

Introduction

Dear Parent,

I welcome you and your children to our school and look forward to a happy and successful partnership over the coming years. If you already have a child here in the school you may know much of what is in this booklet. Nevertheless, I ask you to read it carefully as, over time, some items may have changed.

Maynooth BNS has over 540 pupils on roll between the ages of four and twelve. We have a staff of thirty teachers which includes an Administrative Principal, Class Teachers and Resource Teachers.

Confidence in the school comes from knowing and understanding what is happening within it. I hope this booklet will go some way towards meeting that need. I would also recommend that you look through the school website (www.maynoothbns.ie) and view it frequently as it is updated regularly.

If you are coming to our school from a different system of education this booklet should be of particular help to you. Please feel free to ask for clarification of any items that follow.

You may wish to refer to the information in this booklet during the year(s) ahead, so please retain for reference.

Peter Coakley
Principal

Part 1 *General Information*

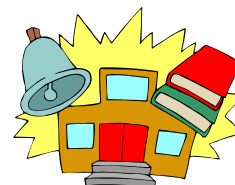
Aims and Objectives

The teaching staff of St. Mary's Boys' National School, in partnership with the parents of the pupils, the Board of Management, the Parents' Association and the wider community of Maynooth, aims to create a warm, caring and orderly environment in which children can feel secure and in which their self-esteem, self-confidence and abilities can be developed.

We expect our pupils to work hard in school, to enjoy school life and to keep the school Code of Behaviour.

The School Day

Official opening of school	9.20am
Morning Break	11.00 - 11.10am
Lunch Break	12.30 - 1.00pm
Classes end each day at:	
Junior/Senior Infants	2.00pm
First/Sixth standards	3.00pm



Assembly and Dismissal

The official opening time of the school is 9.20am and therefore pupils should arrive in school as near as possible to 9.20am. The Board of Management cannot accept any responsibility whatsoever for children who arrive in school before 9.20am.

Infant classes finish at 2.00pm each day and classes for all other boys finish at 3.00pm. Equally, the Board of Management cannot accept responsibility for pupils who remain on the school premises after school hours.

Children may become distressed if they do not arrive on time for school or are not collected punctually at the end of the school day.



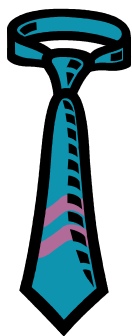
Children assemble in class lines on the playground in the morning and are taken to their classrooms by their teachers when the bell rings. If the morning is wet, the children are permitted to enter the building and go to their classrooms, from approximately 9.10a.m. Adults may not accompany them at this time, but there will be a teacher on supervision duty on the corridor. Excellent behaviour is required from all children during

the period before the official start at 9.20a.m. **On such mornings, entry to the school is through the Moyglare Road/Shelter entrance only.**

In the afternoons Infant Teachers accompany their classes to the yard where they are collected by parents/guardians or board their bus for home.

If another person is to collect your child on a particular day a note must be sent to the teacher in advance.

Uniform



The school uniform consists of navy trousers, navy v-neck jumper with crest, pale blue shirt and navy tie. For Physical Education a plain navy tracksuit with school crest and a light blue polo shirt should be worn. Footwear can be shoes or runners – plain black colour only. (Coloured runners, are not acceptable). The tracksuit should be worn on certain days only, i.e. P.E. day and on School tours/outings if specified.

Please label relevant items of clothing with your child's name, otherwise it may be difficult to return mislaid items to him. Lost & Found items are stored for a month or two, before being disposed of.

All items of uniform are available from The Uniform Warehouse, Maynooth, Ph. (01) 628 9758.

If your son has out-grown school clothing and you have no further use for it, we often take items in good condition and find them 'good homes'. This equally applies to football boots and other sports equipment. Junior Infant uniforms are particularly useful for us to have in reserve in the event of an 'accident' in the classroom.

Pupil Absences

Please send a note to the class teacher if you know your child will be absent from school. In the case of an unexpected absence, e.g. illness, please send a note to the teacher upon your child's return to school. A written explanation of pupil absence is a legal requirement under the Education Welfare Act.

There is no need to telephone the school to inform us that your son will be absent, except in exceptional circumstances.

Leaving School Early

As leaving school early can be disruptive to your own children and to the classroom, we ask that you try to avoid this. If your son does have a medical appointment, or some other important reason necessitating him to leave school early, an adult must sign him out in advance at the school office. Rather than disrupting the class by calling to the door, your son will be called to the reception area.

