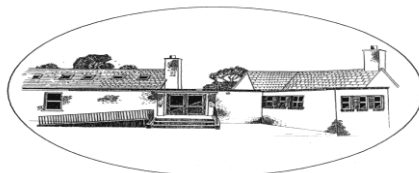


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Code of Behaviour

(including Anti-Bullying Policy)

Introductory Statement

This policy was reviewed and updated in line with Department of Education & Skills (DES) and National Educational Welfare Board (NEWB) guidelines by the school community of St Michael's N.S. It will form the basis for the interaction of the different relationships within the school community, i.e. adult/adult, adult/child and child/child. It will also inform new and temporary teachers of the Code of Behaviour in the school. In formulating this document, the following sources were consulted:-

- ***Developing a Code of Behaviour: Guidelines for Schools*** (NEWB: 2008)
- **Code of Behaviour SMNS 2004/5**
- **School Development Planning Support (Primary) in conjunction with Irish National Teachers' Organisation (INTO)**
- **INTO website**
- **Irish Primary Principals' Network (IPPN)**
- **Child Protection Policy**
- **Enrolment Policy**

Various groups within the school community worked on aspects of the Code during 2009 & 2010, i.e. pupils, parents/guardians, Board of Management (BOM) and staff. (In this document all page numbers referenced are from the NEWB Guidelines).

Rationale

The revision of the Code of Behaviour is a legal requirement, due to the amendment section 29 of the *Education Act 1998* in the *Education (Miscellaneous Provisions) Act 2007*. "It provides for a range of factors, which must be considered by an Appeals Committee in relation to suspensions and expulsions." (p.7)

In addition, it allows for the special provision of a modified Code of Behaviour in respect of pupils with Special Educational Needs (SEN). This modification can only be allowed with due consideration for the safety of all pupils and adults in the school and for the preservation of public and personal property.

Ethos of the School

This school is under the patronage of the Church of Ireland. In line with the Department of Education & Skills' advice that "a religious spirit should inform and vivify the whole work of the school", the Board of Management and the staff seek to create a Christian ethos and approach within the school. Children are expected to take part in the whole life of the school.

Philosophy

The philosophy of St. Michael's N.S. is to educate pupils in a friendly atmosphere and to develop high standards of social and moral behaviour. An opportunity is provided for each child to reach his/her full potential and to develop the capacity to think clearly, creatively and critically. Parents are encouraged to get to know and understand what is happening within the school through contact and discussion with the Principal and members of staff and to take advantage of the opportunity provided for consultation. Co-operation among the groups within the school community is encouraged, with everyone endeavouring to show mutual respect. It is firmly believed within this school community that children also learn from the example of their elders. Older pupils are given the limited and supervised responsibility of looking after younger pupils.

Relationship to the Ethos of the School

St. Michael's N.S is a school where moral values such as honesty, fairness, justice, truthfulness, tolerance, concern for and a responsible attitude towards others is fostered and encouraged. Therefore, the staff of the school strives to create a happy, safe environment for the children where they feel secure and included, knowing that if they have concerns, they will be listened to with understanding and respect and that these concerns will be acted upon. The school promotes the development of self-esteem and encourages the child's inner sense of responsibility.

Vision

Every effort is made so that the children and staff may work together in an environment conducive to learning and where trust is built with the support of the parents/guardians.

Aims

The aims of the Code of Behaviour of St Michael's NS are:

- To provide guidance for pupils and adults on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To develop pupils' self-esteem & self-discipline and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach without disruption.
- 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 ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner

General Guidelines for Positive Behaviour

Pupils and adults are expected to treat one another with respect and courtesy at all times. Children learn from adults' behaviour; they learn by example and observe how the adult community treats each other.

Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.

Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.

As there is no school uniform, pupils are expected to be neat in their appearance, to have all books and required materials and to be in the right place at the right time.

Pupils are expected to follow a member of staff's instructions, to work to the best of their ability and to present work neatly.

Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.

Appendix 1: general guidelines for behaviour.

Appendix 2: positive strategies and possible sanctions.

Appendix 3: possible examples of inappropriate behaviour.

Behaviour

Class teachers deal with minor instances of disobedience, unsatisfactory attitudes and socially unacceptable behaviour.

More serious misdemeanours will be referred to the Principal. Corporal punishment is forbidden.

Unacceptable behaviour will be discussed with the child/ren concerned. The child may be required to proffer either a verbal or written apology or to make good the damage caused by her/his conduct. This will be at the discretion of the class teacher and/or the Principal.

