



Bush Post Primary School Behaviour for Learning Policy

Rationale

In our school we value every student's right to a quality education in a caring, safe, and respectful environment. We strive to encourage personal excellence and aim to help our students become the best they can be. Therefore, we have high and realistic expectations for our students.

Our code of conduct seeks to reflect and support these expectations. We seek to encourage self-discipline, respect, and reason at all times. Our hope is that the code will be followed rather than imposed because it is understood.

Every effort is made to encourage and recognise positive behaviour:

- Positive verbal comments of praise and encouragement are given by teachers to students. Teachers may commend and record positive contributions digitally on Compass which parents can view.
- A new 'Rewards Calendar' will operate in 2022-2023 using the positive comments recorded on Compass by teachers to commend students in all year groups throughout the academic year. An 'Annual Awards' is also operated in the school which aims to give recognition to students' achievements in all areas and encourage excellence.
- All teachers have a pastoral role. In addition to this, teachers in specific pastoral roles of Class Tutor, Year Head, Counsellor and Home School Community Liaison Co-ordinator seek to support and encourage students.

The rules and sanction guidelines below outline expected behaviour and steps taken when a rule is breached. However, it should be understood that it is impossible to anticipate every single unsafe action in any given context. Therefore, the school reserves the right to vary these procedures and sanctions, taking into account the particular circumstances of incidents, the individual record of students, the health and safety of students, and the rights of other students to learn and of teachers to teach, in a safe and respectful environment,

The parents, teachers, students, and management of the school have consulted together and have agreed on this Code of Behaviour. Bush Post Primary aims to create a safe and caring environment for all staff and students. Students are encouraged to develop a sense of personal responsibility for their own behaviour and to respect the needs and safety of others. The Code of Behaviour aims to encourage positive behaviour.

All students are expected to abide by the conditions under which they are admitted to the school and to respect the rules and regulations of the school. They are encouraged to show a deep concern and regard at all times for the high standards and reputation of the school by behaving at all times with courtesy and respect. It is

understood that the students, teachers, parents, and Board of Management work together as partners in education in implementing our Code of Behaviour for the benefit of all.

ETBI Core Values

Bush Post Primary School is part of Louth Meath Education & Training Board (LMETB) whose core values are:

- Respect
- Equality
- Excellence in Education
- Care
- Community

Wellbeing

Student Wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.

Respect

Respect for staff, for fellow pupils, the building and most importantly, for yourself is the fundamental value that our Code of behaviour is based upon. All students, staff and visitors have a right to feel safe and secure in Bush Post Primary School. Each student is responsible for ensuring that they do not behave in such a way as to make any student, staff member or visitor feel uncomfortable or threatened. It is imperative that students do not interfere in any way with the teaching and learning process in the classroom. **All students must follow the instructions of staff at all times.**



Bush Post Primary Behaviour System

Low Level Disruption

Good restorative practice must start with an open conversation with the student to gauge where they are on their journey of self-reflection. Most students will only ever engage with the Behaviour for Learning at this level. For standard classroom behavioural management, this may suffice in conjunction with the suggested interventions below. After an initial warning and chance to correct the behaviour, the student can be issued with a sanction also outlined below but it is imperative they understand the reason and have acknowledged that this behaviour is not conducive to a positive learning environment. The initial questions posed to students should be all or some of

What happened?

What were you thinking at the time?

What have you been thinking since?

Who has been affected?

What can you do/do you need to put things right?

Example	Which staff member will deal with this type of behaviour?	Potential Sanctions/restorative actions
<ul style="list-style-type: none"> • Low-level disruption • Late for Lesson • Mobile phone is visible/audible in lesson • Bad Language/Name calling • Not prepared for lesson • Lack of classwork/Homework • Refusal to follow instructions • Lack of Respect to students, staff or property <p><i>These are sample examples only</i></p>	<p>Classroom Teacher</p>	<ul style="list-style-type: none"> • Verbal Reprimand • Behaviour log on Compass • Class teacher detention issued • Note in journal • Extra work issued • Teacher sanction for repeated lateness to class or in toilets without permission in class time • Contact parents (Check with year head first).



Medium Level Disruption

For more challenging classroom behavioural management there are several options, and many supports available in Bush Post Primary School. Again, restorative practice should be at the core of any plan to address Medium Level Behaviours.

