 2026/2027

The above applies to Leaving Cert students in 2026/27 but they also have the choice to wear appropriate sports wear of students own choice, for PE class only. Students taking this option must change at the beginning and end of each PE class.

Senior PE Uniforms beyond 2026/27 - all senior students will be expected to wear the approved school PE uniform for PE class, and may wear it for the entirety of the day when a PE class is scheduled.

Overcoats/jackets worn into school must be stored in the students' locker areas and are not permitted to be worn during the school day

In the interests of Health and Safety:

Students are asked to wear discreet jewellery- stud earrings **only**.

For health and safety reasons students may be asked to remove any jewellery or accessory that may pose a risk.

Students who come to school without their full school uniform will be subject to the imposition of a sanction even where an explanation has been supplied by a parent/guardian.

Other considerations:

Excessive make-up is not permitted.

No unnecessary modification or stylistic alteration including length to the school uniform is permitted.

PE gear only worn in PE class

If there are any SEN or other certified medical considerations with regard to uniform, a meeting will take place with parents/guardians and the appropriate interventions will be investigated.

This is necessary because preparedness for class assists in a quality learning and teaching experience for both student and teacher.

4. School Environment

Everyone in Mount St Michael is responsible for the care of our premises.

A Mount St Michael student is expected to:

Respect the school environment, keep it clean and free from graffiti, chewing gum is not permitted.

Place litter in the appropriate and relevant bins. Respect school property including lockers.

Students are expected to inform school management of any damage caused to school property. Any student who is responsible for damage, accidental or otherwise, to school property will be charged the cost of repair or replacement, as appropriate.

This is necessary to ensure a safe environment which promotes the core conditions for quality learning and teaching to occur.

5. Classroom Practice, Organisation and Homework

Mount St Michael Secondary School students are expected to observe the required classroom procedure and to be prepared for each class. This means:

- Arriving on time for each and every class with **all** necessary materials, e.g. journal, textbooks, pens, pencils, copies, ring binders/folders, calculator as listed on yearly booklists.
- Placing classwork/ homework and journal, Yondr pouch on the desk, ready for the start of each class.
- Refraining from eating in class unless given specific permission to do so.
- Picking up any paper/rubbish on/under your desk and putting rubbish in the appropriate bin as you leave the room.
- ○ Visiting the locker area at appropriate times **only** (before first bell, during break and lunch-times and after school, and before and after PE/sport unless instructed by the □ teacher.)
 - Showing responsibility for their school bags during the school day. **Gear-bags are to be stored in the racks.**
 - Recording all homework in the journal.
 - Completing all work to the best of one's ability and be ready to present to the teacher on request.
 - Taking responsibility to find out and complete homework assigned if absent due to extra-curricular participation.
 - Presenting homework in a neat, tidy and legible fashion.

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- Seeking clarification from the teacher on any aspect of their classwork/ homework of which they are unsure.
 - Paying attention to feedback and corrections from teachers.
 - Participating fully in class work and striving to achieve their full potential.

This is necessary because good classroom practice and organisation are essential for effective teaching and learning.

This should be read in conjunction with the school's Teaching and Learning policy.

6. Student Journal

A Mount St Michael student is expected to have in their possession their school journal during class. The following expectation apply:

1. The journal **must be brought to school every day and placed on every student's desk** at the beginning of each lesson/study period.
2. The journal must be kept neat and tidy and free from graffiti.
3. In the event of the journal being lost, mislaid, damaged or containing graffiti, students must purchase a replacement journal.
4. Journals may be subject to periodic inspections by staff members.

This is necessary because the school journal is an important method of communication with home.

7. Extra and Co-Curricular Participation

Mount St Michael students are encouraged to participate in extra and co-curricular activities. Extra and co- curricular activities can help in the personal development of students.

As ambassadors for our school students are expected to:

Wear full school uniform, PE Uniform or school kit as instructed or where appropriate. Catch up on all work missed resulting from extra-curricular participation.

In the instance that a Mount St Michael student engages in behaviour contrary to this Code of Behaviour they may jeopardise their ability to participate in, or attend extra and/or cocurricular activities.

This is necessary because involvement of students in this regard both enriches and enhances school life, builds school spirit and improves interpersonal relationships.