When a child has been involved in unsatisfactory behaviour on an ongoing basis, the parents/guardians will be notified.

Regular communication will be established to resolve the issue.

A Weekly Report Sheet may be necessary for a period of time.

Parents will be informed at an early stage of all instances of serious misbehaviour. Teachers will keep a written record of all such instances as well as record of improvements in the behaviour of disruptive pupils. Before resorting to serious sanctions e.g. suspension, the normal channels of communication between school and parents will be utilised.

Communication with parents will be verbal or by letter, depending on the circumstances. The parents concerned will be invited to come to the school to discuss their child's case. For gross misbehaviour or repeated instances of serious misbehaviour, suspension will be considered. Aggressive threatening or violent behaviour towards a pupil, member of staff or visitor to the school, will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour, the Chairperson of the BOM will be informed and the parents may be requested in writing to attend at the school to meet the Chairperson and the Principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future, the pupil may have to be suspended for a temporary period. Suspension will be in accordance with the terms of Rule 130(5) of the Rules for National Schools.

In the case of gross misbehaviour, the BOM shall authorise the Chairperson or Principal to sanction an immediate suspension, pending a discussion of the matter with the parents. Expulsion may be considered in an extreme case, in accordance with Rule 130(6).

Staff

It is the Principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However each staff member has responsibility for the maintenance of discipline within common areas of the school

Teaching staff is specifically responsible for the management of behaviour within their own class.

They will:

- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year.
- Ensure the rules are displayed in the classroom
- Encourage self-discipline and positive Behaviour
- Ensure there is an appropriate level of supervision at all times
- Implement the reward/sanction scheme in a fair and consistent manner
- Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition
- Inform pupils when instances of misbehaviour on their part are being recorded

- Report repeated instances of serious misbehaviour to the Principal

Parents/Guardians

Parents/guardians play crucial role in shaping attitudes in their children, which produce positive behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment through the school office to discuss their concerns.

Appendix 4: Complaints Procedure

Suspension, Expulsion & Appeals

Introduction

This section of the Code of Behaviour is in direct reference to chapters 10, 11 & 12 of NEWB's Guidelines.

The entitlement to education is protected in a range of constitutional and legal provisions and in human rights Conventions. These legal protections for the individual student's right to education mean that decisions to suspend or expel a student are open to appeal and may be subject to judicial review by the High Court. Schools are required, under section 23(2) of the Education (Welfare) Act 2000, to include their procedures for suspension and expulsion in their code of behaviour. (p. 66)

Suspension

Suspension will be considered after other interventions have been tried and a review will take place as to why these interventions have not worked, except in cases where an immediate suspension is warranted. (p. 71)

For serious and continuous misbehaviour, a pupil may be suspended for a period of up to three days following the decision of the Board of Management. (The Principal teacher or Deputy may be authorised in writing, by the BOM, to

suspend for a period of up to and including three schooldays. The BOM must convene an emergency meeting for suspensions for a longer period up to a maximum of ten schooldays.)

Serious misbehaviour is defined in the National Educational Welfare Board's (NEWB) Guidelines as:

- a) The student's behaviour has had a seriously detrimental effect on the education of other students*
- b) The student's continued presence in the school at this time constitutes a threat to safety*
- c) The student is responsible for serious damage to property.*

A single incident of serious misconduct may be grounds for suspension. (p. 71)

Expulsion

Grounds for Expulsion:

In most cases the school will have tried other interventions and sought advice in an effort to endeavour to change the student's behaviour.

The grounds for expulsion are similar to the grounds for suspension:

- the student's behaviour is a persistent cause of disruption to the learning of others or to the teaching process.
- the student's continued presence in the school constitutes a real and significant threat to safety.
- the student is responsible for serious damage to property. (p. 81)

In some cases, expulsion for a first offence may be warranted:

- A serious threat of violence against another student or member of staff.
- Actual violence or physical assault.
- Supplying illegal drugs to other students in the school.
- Sexual assault.

Appendix 6: Letter of notification of suspension to parents/guardians

Appendix 1

Code Of Behaviour St. Michael's N.S.