N.B. It must be an adult who signs out a pupil – the school cannot release a pupil before the end of the school day to anyone under 16 years of age.

Health & Safety

Please inform the teacher and/or Principal in writing if your child has a medical complaint which may affect him in school.

Please inform the teacher if your child contracts an infectious disease. The school will also inform other parents if there is an infectious disease in the classroom.

Medical personnel from the HSE visit the school annually to carry out dental, vision and hearing examinations in various classes. Advance notification of these visits is provided to parents.

Information Needed

Prior to enrolment the school requires that parents/guardians complete a Enrolment Form and submit the following:

Birth Certificate

Baptismal Certificate, if applicable

Child's P.P.S. Number

+ Other relevant Reports/Documents if applicable.

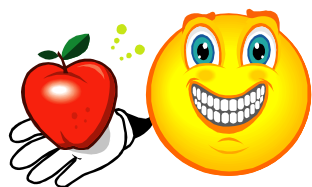


Subsequently, evidence of residence may be requested. A completed Book List will also be required. The option of joining the school book rental system is available to all pupils at the beginning of each year only.

Parents/guardians are also required to submit contact details, including address, telephone numbers (home, mobile, work) and the address and telephone number of a person in the locality who, (in the event of the school being unable to contact you), will agree to look after your child in the case

of an accident or sudden illness. A mobile number for school texts and e-mail address(es) for school communication will also be required. Please keep us informed should you change address, phone numbers, e-mail address or childminder.

This information may be critical in the event of an emergency.



Lunch Policy

We encourage children to eat a nutritious lunch. Crisps, chewing gum and glass bottles are not permitted. We recommend mil or water for drinks while at school. As part of this policy school milk is available. Milk money is collected at the beginning of each school year and milk is supplied to children at approximately 12.15p.m., just in time for 'big lunch'. (It is kept in a refridgerator until then).

"Junk Food" has an adverse effect on a pupil's behaviour/concentration span and ability to learn and is therefore discouraged. A treat may item may be included with Friday lunch.

Due to the fact that a number of pupils have a severe, potentially fatal condition, **we do not allow peanuts or peanut products in school.**

Transport

Sean Tracey Phone: 086 222 5540

Operates a bus service which collects children from the general urban area of Maynooth.



Transport arrangements are a matter between parents/guardians and the bus operators so if you wish to avail of a service please make direct contact. Please be advised that in the event of your child misbehaving on the bus the service may be denied to him.

Behaviour

In the interest of safety, good standards of behaviour are expected of the children. Parental support in this regard is of utmost importance. The Code of Behaviour, is included in this booklet.

If you experience a problem in relation to behaviour in school please contact the class teacher in the first place, or the school principal.

Anti-Bullying Policy

The school has an anti-bullying policy which conforms to Department of Education and Skills guidelines. It was drawn up by Teachers in consultation with the Parents' Association and approved by the Board of Management.

The school takes a pro-active attitude to the issue of bullying. If you have any concerns about the issue of bullying behaviour, please contact the class teacher or the school principal immediately.

School Closures

A school calendar showing all planned closures will be issued to you. In recent years it has been finalised before the summer break, at which point it is issued to parents by email. It is reissued to parents in September. Please retain for reference. A downloadable version is also available on the school website. Where possible you will be notified in advance of all forthcoming closures. In the rare event of an additional closing for in-service, planning etc., you will be notified as soon as we receive details. At the end of each term, (Christmas, Easter and Summer), the school traditionally closes at 12 noon.

Fund-raising

Funding for schools is provided by the Department of Education & Skills. However, schools can find it difficult to manage on the level of funding provided and have to supplement this by fund-raising.

In the past, an annual school-based fund raiser was held by the Board of Management each year to raise money to run the school. In recent years the Board, (through leasing the school premises), has managed to meet the day-to-day running costs. Regrettably, when insurance, maintenance, cleaning, utilities, heating costs, etc. are met, there is little left to fund teaching and learning resources, particularly since school grants were cut in recent years.

Traditionally, the Parents' Association has organised fund-raising activities to provide classroom equipment, educational activities, P.E. equipment and many other educational resources.



A Voluntary Contribution system is co-ordinated by our Parents' Association. These contributions are vital if we are to provide what are really essential services, resources and facilities for the pupils. Your support for this is greatly appreciated and does make a difference.