Example	Which staff member will deal with this type of behaviour?	Potential Sanctions/restorative actions
<ul style="list-style-type: none"> • Persistent low-level disruption • Missed detention • Poor response to correction • Challenging, defiant or disrespectful attitude • Truancy absent from class or leaving school without permission <p><i>These are sample examples only</i></p>	<ul style="list-style-type: none"> • Classroom Teacher • Form Tutor • Year Head • SEN Contact (if applicable) • Student Support Team (if applicable) 	<ul style="list-style-type: none"> • Verbal Reprimand • Behaviour log on Compass • Note in school journal • The Pupil may be placed 'On Report' by Year Head • Extra work issued • Detention with year head • Classroom teacher may remove pupil to another classroom to avoid further disruption via a staff buddy system • In house suspension • Contact Parents.

High Level Disruption

For serious incidences or persistent medium level disruption several actions may be appropriate. These incidents or behaviours will be rare.

Example	Which staff members should I notify	Suggested Sanctions/restorative actions
<ul style="list-style-type: none"> • Persistent Medium Level disruption • Violence/Aggression • Abusive behaviour • Offsite Truancy • Theft • Misuse of ICT • Damage to property • Substance Abuse • Bullying <p><i>These are sample examples only</i></p>	<ul style="list-style-type: none"> • Classroom Teacher • Year Head • SEN Contact (if applicable) • Student Support Team (if applicable) • Principal/Deputy Principals (if applicable) 	<ul style="list-style-type: none"> • Behaviour log on Compass • The Pupil may be placed 'On Report' by Year Head • The Pupil may be placed 'on report' by Year Head • Extended period of detention • Internal Suspension • Suspension from school • Expulsion (Potentially) • Removal from school events/trips • Parent contacted • Accurate witness statements completed and reviewed. • Deputy Principals & Principal should be notified • A piece of Restorative practice should be completed with the pupils/teachers involved.

Breaching the Behaviour for Learning Code

Formal Procedures

- Students must uphold the school rules at all times and ensure that school is a safe and happy environment where people can learn together. Misbehaviour of any kind (breach of school rules, disrupting the learning of other students or endangering others by one's behaviour) must be dealt with in a way that encourages the offending student to improve their behaviour.
- In addition to the sanctions listed in the following guidelines, the school has formal procedures that are designed to positively uphold and support the code of conduct.

They are:

- Detention during the school day with a teacher, Year Head or one of the Deputy Principals
- Lunchtime detention for breach of punctuality, behavioural issues, or uniform rules.
- Students may be put 'On Report',
- Students may be detained by subject teachers.
- Suspension
- Expulsion

Detention

- Detention sets aside time in school where a student can make up for poor behaviour or lost learning time. It is intended that, as a result of detention, the student will learn to improve their behaviour.
- Detention will come about as a result of known or reported behaviour, or failure to follow class/homework procedures. The procedure which leads to detention are as follows:
- Teachers will record misbehaviour in the students' diary and may refer the misbehaviour to the year head.
- The subject teacher and/or year head will then decide if a detention is warranted.
- Some breaches of school rules will lead to automatic detention
- If there is a serious incident of misbehaviour, the school authorities may decide that an automatic detention or suspension is warranted.
- Detentions given to student may be a direct consequence of an action they have carried out, which will aim to restore/ satisfy the results of their misconduct.

Procedure to inform parents about detention

- Detention will usually take place at lunchtime each day. Parent may be notified either by phone, email, or a note in the homework journal.

Behaviour during detention

- Students will be required to study or undertake homework during the detention and use this time productively.
- Students may be provided with work should the supervising teacher deem 'It necessary.
- Behaviour during detention must be of the highest standard if a student is to learn from the experience.
- Any misbehaviour may result in additional sanctions being imposed.

Not presenting for detention

- Failure to turn up for detention will result in additional sanctions being imposed by the Year Head.
- The student will then take detention at a later date with the subject teacher, Year Head and/or Deputy Principals.

Punctuality

- Punctuality is essential if the school is to run efficiently. Arriving on time for class is vital if students are to benefit from class time. Arriving late for class disrupts the learning of others as the teacher's attention is disrupted while dealing with the late arrival of a student. Punctuality must be taken seriously by students at all times of the school day. The practice of good punctuality will service students well both during their time in school and in their future workplace careers. Punctuality may be recorded on the student's Compass record
- If a student arrives late for class, they must have a valid explanation for their lateness and have a signed note if detained by another teacher,
- Students who persistently arrive late may take part in lunchtime detention or another appropriate sanction on a day assigned by the subject teacher, Year Head, Deputy Principals or Principal.