On The School Premises & In The School Building

- Make sure your teacher knows where you are.
- Walk sensibly.
- If you are asked to go on a message, make sure you go in pairs.
- Be quiet in Assembly.
- Be quiet in your line at the end of break-time.
- Play in the yard where the teacher on duty can see you.
- Keep quiet and walk outside sensibly when the Fire Alarm sounds.
- Put your litter in a bin or keep it in your pocket until you can bin it or take it home.
- Avoid playing around parked cars i.e. in the area in front of the school.
- If you need to enter the building at break-time, do so through the side-door.
- If you are injured during break-time, two pupils should accompany you in to the gym where a member of staff will attend to you. If he/she is not there, go to a teacher in the Staff Room
- Whenever you are injured, you must report to the teacher on duty.
- If you cause an accident, either accidentally or on purpose, you must report it to the member of staff on duty. You will be expected to apologize for your actions.
- Children should have respect for other childrens' likes and dislikes.
- Ask a member of staff for permission when leaving the classroom.
- Walk down the hill.
- Ensure exit doors are kept closed at all times.
- If a mobile phone is required by a pupil, permission *must* be sought from the B.O.M. (This must be asked for in writing)
- Never lift anyone up in school
- You must remain in the yard for the duration of school breaks unless permission is sought otherwise.
- No running around the back of shelter or onto green areas during breaks without permission of teacher on duty.

In The Classroom

- Keep your own belongings tidy.
- School bags should be put in a safe place.
- Pack things away neatly when an activity is finished.
- When your teacher talks to the whole class, keep quiet and concentrate.
- Put up your hand in class when asked a question. Only call out when you are asked for quick answers or if someone is really annoying you.
- Pupils are expected to work diligently in school and co-operate fully with teachers.
- Keep toys or games at home unless it is allowed for special occasions or if your teacher gives permission.
- If you have been absent from school, please remember to fill in form **NEWB*** explaining your absence.
- If you give the teacher a written note before a dental/ medical/ hospital appointment, you may be marked present in school for that day.
- From 08:40 onwards, you must be in the school building.
- Children should be seated while eating their lunches.
- A written note from parent/guardian is required if homework is incomplete.

PUPILS' INPUT:

The Senior pupils of the School devised questions and visited the classrooms asking for input from the Junior pupils of the School:

Classroom Behaviour

Be quiet when walking into a classroom

Always listen to the teacher

Close doors quietly

Stay away from Teacher's things

Listen to others

Be nice to others

Play nicely - be kind to others
Don't talk out of turn
Put your hand up
No running
No shouting
Please don't swing on your chair
Keep your bag zipped up
Respect your Teacher!
Respect others!

Yard Behaviour

Don't punch, kick, no fighting
Consider other people's feelings
Keep away from the property of others
Play nicely with others
Always include others
Avoid calling people bad names
Eat your own lunch
Keep your place in the line
Don't climb the poles
The school gate is a restricted area!
No going around the shelter shed
Watch out for younger pupils
Tell a Teacher if someone falls
Stay away from the cars
The apple trees are out of bounds
The PE shed is also out of bounds

No talking in line

No toys in the yard

No throwing sticks or stones in the yard

Bathroom Behaviour

Clean up after yourself

Wash your hands

Don't miss the toilet

Flush the toilet

Turn off the tap

Corridor Behaviour

It's safer to walk in the corridor

Jumping up to the ceiling could injure you or the person behind

Stay behind the person in front of you

Be quiet in the corridor

Remember which side of the corridor to walk on

Outings / School Tours

Stay with the teacher

Listen to your Guide / Teacher

No messing with old artefacts

No climbing trees

No shouting

No interfering with anyone

Gate and Hill

Walk down the hill, it's safer

Watch out for buses reversing

Climbing on railings results in injury

Swinging on black gate will result in injury

Consequences

Go to the red wall

Say sorry to the people you hurt

Write a sorry letter to the Teacher

Appendix 2

Positive strategies for managing behaviour

Good behaviour will be rewarded in the following ways:

- Praise
- Rewards-stars, badges
- Records of good behaviour
- Notes to parents regarding improvements
- Classroom job privileges
- Individual class merits or rewards

Sanctions in the classroom/within the school

Infants

- Verbal warning-members of staff may use discretion with regard to strength of warning required
- Time Out
- Loss of free play/use of computer/sand tray
- Loss of small group participation
- Completion of unfinished work at home
- Written record of incidents

1st-3rd class

- Verbal warning-members of staff may use discretion with regard to strength of warning required
- Sitting at own desk
- Time out

- Loss of small group participation
- Completion of unfinished work at home
- Written record of incidents
- Parental involvement/participation if necessary

4th-6th class

- Stronger verbal warning and discussion -members of staff may use discretion with regard to strength of warning required
- Sitting at own desk
- Time out
- Loss of small group participation
- Completion of unfinished work at home
- Written record of incidents
- Parental involvement/participation if necessary