8. Mobile Phones, Smart Watches and Phone Pouches

Mount St Michael students are entitled to learn in an environment free from outside distraction. In an effort to assist quality learning and teaching to occur the following rules apply in relation to the use of mobile phones, personal devices (including smart watches):

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- Phones are not to be used during the school day and on school related activities.
 - To this end, every student is assigned a personal phone Pouch.
 - It is the responsibility of each student to bring their Pouch with them to school every day and keep it in good working condition.

Exceptions to the above:

- The expressed permission of the classroom teacher who may choose to use a mobile phone for educational and/or instructional purposes.
- On medical grounds where the device is essential to manage a medical condition and only with prior permission of the relevant Year Head.

Students must bring their pouch to school with them each day. Upon arrival at school, students are required to:

1. Turn off or silence their phone/smartwatch.
2. Place and secure their phone/smartwatch inside their Pouch.
3. During PE and lunch-time pouched phones/smartwatches should be stored in secured/locked lockers. The school accepts no responsibility for devices left unattended in bags or unlocked lockers.

If necessary to leave school before the end of the school day students should ‘unpouch’ their phones at reception.

Damaged or Lost Pouch

Any loss or damage of the Pouch, which renders it unusable, will result in the student purchasing a new one at a cost of €20.

Forgotten Pouch

- In the event that a student forgets their pouch, they need to speak with the Pouch Administrator/ Deputy Principal. If a spare pouch is available it will be provided **for use on that day only**. Alternatively, the phone / smartwatch will be stored in the office **until the end of the school day**.
- In the event that a student consistently forgets their Pouch, it is considered lost. Refer to the Lost Pouch policy above.

Please note:

- Students who remove their phone/smartwatch from their pouch without permission during the day will have their phone / smart watch confiscated. Parents / guardians will be contacted by text to inform them of this matter.
- The first time this happens, the student will have their phone confiscated and will receive a lunch-time detention.
- A student who breaks this rule for a second time will have their phone confiscated and will receive an afternoon detention.

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- Repeated breaking of this rule will be viewed as a serious breach of the school policy and will lead to further, and more serious sanctions. A request will be sent to parents/guardians to collect the phone and meet with a member of management. This is necessary because every student has the right to disconnect and learn in an environment that is free from technological distractions. Any student found to be in breach of the above will be subject to a sanction in line with our Code of Behaviour.

9. Social Media, Internet Use, Other Communication Mediums

Mount St Michael Secondary School students are entitled to learn in an environment free from outside distraction. In an effort to assist quality learning and teaching to occur the following rules apply in relation to the use of social media, internet use and other communication mediums.

- Students are forbidden from taking photos/videos/sound recordings of any other students, staff, or visitors without prior consent*. (See acceptable use policy)
- A student cannot post, share, comment, reprint or republish photos, videos, text, emails, and/or sound recordings of anyone in the school, or any aspect of school life on-line or on social media*. (See acceptable use policy)
- Students are forbidden from making abusive or threatening calls or sending abusive or threatening voice messages/voice notes to any member of the school community at any time.

**The only exception to the above is for educational purposes with the permission and oversight of a teacher and with the prior consent of the individual(s) concerned.*

This is necessary because every student has the right to disconnect and learn in an environment that is free from technological distractions. Any student found to be in breach of the above will be subject to a sanction in line with our Code of Behaviour.

Links to Anti-Bullying policy:

Any student using their phone to bully or intimidate others will be subject to further sanctions in keeping with our Code of Behaviour and Ladder of Referral.

Additionally, if a phone has been used in a bullying incident or any incident that has been referred on to Tusla and/or Gardaí, the phone may be passed to the external agency as part of an on-going investigation.

Please note:

Parents are asked to support the school in maintaining boundaries with regard to mobile phone usage while their children are in the care of our school community. Therefore, we

respectfully request that in the event of an emergency parents make contact with their child during the school day through the school office (094) 9371474

10. Substance Abuse

The following rules apply with regard to substance abuse:

- The possession, consumption, sale and purchase, supply/ distribution of alcohol and tobacco (including vaping and e-cigarettes), non-prescribed drugs or controlled substances, aerosols or other, is strictly forbidden while on the school grounds or on school related activities.
- Students must never attend school under the influence of alcohol or other illegal substances.

Any student found to be in breach of the above will be subject to a sanction in line with our Code of Behaviour up to and including suspension and/or expulsion.

This is necessary so as to preserve the safety and wellbeing of all our students.