Uniform and Dress Code

The following procedure will be followed in the event of a student found to be in breach of the uniform rule:

- Breach of uniform code recorded on Compass by class teacher or Year Head.
- A written explanation from the parent will be sought to explain why they are not wearing their full uniform.
- Non-school uniform coats may be confiscated by staff.
- For persistent breaches, the student may be given a detention, suspension or other sanctions as deemed necessary by School Management.

Students put 'On Report'

- Students may be put 'On Report' for unsatisfactory progress or behaviour, developing a pattern of not doing their homework or consistently forgetting their books, copies, or materials.
- The decision to put a student 'On Report' lies with the Year Head in consultation with Tutors and class teachers.
- The student is given a report sheet by the Year Head. This sheet must be presented to the subject teacher at the beginning of each class. The teacher will write a comment on the student's behaviour / progress / organisation. The student is required to get the report sheet signed by a parent or guardian every evening and report to the Year Head or Tutor when requested.

Students detained by a subject teacher

- Any teacher may keep a student in at break-time as a disciplinary measure as a result of a breach of school rules. This procedure is subject to the following conditions:
- The day, date, duration, and reason for detaining the student must be noted on the student's record Compass which may be viewed by the parent.

Temporary Exclusion/In School Suspension/ Suspension

- A student may be temporarily excluded by the school authorities, if necessary, for any transgression of good behaviour deemed to be sufficiently serious.

Permanent Exclusion

- In extreme grave cases the Principal/Deputy Principals may initiate the recognised proceedings for permanent exclusion.
- In extreme grave cases the Principal/Deputy Principals may initiate the recognised proceedings for permanent exclusion as ratified by the Louth Meath Education & Training Board. (Details below)

Behaviour Escalation Pathway

Unacceptable Behaviour

- Reprimand/warning/sanction
- Issue a detention if warranted. (Lunchtime detention available)
- Recorded on Eportal
- Subject teacher report
- Note in journal-ensure it has been checked at home
- Remove to another classroom-teacher buddy system
- If you have any concerns that a pupil's behaviour may be a Student Support Team or SEN issue-please contact the staff member responsible and make them aware of the situation
- Repeated number of incidents that despite the logged interventions/sanctions imposed by class teacher, these proved unsuccessful -escalate to Year Head.

Year Head Report

- 'On Report' if appropriate- for a number of ongoing incidents at the discretion of the Year Head
- Phone call to parent to inform of 'On Report Form'
- Student must present 'On Report Form' to Year Head each morning
- 'On Report' time extended if necessary by Year head
- Escalations by Year head if unsuccessful 'On report Form'.
- Behaviour targets to be set by Year Head for student
- Detention and internal Suspension if behaviour targets are not met
- If continuing to be unsuccessful YH meets with parents/guardians again
- SEN Department to complete Individual Behaviour Plan & risk assessment if necessary.

Deputy Principal Report

- Pupil will have 'Individual Behaviour Plan'
- The pupil will report to the Deputy Principal at specific times
- The DP will meet with the parents/guardians and Year Head to discuss targets and ensure they are aware that the pupil is facing potential suspension and/or exclusion if the escalations continue
- Ensure SEN Department, Guidance and Students Support Team are consulted and are fully aware of the student's behavioural concerns
- Internal suspensions and external suspensions are very probable at this stage.

Principal & Board of Management Meeting

- Parent/guardian are required to accompany the pupil to meet with the Principal, Deputy Principals and the Board of Management to discuss on-going poor behaviour
- Parents/guardians and the pupil will be required to explain what changes will happen immediately in order for the pupil to be able to return to school
- Parents/guardians will be made aware that exclusion or an alternative provision are now probable unless immediate changes happen
- The pupil must verbalise the ways which their behaviour must change. The Board will then consider if the pupil can return to school.

Alternative Provision

- The behaviour for learning Policy has not been adhered to by the pupil
- The pupil has not changed any of the behaviours which are concerning
- An alternative provision may be considered and arranged
- Expulsion from school is now the only option available to the school.