Home School Communication

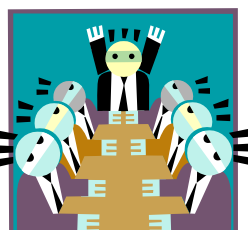
Regular and positive communication between parents and teachers is essential. Should you have any issue of concern please contact the school immediately and arrange to meet the class teacher at a mutually suitable time.

While our school welcomes parents, the teaching programme cannot be interrupted unnecessarily. Consequently, meetings/visits, that might involve a teacher interrupting work, should be by appointment.

Every first term, (usually in November), parents are invited to the school to discuss their child's progress, attitudes, behaviour and standards. At the end of the academic year progress reports are sent to parents.

There are many ways in which parents and teachers communicate with each other.

- A note home via the child. Please check school bags.
- A note in the child's homework journal.
- Newsletters which issue by e-mail every two/three weeks approximately.
- Text-a-parent.
- Religious celebrations.
- Parent Teacher Association.
- Talks for parents on school related activities eg. church sacraments, PTA organised talks.
- Stay Safe Programme, etc.



Management Structure

Each national school has a patron who is recognised as such by the Minister for Education. The patron of our school is the Archbishop of Dublin, Diarmuid Martin.

The Patron nominates a Board of Management and its Chairperson. Boards comprise of representatives of the Patron, Parents, Community and Teachers. The Principal Teacher is an ex-officio/member of the Board of Management.

The Board of Management meets approximately every four to six weeks. Members of the Board are required to keep matters discussed at meetings confidential unless otherwise advised.

The Board of Management provides for the insurance, heating, cleaning and general maintenance of the school. It has responsibility for the maintenance of desirable standards of behaviour within the school and for the implementation of the Health and Safety at Work Act (1989), the Education Act (2000) and the Education Welfare Act (2002).

The members of the current Board of Management commenced in December 2015 and has a four year term of office.

Patron's Nominees	Manus McCarron (Chairperson)/Fr. Liam Rigney
Parents' Nominees	Barry Stoneham/Claire Minnock
Community Reps.	Hilary Qualter/Paul Mescal
Teachers' Nominee	Una McMahon
Principal Teacher	Peter Coakley

Parent Teacher Association

The school has an active PTA which promotes the well-being of the school. The activities of the PTA provide an organised forum through which parents can make a positive contribution to their children's education.



The PTA plays an important part in the life of the school and supports the school in every way. All parents are encouraged to become involved in the PTA and to support the activities and projects that are a feature of our school.

The new committee of the Parent Teacher Association is elected at the Annual General Meeting of the PTA, which is held in September. It is affiliated to the National Parents' Council. Each year the AGM of the PTA elects an officer board. These may be contacted by letter through the School Office, by e-mail mbns.pta@gmail.com or by text to the PTA mobile –

086-1550675. See newsletters/website for details of office holders.



The School Curriculum

Our school provides the full range of subjects laid down by the Department of Education and Skills including languages (Gaeilge and English), Mathematics, Religious Education, Arts Education (Music, Drama and the Visual Arts), Social Environmental and Scientific Education (History, Geography and Science), Social, Personal and Health Education and Physical Education.

The school has a computer network. All classrooms are equipped with Teaching Computers, Projectors and Interactive Whiteboard solutions, Visualisers, etc. They are used to support the curriculum. Children also have access to a Computer Room, classroom computers, iPads, Notebooks and a range of other ICT peripherals.

Religious Education

Religious Education is part of the school curriculum and the Catholic syllabus is taught for a half-an-hour per day. In addition, occasional assemblies for all children may include prayers and hymn singing. Our pupils are prepared for the Sacraments of Penance and First Communion in 2nd Class and Confirmation in 6th Class.

The school has a policy on Religious Education which can be provided on request.

Homework

The School has a homework policy which is included in this Booklet. This was drawn up by teachers in consultation with the Parents Teacher Association and approved by the Board of Management.



Other School Activities

There are many other activities associated with the school both during and after formal school hours.

During School include:

Irish Dancing

School Assembly

Book Week

Educational Trips & School Tours



Trips to Shows/Football Matches (as available)

Visits by experts in various areas, eg. heritage, science, personal health, the environment, etc.

After School include:

Sports Fun Club	Guitar
Arts and Crafts	Ballet
Homework Club	Tennis
Speech and Drama	Basketball
Irish Dancing	



There are charges associated with some of these activities. Other variable activities are Football, Hurling, Soccer, Athletics and Quizzes.