11. Car and Personal Vehicle Use

All students who wish to park on school grounds must meet with the Principal/Deputy Principal to discuss this matter. A parent / guardian must attend this meeting.

Students wishing to park on school grounds/property must be holders of a full Irish/EU licence and have the required insurance. Copies of same must be provided to the school.

Students wishing to park on school grounds/property must complete a driving form, which is available from the school.

In the interest of Health and Safety cars must remain parked for the duration of the school day. Any exception to this rule must be discussed with the school Principal/Deputy.

Notes- Inappropriate Behaviour

The Board of Management has overall responsibility for ensuring that the Principal, under its direction, administers the Code of Behaviour in a fair and equitable manner.

It is the responsibility of the school authorities to maintain a classroom and overall school environment which is supportive of teaching and learning.

The Deputy Principal under the direction of the Principal, administers the Code of Behaviour in the school on a day-to-day basis, liaising with, and supporting the Year Heads, keeping records as appropriate and reporting to/consulting with the Principal.

Even minor breaches of the Code of Behaviour can be disruptive, particularly if they are repeated and persistent. Where a student's behaviour disrupts the teaching and learning of other students, sanctions will apply.

Interventions and sanctions will be determined using professional judgement.

Interventions and Sanctions are necessary to:

- Help students to accept responsibility for their own behaviour.
- Assist students in realising when their behaviour is unacceptable.
- Encourage students to recognise the effects of their actions and behaviour on others.
- Help students (in ways appropriate to their age and development) to understand about choices and chosen behaviour, and that all chosen behaviour has consequences. ● Prevent serious disruption of teaching and learning.
- Keep the student, or other students or adults safe.

As a normal course of events, minor breaches of rules within Mount St Michael Secondary School are dealt with at the lowest level.

Behaviour which repeatedly falls short of required expectations of a Mount St Michael Secondary School student will merit, at a minimum a Stage 1 referral on our Disciplinary Pathways/Ladder of Referral* by the classroom teacher, with appropriate intervention/sanction.

Explanatory Notes Disciplinary Pathway/Ladder of Referral

It is expected that students are responsible for meeting the standards of behaviour as outlined in this Code of Behaviour.

School authorities are responsible for maintaining a classroom and school environment which is supportive of the learning of every student in the school. Thus, inappropriate behaviour will be responded to routinely and systematically as follows. **Stage 1 Staff Member**

The Classroom Teacher will deal with the implementation of the Code of Behaviour at Stage 1.

Minor misbehaviour should be attended to routinely and effectively through the skill of the classroom teacher. If such routine interventions are ineffective in re-establishing an optimal learning environment the teacher should talk to the student who is misbehaving about their behaviour and record this as an expression of concern.

It is important that the teacher maintains a record of any communication at Stage 1.

The Classroom teacher will make a note of any sanction/intervention at this point.

Stage 2 Staff Member

The Classroom Teacher is responsible for the implementation of the Code of Behaviour at Stage 2.

Recurring minor misbehaviour will be dealt with by the Classroom teacher. The Classroom teacher may consult with the class tutor. The classroom teacher may also communicate with the parents/guardians. A record will be maintained by the Classroom teacher. **Stage 3- Stage 4 Year Head**

The Year Head will deal with the implementation of the Code of Behaviour at Stages 3 and 4. All of our Year Heads in Mount St Michael Secondary School work closely with the classroom teachers and tutors. If remedial steps taken at Stage 1 and Stage 2 to improve behaviour are unsuccessful the Year Head will intervene. Equally, a student's behaviour may merit immediate recourse to Stage 3 or Stage 4 at the professional discretion of the Year Head. Behaviour, intervention and sanction will continue to be monitored and recorded by the Year Head.

The Year Head may have to contact parent(s)/guardian(s) and/or if necessary liaise with the Deputy Principal/Principal on the matter of the student's behaviour.

Stage 5- Year Head and/or Deputy Principal

In general, the Deputy Principal will deal with the implementation of the Code of Behaviour at Stages 5 and/or at Stages 2, 3 and 4 in the absence of the Year Head.

When it is found necessary to impose serious sanctions the Year Head will discuss the matter with the Deputy Principal and/ or Principal.

Stage 6-Stage 7 Principal

The Principal is the ultimate authority within the school and is involved in all cases of indiscipline that might involve serious sanctions but particularly at Stages 6 and 7.