Attendance & Punctuality

- Students are expected to attend school and be punctual every day.
- Bush DEIS Attendance Policy tracks each student's attendance daily through Compass. (See Appendix 1 DEIS Attendance Policy 2022-2023).
- Year Heads and Deputy Principals review all student's percentage weekly and a staged approach has been implemented to monitor student attendance. The school is obliged to inform the Education Welfare Board if a student is absent for more than 20 days in the school year. Repeated lateness may result in detention or another appropriate sanction.
- Each day a text message will be sent to each parent for any unexplained absences. Repeated absences will be monitored and followed up with staged interventions.
- Students must present to school at 8.50 am. Any student who fails to arrive on time or arrives later during the day must report directly to their respective year head.
- Students must be on time for all classes during the day and be prepared for class.
- Permission for a student to leave the school premises will only be granted by the Year Head provided that the student presents a signed note and is collected by a parent/guardian at the main door of the school. The student must scan their student ID card on the card reader as they leave and return to school.
- A student absenting themselves from class or from the school without permission is in serious breach of school rules and will only be re-admitted when accompanied by a parent/guardian to address this problem with their respective year head.
- It is the student's responsibility to catch up on work missed through absence

School Grounds and Out of Bounds

Some areas of the school grounds and buildings are off limits to students at all times. The out of bounds areas may change as the school campus develops. Students must not leave the school grounds during the school day without permission. Safe behaviour is vital both inside and outside the school building and within the school grounds. Students who are found in an out of bounds area will be sanctioned as per our Code of Behaviour.

No student may sell any items on the school grounds without permission.

Dress Code and Hygiene

- Full school uniform must be worn at all times.
- Hair must be clean and tidy. No shaved or unnatural hairstyles or hair dye will be accepted. Make up should be kept to a minimum.,
- One pair of (non-hooped) small stud-sized earrings is acceptable for students.
- Facial and tongue piercings are strictly forbidden for students for health and safety reasons with the exception of one clear nose stud..
- Full Bush Post Primary PE uniform must be worn for PE and all sports outings.
- No coat other than the school jacket may be worn.
- All uniform must be clearly labelled with the student's name. We would advise parents/guardians to place an identifiable marker e.g., a small ribbon/button on the jacket in a discreet location for easy identification.
- When representing the school off site in uniform, students must behave respectfully and mannerly. School coat and footwear must be worn.

Compulsory School Uniform

- Girls

- Navy Jumper with crest
- Pale blue shirt and striped tie
- Blue tartan skirt
- Blue tartan trousers
- Grey trousers
- Black or navy socks/tights
- Black or navy flat school shoe
- Navy school jacket with school crest

- Boys

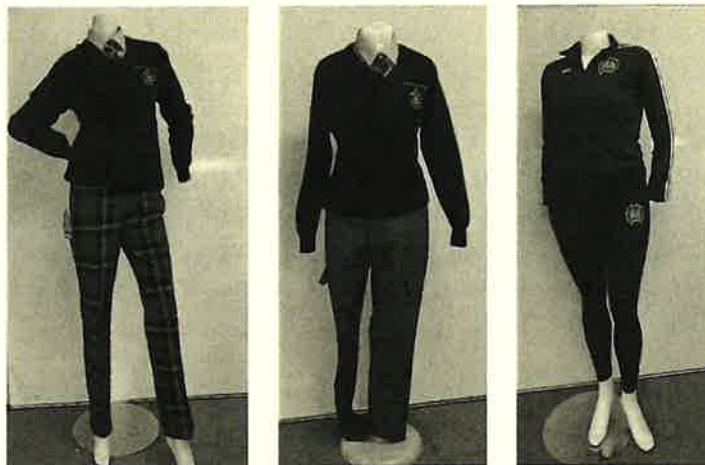
- Navy school jumper with crest
- Pale blue shirt and striped tie
- Grey school trousers
- Black shoes with grey/black socks
- Navy School Jacket with School Crest

PE Uniform

Bush Post Primary track suit and appropriate runners must be worn to school on the day of P.E.

Jeans, hoodies, or other non-school jackets and/or trainers are not allowed.

If a student presents at school without the correct uniform or dress code, School Management reserves the right to insist that the student return home to acquire the correct uniform. This includes the removal of any piercings, which are in breach of our dress code, before attending classes.