Inter School Sports Activities take place after and during school hours. Times depend on weather and competition arrangements. Additional activities are arranged from time to time and are always notified to parents in School Newsletters.

Personal Accident Insurance

The Board of Management holds insurance covering all pupils but this policy will only pay compensation in the event of negligence on the part of the school being proven. To supplement this, the school facilitates a Personal Accident Insurance Scheme for which parents pay a small premium. This covers claims for medical expenses arising from accidents in school, or at home and can be very valuable, (particularly in the event of dental injuries). The Board of Management strongly recommends this policy to you, which is included as an optional extra on the annual booklists. The Board of Management strongly recommends this policy to you.



Transfer to Post Primary

Pupils transfer to Post Primary School at the end of primary school (Sixth Class), usually at the age of twelve/thirteen.

Part 2 *Homework Policy*

Introduction

Home and school are two different but closely related aspects of children's lives. Frequently, these blur into one another as in the case of homework which is the most regular link between home and school. Homework is, therefore, an ideal opportunity to foster an educational partnership between home and school.

This policy, devised by teachers in consultation with parents/guardians and approved by the Board of Management is intended to maximise the benefit to pupils of time spent on homework. It details reasons for homework, types of homework that may be given to children at different stages, recommendations on time to be spent on homework, advice on conditions that should be available to the child for doing homework and what to do if problems arise.

The Reasons for Homework

Homework is provided in order to:

- re-inforce what the pupil learns during the day and encourage habits of independent learning and study including making use of non-school educational resources; and to consolidate work done in class.
- develop a pupil's concentration skills and develop a work ethic
- challenge pupils' ability and provide opportunities for creativity, e.g. individual/group projects, etc.

Parental help should be available on a daily basis.

Homework allows a parent/guardian to:

- become actively involved in the pupil's work
- evaluate and assess how the pupil is doing in school.



Homework allows a teacher to:

- assess pupil learning and inform future planning
- extend and reinforce school learning

Types of Homework

Homework is related to school work and is part of a carefully devised learning programme. It usually consists of a combination of reading, written and oral work. Oral work may include tasks such as learning tables, learning

spellings, poetry and learning off facts. Written work may include a variety of subjects such as language, mathematics, history/geography and religion. However, the type and amount of homework given will vary depending on the class level of the pupil.

As homework is compulsory, a pupil who presents without homework completed is liable to sanction and his parents may be notified.

Infants

It is essential to the pupil's educational development that the work done in school is reinforced regularly at home. In Infant classes pupils do not get regular formal homework in the way that older pupils do. In these classes homework consists of word or number recognition, reading or worksheets to be completed.

First/Sixth Class

More formal homework is given from First Class upwards. It will have been prepared in school, based on work covered in school and suited to the capability of the pupil. Therefore, the pupil should be capable of completing much of his home exercise independently.



Certain aspects of the work may be unfamiliar to the parent/guardian such as methods used in Mathematics or aspects of the Gaeilge programme. If you are not clear about aspects of these new programmes, please do not hesitate to ask for clarification.

It is important to listen to children read every day, to discuss the text and pictures with them and to question them on the piece read. Oral homework is just as important as written work. Your child may need you to examine him in such areas as tables, reading, spellings or poetry to see that it has been properly learnt. Memorisation is an important aspect of homework that is often neglected and should include tables, poetry, English and Irish spelling as given. Revision of previous work is important.

If for some practical reason, homework cannot be completed on a particular night, please forward a note to the teacher. From First Class upwards each pupil has a Homework Journal and this should be checked to see if all work is completed and then signed.

In Sixth Class, the final class of the primary school, great importance is attached to homework and to the pupil's general work habits. In this class there should be an emphasis on co-ordination and order in the approach to homework. Attention should be paid to neatness and presentation in all work. Date, numbering, lay-out, etc., are important. At this stage the pupil should have developed a pride in his work and good study habits.



Time to be spent on Homework

The issue of how much time a child should spend on homework is difficult to specify exactly in that it depends on a number of factors including:

- the pupil's age
- the pupil's level of concentration
- the time of day/night that homework is undertaken
- home factors such as distractions, demands of younger children, etc.
- pupil's learning ability.