**Serious breaches of the Code of Behaviour may be reported to the Deputy Principal/Principal and dealt with directly.*

Detention (Stages 3 and Stage 4)

Lunchtime detention takes place from 1.30pm-1.50pm. Parents will be notified. A more serious sanction of an afternoon detention may be imposed by the Year Head, Deputy Principal or Principal. Parent(s)/guardian(s) will be notified.

A student may be asked to complete a Reflection Sheet during detention.

If a student is unavoidably absent on the day of detention due to illness/appointment they must attend for the next scheduled detention.

Students who fail to present for detention may move to the next stage of the Ladder of Referral/ COB.

Behaviour Review Committee (Stage 5)

Arising at Stage 5 the Behaviour Review Committee (BRC) constitutes a Year Head, DP and the tutor who serves as an advocate for the student.

The BRC is a valuable opportunity for the student to fully understand the rule(s) they have broken, the effects of their behaviour on themselves; their peers, and other members of the school community.

Significant adults as listed above, present at the BRC stage endeavour to guide the student on how they can react differently and more positively in future situations.

The BRC may:

- Require the student and/or the student's parents to attend a meeting of the committee.
- Recommend internal pastoral support/intervention for the student.

- Recommend support/ intervention for the student from outside agencies.

After the review, the BRC may discuss and explore alternative options and placements for the student such as Youth Reach, Leaving Certificate Applied (LCA) a referral through Tusla or seek the support and assistance of the Educational Welfare Officer. The BRC may also impose any other sanction/intervention including detention/on-report/counselling which they deem appropriate.

The overall aim of the BRC is to provide students with the opportunity to make amends for their actions.

**It is not intended that the BRC will exhaust all of the possibilities outlined above.*

Disciplinary Sub-Committee Board of Management (Stages 6)

The Disciplinary Sub-Committee of the Board of Management is convened at Stage 6 and includes the Principal to meet with students and parent(s)/guardian(s).

The purpose of the Disciplinary Sub-Committee is to make both the student and parent(s)/guardian(s) aware that all interventions and/or sanctions in line with our staged COB, thus far have proven unsuccessful.

The student and parent(s)/guardian(s) are informed that any subsequent breach of the COB will result in the student's file being brought before the BOM for the purpose of consideration of permanent expulsion/exclusion.

Please note: participation by a BOM member at a hearing of the Disciplinary Sub-Committee is shared/ rotated. In the event that a student's file/case arrives before the Board of Management for the consideration of permanent expulsion/exclusion from the school community, any BOM member who sat on a Disciplinary Sub-Committee hearing shall recuse themselves from any such hearing or deliberations concerning the student.

As a normal course of events, minor breaches of rules within Mount St Michael Secondary School are dealt with at the lowest level by the classroom teacher, with an appropriate sanction/intervention. Behaviour which repeatedly falls short of required expectations of a student will merit, at a minimum a Stage 1 referral on our Disciplinary Pathways/Ladder of Referral*. Aside from Stage 1 and Stage 2 interventions/sanctions as appropriate the Year Head will determine the relevant Stage applicable and/or onward referral to the Student Support Team or other. **Sanction/Intervention**

Stage 1	Any staff member	<ul style="list-style-type: none"> ● Sanction/intervention in line with normal good classroom management and practice by classroom teacher/staff member. ● Record of communication with the student (expression of concern) should be recorded on the School Information System and this will alert the relevant Year Head ● Parents/guardians may be informed by the relevant classroom teacher ● Termly review and oversight of behaviour by Year Head
Stage 2	Any staff member	<ul style="list-style-type: none"> ● Recorded on a Student Support Referral Platform (School Information System) and an alert to relevant Year Head ● Parents/guardians informed by phone call by the relevant classroom teacher. ● Sanction/intervention in line with normal good classroom management and practice. ● Termly review and oversight of behaviour by Year Head.
Stage 3	Year Head	<ul style="list-style-type: none"> ● Recorded on a Student Support Referral Platform (School Information System) and an alert to relevant Year Head ● Parents/guardians informed by the Year Head ● Lunchtime detention and/or other appropriate sanction. ● Termly review and oversight of behaviour by Year Head.