Alcohol and Substance Mis-use-Prohibited Substances

It is our aim to provide a safe environment for all students and staff of the school. Bush Post Primary School does not accept or tolerate the possession, use or supply of banned or prohibited substances and/or drugs paraphernalia, use or supply of alcohol or solvent based substances by any student on the school grounds, in uniform, on school trips and outings or during school related activities. Students who are found in possession of any banned or prohibited substances will be sanctioned as per our Code of Behaviour.

Energy or fizzy drinks are not allowed in school. No student may sell any items on our campus without permission.

The possession, and/or supply of illegal substances are very serious offences. Students face serious sanctions if they are found using, under the influence of or supplying alcohol or illegal substances.

- Any student who is found in possession of illegal substances on school property or on a school related activity faces serious sanctions which may include expulsion.
- Any student who supplies illegal substance to others faces serious sanctions which may include expulsion.
- Any student who becomes aware that another student is under the influence of, in possession of or supplying prohibited substances, is encouraged to report it immediately to a member of staff.

- Parents are encouraged to report any information to the school authorities in confidence.
- E-cigarettes or vapour type cigarette devices are not allowed on the campus of Bush Post Primary School and will be confiscated, and the student sanctioned according to our School Anti-smoking Policy.
- Staff are entitled to request that students empty their bags/pockets if they suspect that students may have prohibited substances in their possession. This is not to be done in front of other students and must be carried out by two members of staff. Students will be informed why their possession is being inspected and that it is in the interest of safety, both theirs and the people around them.

BUSH POST PRIMARY ANTI-SMOKING/ VAPING / E-CIGARETTE POLICY

In keeping with our vision of a safe, healthy school, we aim to make Bush Post Primary smoke free campus. We aim to ensure that students, visitors, and staff do not smoke or vape in the school grounds and buildings, The policy aims to promote the health of all members of the school community and is in accordance with current legislation.

Rationale

- Smoking or vaping of any substance in schools is banned under current legislation
- Education about the negative impacts on health of smoking is part of our SPHE programme at Junior Cycle.
- We are encouraging students to make healthy lifestyle choices. • Smoking is incompatible with our status as a Green School.

Policy Content:

- No member of the school community may smoke or vape in the school buildings or on the school campus which includes the associated athletic track and the front of the school
- Students who are smoking or vaping, or who are in an area of the school grounds in the company of those who are smoking, or are smoking in school uniform, will be considered to have violated the policy
- The policy also applies when students are engaged in extra-curricular activities, on school tours or other school-related activities.

Sanctions for students:

- All smoking materials / e cigarettes will be confiscated.
- Detention will usually take place at lunchtime and will be recorded on the student's record for parents to view.
- During detention, students will be given material to read and assignments to do, linked to the issue of smoking- related health risks and techniques for quitting smoking. Alternatively, students will be given a research project to complete during a session in a computer room.
- Students may be provided with contact details/web addresses etc. for organisations that help smokers to quit.
- Violation of the code may lead to further detentions and suspension. A student may also be refused permission to attend school trips or other school events such as sports day.

Care of the Environment

- The school and its environment should be kept litter free. We ask all students to respect their school.
- Students must not damage, deface or interfere with school property including fire and safety equipment and we expect students to have respect for school property. Any damage caused will have to be replaced/ repaired at the student's expense.
- Smoking and vaping are forbidden. It is unhealthy and illegal.
- Each person is responsible for putting his or her own litter in the bins provided. Every student should keep the area around their desk in their classroom tidy at all times.

- Recycling bins are provided in each classroom, on corridors and throughout the school grounds.
 - Materials for recycling should be put in appropriate bins provided.
- Students must familiarise themselves with issues of Health and Safety and observe the special safety regulations as laid down by teachers in charge of Science Laboratories, Home Economics, Technology rooms and other specialist rooms, as well as fire drill procedures.

Usage of Mobile Phones

Bush Post Primary School recognises that the use of mobile phone/devices has increased dramatically in the last number of years, but we also want to ensure that our school is a safe, positive, and supportive environment for all. Mobile phone devices can be a major distraction to students in the classroom or on the corridor and can cause huge disruption to learning and to the positive atmosphere within a school.