Sanctions in the yard

Junior Classes

- Verbal warning-members of staff may use discretion with regard to strength of warning required
- Apologies with conflict resolution
- Time Out from play
- Additional reinforcement form class teacher and / or Principal
- SPHE lessons with whole class
- Role-play
- Parental involvement

Senior Classes

- Stronger verbal warning-members of staff may use discretion with regard to strength of warning required
- Apologies with conflict resolution
- Time Out from team game time/class game
- Additional reinforcement form class teacher and / or Principal
- SPHE lessons with whole class

- Role-play
- Parental involvement

Appendix 3

Inappropriate behaviour

The following are examples of inappropriate behaviour but these are not exhaustive. In general, the children in the school are very well-behaved and strong sanctions are rarely needed.

Natural or Logical Consequences

1. Lack of respect towards children/adults-including vulgar or hurtful language
 - Verbal reminder including advice on how to improve
 - Temporary separation from peers within class and/or temporary removal to another class
 - Verbal and/or written apology
 - Daily Conduct Report

2. Non-compliance of agreed activity procedures or rules
 - Verbal reminder including advice on how to improve
 - Further explanation and reinforcement for clarification of procedures or rules
 - Opportunity to participate and start again
 - Temporary separation from peers within class and/or temporary removal to another class
 - Verbal and/or written apology

3. Over-seeking attention which has a negative impact on the classroom such as:
 - Continuous talking
 - Continuous questioning
 - Speaking out of turn
 - Interrupting

- Lack of Listening
- Being overly competitive
- Lack of consideration and respect for the value of others' speaking time and contributions

4. Bullying Behaviour which may include the following:

- Name-calling
- Slagging
- Negatively impacting on others' self-esteem
- Aggression
- Extortion
- Isolation
- Intimidation
- Vandalism/Theft of property

5. Temper Tantrums – both verbal and physical:

- Time to calm down under supervision
- Listening and investigation into perceived problem, with reassurance
- Additional adult reinforcement
- Immediate communication with parents if a tantrum continues as there would be insufficient staffing cover in school
- Written records

6. Threat of bodily harm

- Immediate report to the Principal or other staff
- Record of details of the incident
- Immediate medical assistance if necessary
- Parents contacted
- Removal of all but essential personnel from immediate vicinity
- Report to the Chairperson of the Board of Management

Any one or combination of the following strategies/ sanctions may be used to show disapproval of unacceptable behaviour. This list is neither definitive nor exhaustive.

- Reasoning with the pupil.
- Reprimand (including advice on how to improve).
- Temporary separation from peers, friends or others.
- Loss of play time. – e.g. Two minutes by the red wall.
- Loss of privileges.
- Prescribing additional homework.
- Referral to the Principal.
- Communication with parents.
- Suspension/Exclusion from school. (In accordance with Rule 10 of the Rules for National Schools as outlined in the Welfare Act 2000.)

Examples

The following list contains examples of unacceptable behaviour by the school community. This list is neither definitive nor exhaustive.

- Repetitive use of "bad Language" with the intention of intimidating others
- Serious verbal and/or bodily attack on another pupil or on a member of staff, a visitor to the school or a member of the public on business to the school premises
- Continuous or repeated insubordination by a pupil
- Having in her/his possession articles which may have the potential of causing serious harm, e.g. penknives, screwdrivers, chains, etc
- Intentional or wilful damage to school property, or to the property of any adult or child entitled to be on the school premises, including on school-related activities/outings
- Unsuitable materials on the premises for use or for distribution among the children, including siblings not in attendance at St Michael's NS
- Drugs, including alcohol and tobacco products or other harmful substances on the school premises, for use or for distribution among other children, including siblings not in attendance at St Michael's NS

Appendix 4

Complaints Procedure

The parent/guardian must contact the office in the first instance to make an appointment with the teacher in order to resolve the matter.

If the matter is such that a resolution is not made, the parent/guardian should make an appointment, through the office, with the Principal.

If the matter is not resolved at the second stage the parent/guardian should then contact the Chairperson of the Board of Management.

It is the school's policy that parents/guardians make appointments through the office so that class time will not be disrupted.

(The Complaints Procedure has been agreed by the Department of Education and Skills, Managements bodies and the Unions)

Appendix 5

Procedures for Suspension

Fair procedures should be based on the principles of natural justice, with due regard to the rights of the whole school community.