The following times are suggested as a guide for parents or guardians:

Infants	10 - 15 minutes (Informal)
First/Second	20 - 30 minutes
Third/Fourth	30 - 40 minutes
Fifth/Sixth	50 - 60 minutes



As a general rule, homework is given from Mondays to Thursdays. Homework is not generally given at weekends. However, if necessary, work not done during the week may have to be completed at the weekend.

Pupils are assigned homework regularly. If your child regularly tells you that he has no homework please check his journal in the first place. You should contact the teacher, if in doubt, to see what he has been given for homework.

N.B. If you choose to take your child out of school during the school term, class teachers should not be asked to set work for this time. The onus is on the parents to cover the work missed.

Pupils with Learning Difficulties

Parents/Guardians of pupils with learning difficulties should keep in close contact with the Class Teacher/Learning Support Teacher regarding difficulties. Appropriate homework may be given to pupils with learning difficulties to reflect differentiation.

Part 3 *Code of Behaviour Policy*

This Code of Behaviour has been devised by the staff of St. Mary's Boys' NS in consultation with the members of the Board of Management and the Parents' Association. It was devised during the 2009/2010 school year and revised regularly since then.

Rationale

The Board of Management of St. Mary's Boys' NS decided to review the Behaviour Policy to ensure that it is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*.

It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to the obligation on schools to prepare a Code of Behaviour in respect of the students registered at the school. The Act details in Section 23(2) that the Code of Behaviour shall specify:

- A. The standards of behaviour that shall be observed by each student attending the school*
- B. The measures that shall be taken when a student fails or refuses to observe those standards*
- C. The procedures to be followed before a student may be suspended or expelled from the school concerned*
- D. The grounds for removing a suspension imposed in relation to a student; and*
- E. The procedures to be followed in relation to a child's absence from school.*

Relationship to characteristic spirit of the school

In St. Mary's Boys' NS we encourage co-operation between staff and pupils on a daily basis. Through our mission statement and school values, we provide a harmonious environment and aim to nurture the potential of everyone in the whole school community. We hope that this Code of Behaviour will continue to develop positive relationships and values which exist in the school and act as a framework for good behaviour.

Aims

By introducing this policy the school aims:

- to provide an educational environment that is guided by our mission statement
- to promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- to ensure the safety and well-being of all members of the school community
- to assist parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures
- to ensure that the systems of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school
- to foster caring attitudes to one another and to the environment
- to enable teachers to teach without disruption

Guidelines for Behaviour in the School

The Education Welfare Act, Section 23, states that the Code of Behaviour shall specify “the standards of behaviour that shall be observed by each student attending the school”.

The standards of behaviour this school wishes to expect from the pupils are as follows:

- Manners and courtesy, listening, conversational skills, politeness and showing respect for difference
- Each pupil is expected to be well behaved and to show consideration for other children and adults
- Each pupil is expected to show respect for the property of the school, other children’s and their own belongings
- Each pupil is expected to attend school on a regular basis and to be punctual
- Each pupil is expected to do his best both in school and with homework
- Each pupil is expected to show respect for teachers, for each other and for anybody they come into contact with, within the school
- Each pupil is expected to obey staff instructions
- Each pupil is expected to have a positive attitude to school
- Each pupil is expected to have good manners in all areas of the school

While the school has expanded on these principles to outline the “school rules”, each class is encouraged to draft their own class rules or charter, through consultation and discussion within the class and they will reflect the age and maturity levels of the students in the class. These rules will be kept to a minimum, they will be recorded in simple language and they will be stated positively, telling students what to do as well as what not to do. The rules will be referred to regularly and will form part of SPHE lessons.

Whole School Approach to Promoting Positive Behaviour

The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of this Policy. However, all staff members have responsibility for their own classes and for the general school population during the school day, when on yard duty or on any organised out-of-school activity. Senior students have a role to play and parents or other members of the school community may make comments or suggestions directly to the Principal or the Board of Management. The school values the support and co-operation of parents in the promotion of this strategy. The Policy shall apply to all students during *all* school related activities.

It is the Policy of this school to actively promote good behaviour. Children learn best by being rewarded. It is more positive to praise a child doing the proper thing than to constantly scold the child who misbehaves. Teachers will use various strategies to promote good behaviour (see below).

To facilitate new members of staff to become familiar with practices within the school, discussion regarding the implementation of the code will always form part of the first staff meeting held each September. A copy of the Code will be available to both parent and teachers through the school office.

A written copy of the code will be available through the school office, if required.