Stage 4	Year Head	<ul style="list-style-type: none"> ● Recorded on a Student Support Referral Platform (School Information System) and an alert to relevant Year Head ● Parents/guardians informed by the Year Head ● Afternoon detention and/or other appropriate sanction. ● Termly review and oversight of behaviour by Year Head
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Stage 5	Year Head and/or Deputy Principal	<ul style="list-style-type: none"> ● Recorded on a Student Support Referral Platform (School Information System) and an alert to relevant Year Head ● Meeting sought between Year Head and where required, Deputy Principal, student and parents/guardians. ● Appropriate sanction/intervention applied. This may include recourse to a Behaviour Review Committee, input from the relevant support agencies including EWO, and/or the recommendation of a suspension. ● Termly review and oversight of behaviour by Year Head
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Stage 6	Principal	<ul style="list-style-type: none"> ● Recorded on a Student Support Referral Platform (School Information System) and an alert to relevant Year Head ● Disciplinary subcommittee of Board of Management to include Principal meets with parents/guardians and students. ● Appropriate sanction/intervention applied. This may include input from the relevant support agencies including EWO, and/or the recommendation of a suspension. ● Termly review and oversight of behaviour by Year Head.
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Stage 7	Principal	<ul style="list-style-type: none"> ● Case file brought to the Board of Management with recommendation for expulsion by the Principal.
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● In the event that a member of non-teaching staff, PME (following consultation with the regular classroom teacher) teacher engaged on casual substitute basis or other wishes to record an incident of indiscipline the student support referral platform(School Information system) should be completed and submitted to the relevant YearHead who initiates contact with home.

***Multiple stages may be applied depending on behaviour. Similarly, a student may find themselves directly at Stage 7 if their continued presence in the school presents a real and genuine health and safety risk to students and staff or a severe disruptive influence upon the teaching and learning process.**

Suspension policy

The Board of Management has delegated to the Principal the authority to suspend a student for up to three days. The Principal will report all suspensions to the Board, with reasons for and duration of each suspension. Suspension will only be warranted by very serious misbehaviour and fair procedures will be applied. Reasonable opportunity will be given to students and parents/guardians to discuss any situation warranting suspension. The principles of natural justice will apply, i.e. the right to be heard and the right of impartial decisionmaking. The Board will review the use of suspension in the school on an annual basis. The Principal, or a staff member designated by the Principal, will emphasise to the student and parents their responsibility for the student's good behaviour, upon return to school and will offer support and guidance.

Suspension procedures:

1. A breach of the Code of Behaviour has taken place and been reported to the Principal (or in the absence of the Principal the Deputy Principal).
2. The Principal may delegate investigation and documentation of the breach to the Year Head and or Deputy Principal. Students reaching **Stages 5 and 6** may receive an automatic suspension.
3. The student and their parents/guardians are informed of the precise grounds which have given rise to the possible suspension, and the student is given the right to reply.
4. The Principal and Deputy Principal are satisfied that grounds for suspension exist.
5. The Principal suspends the student.
6. If the suspension is immediate (in the interests of Health and Safety) the parents/guardians are informed by phone and invited into the school immediately. A written notification will follow.
7. A letter is sent to the parent/guardian containing:
 - Notice of the suspension.
 - Starting date of suspension.
 - Length of suspension.
 - Reasons for suspension.
 - Expectations of the student by the school while suspended.
 - Importance of parental assistance in dealing with the breach of the Code of Behaviour.
 - A statement that the student is under the care and responsibility of parents while on suspension.

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- A statement that the Educational Welfare Officer has been informed (If suspension is 6 days or longer, or if the student has been suspended for more than 20 days during the school year).
 - Information on appeal rights.
 - Requirements, which have to be in place when a student returns to school (written apologies, extra work etc.).
 - The possible consideration of proceeding to expulsion must be made clear in the letter.
 - Any study programme/school work to be followed.
8. The student is to be supervised until suspension takes effect.
 9. The student will not be sent home during the school day, unless suitable arrangements can be made for the student to be collected by parent/guardian.
 10. The student will be informed of the procedures for their formal reintroduction into the school.
 11. Parents will be requested to attend with the student on the day of their return to the school.
 12. Students may be required to sign a Contract of Behaviour.
 13. Parents and students may be required to sign agreed conditions on their return.
 14. Upon their return, the relevant Year Head, or a teacher designated by them, will attempt to provide support to the student during the reintegration process. A meeting between the students and a member of the Student Support Team will be arranged.
 15. Records will be kept.

Grounds for removal of a suspension may include the following:

- Successful appeal to the Board of Management.
- Student and parent/guardian have met the specific conditions as laid down by the Principal/Board of Management during the initial suspension meeting.
- Successful appeal under Section 29 of the Education Act 1998.
- New circumstances or other grounds considered relevant come to light.