Schools are required by law to follow fair procedures when proposing to suspend or expel a student. The requirement for fair procedures derives from the Constitution of Ireland, international Conventions and case law. (p. 67)

Fair procedures have two essential parts:

- ***the right to be heard***
- ***the right to impartiality.***

*The **right to be heard** means:*

- *the right to know that the alleged misbehaviour is being investigated*
- *the right to know the details of the allegations being made and any other information that will be taken into account*
- *the right to know how the issue will be decided*
- *the right to respond to the allegations*
- *where the possible sanction is of a serious nature, the right to be heard by the decision-making body*
- *where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts. (Please note that a pupil may not be questioned by the parents/guardians of the child who committed a breach of the Code of Behaviour. the parents/guardians must be present if there is to be any direct questioning. Staff, being 'in loco parentis', may question any pupil who witnessed the incident.)*

*The **right to impartiality** means:*

- *the right to an absence of bias in the decision-maker*
- *the right to impartiality in the investigation and the decision-making.*

Freedom from bias entails ensuring that a person with an interest in the matter is not involved in the investigation or decision-making. If a person has pre-conceived opinions, a vested interest or personal involvement in the matter, they should not attempt to settle that matter.

An impartial process is one that allows a decision to be made based on an unbiased evaluation of information and evidence. Generally, impartiality requires that the investigation is separated from the process of making a decision so that the decision-maker comes to the task with an open mind.

Decision making will be impartial: the decision will be made, in an objective way, on the findings of the investigation.

(c.f. p.68 - it is preferable for investigation to be carried out by other members of staff and the findings reported to Principal)

Where immediate suspension is warranted for the reasons of the safety of the student, other students, staff or others, a preliminary investigation will be conducted and a formal investigation will follow. (c.f. p.75)

Procedures for Expulsion

(c.f. p.83)

A letter of *Intent to Expel* must be sent to the parents/guardians by the BOM.

1. An investigation will be carried out under the direction of the Principal.

The student and his/her parents/guardians will be informed in writing about the complaint, how the matter will be investigated, and that it could result in expulsion. They will be given an opportunity to respond before a decision is made and before a sanction is imposed.

2. A recommendation will be made to the Board of Management by the Principal.

Where the Principal is of the opinion that expulsion may be warranted, the Principal will:

- inform the parents and the student that the BOM is being asked to consider expulsion

- ensure that the parents have records of
 - the allegations against the student
 - the investigation
 - written notice of the grounds on which BOM is being asked to consider expulsion
- provide the BOM with the same records as are given to parents
- notify the parents of the date of the hearing by BOM and invite them to that hearing
- advise the parents that they can make a written and oral submission the BOM
- ensure that parents/guardians have enough notice to allow them to prepare for the hearing

The BOM will review the initial investigation. The Board will undertake its own review of all documentation and circumstances of the case. The Board will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations.

3. Where the Board decides to consider expelling a student, it must hold a hearing.

Hearing

The following procedure is recommended in the interests of fairness and justice.

- The Principal and parents/guardians put their case to the Board in each other's presence
- Each party should be allowed to question the evidence of the other party directly
- Parents may take the opportunity to make their case for lessening the sanction
- The Board will be impartial between the Principal and the student
- Parents may, if they wish, be accompanied at the hearing
- After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations

4. Following the hearing, the Board of Management will have deliberations and may proceed with the following actions.

If the BOM is of the opinion that the student should be expelled:-

- it will inform the parents in writing about its conclusions and the next steps in the process and the fact that the BOM will inform the Education Welfare Officer (EWO)
- it will notify the EWO in writing of its opinion and the reasons for this opinion (Education (Welfare) Act 2000, s24(1)). The student will not be expelled before the passage of twenty school days from the date on which the EWO receives this written notification
- the BOM will refer to NEWB reporting procedures for proposed expulsions

5. Consultations arranged by the Education Welfare Officer

Pending such consultations the BOM may consider it appropriate to suspend a student where there is the likelihood that the continued presence of the student during this time will disrupt the learning of others or represent a threat to the safety of others.

6. Confirmation of the decision to expel

The BOM will formally confirm the decision to expel and parents will be notified that the expulsion will now proceed where:-

- the twenty-day period following notification to EWO has elapsed
- the BOM remains of the view that the student should be expelled

Parents will be informed of their right to appeal.

Appeals

Parents'/guardians' right to appeal the decision of the BOM to suspend or to expel a pupil is outlined in NEWB Guidelines. (cf. pp.76 & 86) This is under Section 29 of Education Act 1998.