Systems for acknowledging good behaviour, progress and effort

Positive Reinforcement of Good Behaviour

Encouragement is vital to success and achievement in the pupils' lives. The school aims to promote and encourage good behaviour, effort, the development of a healthy lifestyle and endeavours to minimise bad behaviour.

Good behaviour is learned through positive reinforcement and therefore it is essential that good behaviour is praised and seen to be rewarded. Some of the ways this can be done include:

- Praise - in written or verbal form and specific to the particular behaviour
- Friendly gestures of acknowledgement - handshake, smile or round of applause
- Noting worthwhile achievements and efforts
- Pupil of the week - regularly selected on the basis of behaviour
- Homework Pass
- Extra Privileges - granted to those who behave well - extra responsibilities in class and in school
- Golden Time
- Extra Free Time on yard
- Competitions/Weekly Lottery-Raffle/Lucky Dip/Whole Class Reward
- Awarding of stars, stickers and other prizes as appropriate
- A visit to another class, to another member of staff or to the Principal for commendation
- A mention to parents - either written or verbal communication
- Other incidental means of praise or reward.

Disapproval

The purpose of sanctions and other strategies is to promote positive behaviour and to discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to the age and emotional development of the child. It is important that children know in advance what the sanctions are and that it is behaviour (actions) not children that are criticised. Where disciplinary problems arise parents will be involved at an early stage rather than as a last resort.

The following sanctions may be used to show disapproval of inappropriate behaviour – they are not always followed in the format listed:

- The pupil is made aware that his behaviour is unacceptable and advised on how to improve
- Reasoning with pupils including advising them about the consequences of their actions
- Pupil may receive a verbal warning from the teacher
- Seating arrangements in class may be changed
- Teacher may detain pupil at the end of class, within school hours, to discuss his misbehaviour
- A note or comment may be written in pupil's journal to be signed
- Carrying out a useful task within the school
- A written assignment may be given re inappropriate behaviour, to be signed by parents/guardians
- Reflection sheet (kept on file by teacher)
- A pupil may be temporarily separated from his group or class for a set time
- Misbehaviour may be recorded
- Privileges may be withdrawn
- A pupil may be referred to the Principal
- Teachers on Yard duty will record incidents of misbehaviour in the Yard Behaviour Book
- If pupil's behaviour is a source of danger/disruption to himself or others he may be removed from activities. (Pupils will not be deprived of engagement in a Curricular Area as a sanction, except on the grounds of health and safety).
- Recompense may be sought from parents/guardians for damage, loss or theft of property
- Parent/Guardian may be asked to meet with class teacher and/or Principal
- Parent/Guardian and/or pupil may be asked to sign a Contract of Behaviour
- Suspension
- Expulsion

Occasionally, other prudent, unlisted steps may be taken.

Initially instances of misbehaviour will be dealt with by the class teacher. This will include pupils being advised about their behaviour and about how to improve. Discussion about behaviour and its consequences will form part of SPHE lessons at all class levels.

Teachers will aim to “catch” pupils behaving well and give positive feedback, thus promoting better behaviour.

However, where these strategies have failed and where misbehaviour is more serious or persistent it will be necessary to involve others including parents/guardians, the Principal and the Board of Management. The Principal and staff may also seek assistance from NEPS, SESSION, HSE or other agencies, as appropriate.

Classification of Misbehaviours

Misbehaviour falls into one of three categories – minor, serious or gross. Teachers and/or the Principal will make judgments based on a common sense approach having regard to the age and emotional maturity of the pupil and the gravity and frequency of any misbehaviour.

Minor Misbehaviour

The following are examples of possible minor misbehaviour:

Interrupting class work / Regularly arriving late for school / Running in the school building / Littering around the school / Not completing homework without good reason (to include a note from a parent/guardian) / Talking out of turn, etc.

Serious Misbehaviour

The following are examples of possible serious misbehaviour:

Constantly disruptive in class / telling lies / stealing / damaging others’ property / bullying / answering back a teacher / endangering self or fellow pupils in the class or the yard / using unacceptable language / deliberate, continual disobedience / disrespectful, unmannerly behaviour / leaving school premises without permission.

All incidents of bullying will be dealt with as outlined in the school’s Anti-bullying policy. (See separate policy).

Gross Misbehaviour

Persistent incidents of serious misbehaviour will be classified as gross misbehaviour.