Appeals

- A suspension can initially be appealed to the suspending body, Principal/Board of Management, by means of a formal letter.

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- The Chairperson of the Board may set up a sub-committee of three members to hear any formal appeal. This committee has the right to deal with any disciplinary matter up to but not including permanent exclusion.
 - At all times the Board shall adhere to the principles of natural justice.
 - Subsequent to this, appeals may be made to the Department of Education under Section 29 of the 1998 Education Act.
 - The school may insist that the student remain at home while any appeal on a suspension is in progress.
 - All appeals will be heard as soon as is practically possible.
 - If an appeal has been successful and the suspension has already been served, it is possible that the only remedy available is to have the suspension removed from the student's file or record.

Expulsion policy

A student is expelled from the school when the Board of Management makes a decision to permanently exclude them from the school, having complied with Section 24 of the Education Welfare Act 2000.

The school will have taken significant steps, which will be recorded and monitored, to address the misbehaviour and avoid expulsion, including, as appropriate:

- Meeting with the student and parent/guardian to try to address/ change behaviour.
- Explaining to the student the possible consequences of behaviour.
- Ensuring other options have been tried.
- Seeking the support of outside agencies, if appropriate, e.g. National Educational Psychological Services, National Behaviour Support Service, Tusla, Educational Welfare Officer, Youth Advocacy Officer etc.

Expulsion will only be considered in the most extreme cases of indiscipline and when other appropriate sanctions and interventions have failed.

Similarly, expulsion is considered when the behaviour of the student clearly puts the health and safety of others at risk, or where the behaviour is so disruptive as to interfere substantially with the constitutional right of the other students to education.

Furthermore, expulsion is considered when the student's behaviour causes serious damage to property.

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. This measure is allowed by the NEWB's Guidelines for Schools, Developing a Code of Behaviour Section 12.2. These could include:

- A serious threat of violence against another student or member of staff.

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- Actual violence or physical assault.
 - Consuming drugs and/or alcohol or other illegal substances
 - Supplying illegal drugs and/or alcohol or other illegal substances to other students in the school.
 - Sexual assault.

While consideration is being given to the question of expulsion, the parents/guardians will be informed of this by registered letter and of their right to present the student's side of the case, under Section 29 of the Education Act, 1998.

The decision to expel a student rests with the Board of Management.

Expulsion Procedures

The school will follow fair procedures when proposing to expel a student. When there has been serious misbehaviour that could warrant expulsion, the procedures will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of this recommendation and the holding of a hearing.
4. Board deliberations and actions following the hearing.
5. Consultations arranged by the Education Welfare Officer as prescribed under Section 24 of the Education Welfare Act 2000
6. Confirmation of the decision to expel.

When a decision to expel is made by the Board of Management, a Letter of Notification will be sent to the parents/guardians. The letter will include:

- Notice of expulsion.
- The date that the expulsion becomes effective.
- The reasons for the expulsion.
- A statement that the Education Welfare Officer has been informed.
- A statement that the student is under the care and responsibility of the parents/guardians for a period of 20 days required by the Education Welfare Officer to examine alternative provisions for the education of the student.
- Information and documentation on Appeals rights-a parent, or a student aged over eighteen years, may appeal to the Secretary General of the Department of Education under Section 29 of the Education Act 1998. TUSLA'S EDUCATIONAL SUPPORT SERVICES (TESS) may also bring an appeal, on behalf of a student.

Signed

Yvonne Horkan

12/6/23

Date

Chairperson BOM

Signed —Date

Cathy 12/6/2023

Secretary BOM

Amended on the 14th of October 2024

Signed Yvonne Horkan Date 14/10/2024

Chairperson BOM

Signed Cathy Date 14/10/2024

Secretary BOM

Amended on the 4th of February 2025

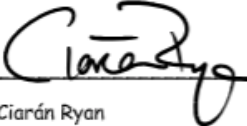
Signed Yvonne Horkan Date 4 of Feb 2025

Chairperson BOM

Signed  Date 4th of Feb 2025
Secretary BOM

Amended on the 12th of May 2026

Signed  Date: 12th of May 2026
Michael Brett
Chairperson of the BOM

Signed  Date: 12th of May 2026
Ciarán Ryan
Principal / Secretary to the BOM