Keeping Records

All records of conversations, interviews, telephone calls or other communication dealing with each suspension should be kept in a confidential manner. (Emails are not a confidential means of communication as stated by BOM.)

Where possible, a witness should be present at the interview with the parent(s)/guardian(s), the pupil/pupils being suspended and with any other pupil or person involved in a serious incident.

****NNB****

In each record of suspension (or expulsion) discussed and brought to the attention of the BOM, the pupil MUST be referred to as X.

Appendix 6

S.N. Mhichíl Naofa,
11, Sr. Ó'Bearáin,
Luimneach.

Uimh. Rolla 12834 S



St. Michael's N.S.,
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Limerick.

Tel/Fax 061 – 31 59 27

Email: Office.stmichaelsns@gmail.com

Dear _____

The Board of Management (BOM) wishes to advise you that <pupil's name>'s behaviour while

- in school
- on the field trip
- on an out-of-school activity

on <day and Date> has been noted.

The staff dealt with the incident in line with agreed

- school procedures
- recommendations by Department of Education & Science (DES) agencies.

The relevant people have been advised of what has taken place.

A breach of the school's Code of Behaviour, as serious as the one on <day & date> is deemed to be sufficient to warrant a ____ -day suspension. This begins on <day & date> and ends on <day & date>.

The reason for the suspension is:

- a) the student's behaviour has had a seriously detrimental effect on the education of other students
- b) the student's continued presence in the school at this time constitutes a threat to safety

- c) the student is responsible for serious damage to property
- d) a single incident of serious misconduct

A copy of the original Code of Behaviour is included with this letter of notification to suspend. At its meeting on 1st February, 2010, the BOM formally adopted the recommendations of the National Educational Welfare Board's (NEWB) *Developing a Code of Behaviour* as binding, in the interim.

The BOM has a duty of care for pupils, staff, visitors and property. The BOM formally advises you of your right to appeal.

Yours sincerely,

Miriam Smyth

(Principal)

(On behalf of BOM)

Date: _____

Requirements for return

- verbal apology to the injured party
- written apology to the injured party
- parental/guardianship re-commitment to Code of Behaviour
- programme of work
- proper replacement of damage cause

Appendix 7

S.N. Mhichíl Naofa,
11, Sr. Ó'Bearáin,
Luimneach.

Uimh. Rolla 12834 S



St. Michael's N.S.,
11, Barrington St.,
Limerick.

Tel/Fax 061 – 31 59 27

Email: Office.stmichaelsns@gmail.com

Dear

Following its recent meeting, the Board of Management (BOM) noted your request to allow _____ to have a mobile phone in his/her bag in school. Permission is granted by the BOM under the outlined conditions:

1. The school (BOM) is not liable for loss, theft or damage to the mobile phone under any circumstances.
2. The mobile phone is switched **OFF** between 8:40 am and 2:20 pm and on all school related outings outside these times. (In the event of your child using the mobile phone during school hours or on school-related activities, it will be taken by a member of staff. The parent/guardian will have to collect it from the school office. The BOM accepts no responsibility should the phone be lost or stolen arising from this circumstance.)
3. Parents/guardians must be aware of the misuse of mobile phones to bully and to intimidate others, and the BOM accepts no responsibility for such incidents.
4. Parents/guardians should be aware that research is not conclusive as to whether use of mobile phones can have a damaging effect on the development of pre-pubertal children or not.
5. Parents/guardians should be aware that children (other than their own) take pictures which may subsequently be uploaded onto the World Wide Web. If your child should take a picture, which may be relatively innocuous at first glance, and that is later uploaded, it could be manipulated in such a way that influences your child's future character reference profile.
6. Instances of bullying and intimidation on the school buses have a high co-relation with misuse of mobile phones.

A written request for permission is a yearly requirement and will be processed at the next BOM meeting. (The first BOM meeting each year is during the first or second weeks of September.) Written permission will be granted and records of the correspondence with regard to mobile phones will be kept in your child's school file.

Yours sincerely,

(Chairperson, BOM)

Appendix 8

Private and Confidential

Individual Behaviour Report

S.N. Mhichíl Naofa,
11, Sr. Ó'Bearáin,
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Email: Office.stmichaelsns@gmail.com

Pupil's Name

Parents'/Guardians' Name(s)

.....

Date of Birth **Class**

Address

Telephone Numbers.

Date	Incident	Teacher