The following are examples of gross misbehaviour:

Persistently engaging in activities which have been identified by members of

staff as dangerous or inappropriate / deliberately injuring any member of the school community / aggressive, threatening or violent behaviour towards a member of staff or a pupil, significant physical violence / bringing weapons or dangerous substances to school.

When dealing with Gross Misbehaviour, teachers will inform the Principal immediately, who will liaise with the Chairperson of the Board of Management with regard to suspension procedures.

Suspension / Expulsion procedures

The Education Welfare Act, 2000, stipulates that a Code of Behaviour shall specify... *‘the procedures to be followed before a student may be suspended or expelled from the school concerned’* and *“the grounds for removing a suspension imposed in relation to a student.”*(Sections 23(2) c, d)

Suspension

The Principal shall inform the Education Welfare Officer, by notice in writing, when *a student is suspended from a recognised school for a period of not less than 6 days.* (Sections 21(4) a)

Circular 20/90 states that *‘Parents should be informed of their right to come to the school and be invited to do so in order to discuss the misbehaviour with the Principal Teacher and/or the class teacher. This should always be done when the suspension of a pupil is being contemplated’.*

The school’s procedure in relation to suspension and expulsion is as follows:

- Gross Misbehaviours may warrant suspension.
- The Board of Management has authorised either, the Chairperson & Principal, or in the absence of the Chairperson, the Principal, to exclude a pupil from the school for a maximum initial period of up to three school days (Rule 130, Section 5, Rules for National Schools).

Before a suspension is considered all other means of dealing with the behaviour should have been tried and parents should have been aware of the situation from previous meetings.

However certain misbehaviours such as assaulting a teacher, SNA, or other violent misbehaviour may warrant an immediate suspension.

- Parents are invited to the school to discuss the intention to exclude.
- After a period of suspension, the parents must bring the child back to the school for re-admission.

The school will use a fair procedure when suspending any pupil. Once the assessment of the facts confirm that the misbehaviour warrants suspension the school will observe the following procedures:

1. The school informs the parent of the complaint, the investigation process and that it could result in suspension. Parents may be informed by phone or in writing.
2. Written/typed records will be kept at all times.
3. Parents and students will be given an opportunity to respond before a decision is made.
4. In the case of an immediate suspension, an investigation occurs to establish the case.
5. The formal investigation should then immediately follow the imposition of the suspension.
6. All of the conditions for the suspension apply to the immediate suspension. No suspension, including an immediate suspension, should be open ended.
7. Parents will be notified and arrangements made for the pupil to be collected in the case of an immediate suspension.

If the period of suspension is in excess of three days a special decision of the Board of Management is required (Rule 130, Section 5, Rules for National Schools). Parents may be given the opportunity to be heard by the Board before a decision is reached.

The EWO is notified for any periods of suspension of six days or more.

Removal of Suspension (Reinstatement)

Following, or during a period of suspension, the parent/s may apply to have the

pupil reinstated to the school. Prior to re-admission, the parent/s (and pupil) must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school Code of Behaviour and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff **and** will not have a seriously detrimental effect on the education of other pupils. The Principal in consultation with the parents, the class teacher and the pupil (if appropriate) will facilitate the preparation of a behaviour plan for the pupil, if required, and will re-admit the pupil formally to the class, subject to the above criteria being met.

Expulsion

The Board of Management has the authority to expel a pupil in an extreme case (see p.80/81/82, Developing a Code of Behaviour; Guidelines for Schools) e.g. where repeated incidents of serious misbehaviour interfere with the educational opportunities of fellow students or where there is a threat to the health and safety of either students or staff. Where expulsion is considered the school authorities will have tried a range of other interventions and will have formed the opinion that they have exhausted all possibilities for changing the pupil's behaviour. This sanction would be imposed under the terms of the Education Welfare Act (2000). Suspension/expulsion procedures are in accordance with the Education Act (1998).

Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Accordingly, schools should advise parents of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02).

Parents/guardians are informed of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion by the Chairperson of the Board. Parents be given a copy of Circular 22/02 and any related forms.

The Chairperson of the BOM will prepare a response if and when an appeal is being investigated by the Dept. of Education and Skills. (Section 12, Circular 22/02 – Processing of an Appeal).

Keeping records

Classroom

- Each teacher is expected to maintain a record of pupil behaviours.
- If there is a child with recognised repeated significant misbehaviours, separate record sheets may be kept by teacher and the principal and passed on to the next teacher. (All records will be kept in a safe place to maintain confidentiality.)
- Teachers keep records of pupil of the week, which are passed on each year.

Playground

Records of behaviours on the playground are recorded in the yard book.

See Supervision Policy.

Attendance

Our school promotes regular and punctual attendance.

Absences:

- All absences should be explained in the form of a written note to the class teacher on the pupil's return to school. This note should state; dates and reasons for absence
- A reminder will be issued to parents who forget to send in a note.
(Reminder in Homework Journal; Follow-up phone call from office)

Reference to other Policies

The following school policies have a bearing on the Code of Behaviour:

- SPHE plan
- Anti-bullying
- Enrolment
- Record keeping
- Health & Safety
- Special Educational Needs
- Complaints Procedure

Roles and Responsibility

Board of Management's Responsibilities

The Board of Management is expected to:

- Provide a comfortable, safe environment
- Support the Principal and staff in implementing the code
- Ratify the code
- Ensure the code is communicated to the whole school community

Principal's Responsibilities

The Principal is expected to:

- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- Arrange for a regular review of the Code, as outlined in the timetable for review

Teachers' Responsibilities

Teachers are expected to:

- Teach the code
- Support and implement the school's Code of Behaviour having regard to decisions made on a whole school basis
- Be cognisant of their duty of care
- Create a safe and welcoming working environment for each pupil
- Develop and nurture a sense of self-esteem in each pupil
- Praise desirable behaviour
- Facilitate pupils to reach their full academic potential
- Listen, at appropriate times, to pupils' explanations for behaviour
- Recognise and affirm good work
- Prepare school work and correct work done by pupils
- Recognise and provide for individual talents and differences among pupils
- Be courteous, consistent and fair
- Keep opportunities for disruptive behaviour to a minimum
- Deal appropriately with misbehavior
- Keep a record of instances of serious misbehaviour or repeated instances of misbehavior
- Provide support for colleagues

- Communicate with parents when necessary
- Provide reports on matters of mutual concern

Pupils' Responsibilities

Pupils are expected to:

- Attend school regularly and punctually
- Listen to their teachers and act on instructions/advice
- Show respect for all members of the school community
- Respect all school property and the property of other pupils
- Avoid behaving in any way which would endanger others
- Avoid all nasty remarks, swearing and name-calling
- Include other pupils in games and activities
- Bring correct materials/books to school
- Follow school and class rules

Parents'/Guardians' Responsibilities

Parents/guardians are expected to:

- Encourage children to have a sense of respect for themselves and for their own and other people's property
- Ensure that children attend regularly and punctually
- Be interested in, support and encourage their children's school work
- Ensure that their child has a suitable lunch, official uniform, the necessary school equipment and appropriate hygiene
- Be familiar with the Code of Behaviour and support its implementation
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others
- Communicate to the school the reasons for children's absences

Success Criteria

This policy will be deemed to be successful when the following are observed:

- *Positive behaviour in class rooms, playground and school environment.*
- *Practices and procedures listed in this policy being consistently implemented by teachers.*
- *Positive feedback from teachers, parents and pupils.*

Part 4 *Mobile Phone Policy of Maynooth BNS*

While there is not a complete ban on mobile phones, there are strict guidelines regarding mobile phones in our school.

- If a pupil needs to have a mobile phone at school with him, then his parents must sign the official consent slip at the end of this form. If a pupil is found in possession of a phone, without a consent slip having been signed by his parent/guardian, it will be confiscated.
- Under no circumstances can a pupil have a mobile phone switched on during the school day (either in the building or while on the yard)
- Pupils in possession of an 'approved' phone must keep it concealed during the school day.
- A pupil may switch on a phone after school, while in the school grounds, for the purpose of communication. However, they must not use it at this time for playing games or displaying/taking images. Again, it should be kept concealed while not being used for communication.
- Any breach of the above guidelines will result in the confiscation of the phone for a period of one week, after which time, his parent/guardian will be asked to collect the phone from the school.
- The school will take no responsibility for any phone which is lost, damaged or stolen from a pupil while on the school premises
- ***This permission is valid for one academic year and must be re-applied for each year.***

Note: Using a phone to **take photos** of other pupils or staff members is **strictly forbidden**.

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I give my consent for my son_____ to bring a mobile phone to school under the conditions outlined in the school's Mobile Phone Policy.

Signed: _____

Date: _____