Aims of the policy

- To promote the responsible use of mobile phones
- To optimise teaching and learning situations for students
- To reduce possible distractions to students and teachers
- To provide an environment free from threat or invasion of privacy to members of our school
- To discourage cyber bullying among students in the school

In recognition of this, we would ask all parents/guardians, students, and staff to read the following policy very carefully. **Students do not need to bring a mobile phone to school as all contact with home should only happen through the main school office 042 9376246 (8.30am — 4.30pm Monday-Thursday & 8.30 — 3.30 Friday)**

The mobile phone is the sole responsibility of the student, and the school does not accept any responsibility if the phone is lost or stolen. Students bring phones to school at their own risk.

Where students bring a mobile phone to school, it must be on silent or switched off during every class period i.e., not visible, and not audible. Bush Post Primary is a Microsoft BYOD school and therefore phones are not permitted to access MS Teams or other MS applications during the school day.

Headphones or ear buds are not permitted in the school at any time during the school day. With the permission and under the instruction of a teacher, students may be allowed to use their mobile phone in class for educational purposes. The mobile phone must not disrupt the teaching and learning in the classroom in any way and if so, the following sanctions will apply:

- On the first occasion, the teacher will verbally warn the student as to the breach of the policy and note the warning.
- On the second occasion, the student will be asked to place the phone on the teacher's desk for the remainder of the lesson and the teacher will log the incident on the Compass system.
- If persistent breaches occur, the student may be subject to escalated sanctions as per our Behaviour for Learning Code.

The use of mobile phones for the taking of pictures or the filming of staff and students without prior permission, is not allowed and all breaches will receive a one-day suspension. Incidents where students use mobile phones to bully other students or record students will be treated as serious breaches of the School's Behaviour for Learning Code. It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. As such the school may consider it appropriate to involve the Gardai in such incidents. The sending of inappropriate images on a mobile phone or any device is an offence and may also be reported to the Gardai. (See full policy on the school's website).

Bush Post Primary Anti-Bullying Policy may also be implemented in cases of negative use of mobile phones.

Homework Expectations

Homework is seen as an integral part of learning. Homework reinforces the learning process. A successful homework/study policy is based on the understanding that students have the required materials to complete the given task. Students are required to have their school journal with them in every class and must hand the journal to a teacher when requested without comment. Students are encouraged to avail of the After School Study Club which takes place Tuesday, Wednesday, and Thursday from 4.00 pm until 5.25pm. Light refreshments are provided for students.

- The purpose of homework is to reinforce work done in class.
- Homework and study should be part of a routine established by students from the beginning of first year.
- Homework can be assigned in various formats to include, but is not limited to written, learning, aural, oral, practical, and visual. There is no such thing as 'no homework' and this must not be written in the diary. 'Study or 'Revise' a specific topic should be written instead.
- Students are accountable for all homework given, even if they are absent from school due to a school's match or event.
- It is the responsibility of the student to check for the assigned homework on all available platforms to include MS Teams, email, and One Note.
- Ideally students should do their homework in a quiet, comfortable, and warm environment and away from distractions. It is important that a regular time is set aside for homework/ study/ revision.
- When homework to a very high standard is done, a good note may be recorded in Compass by the teacher.
- If a student cannot do homework for a particular reason, a note must be written in the diary by the parent/guardian on that particular evening explaining the reason.
- If a student fails to do homework or the homework is incomplete or is not presented to the teacher in the class, a note may be written in the diary and the student may be given extra work to complete.
- If a student repeatedly fails to do homework, this will be dealt with as a discipline issue.
- Parents advised to monitor all homework on a regular basis.
 - Teachers should be conscious of providing students with adequate time to complete homework. Students' complete homework with the impression that it will be checked by their teacher in a timely manner

BUSH POST PRIMARY ANTI-BULLYING PROCEDURES

(See website for full policy)

1. Rationale

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of Bush Post Primary school has adopted the following Anti-Bullying Policy within the framework of the school's overall Behaviour for Learning Code. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013. (See full policy on school website).

2. Vision and Student Wellbeing

Bearing the school mission statement and student wellbeing, the Anti-Bullying Policy in Bush Post Primary School aims to create an atmosphere that is underpinned by respect and kindness and enables staff and students to work together in harmony without the threat of bullying. Student Wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging

to a wider community. If bullying does occur, we endeavour to ensure that members of the school community are aware that it will be dealt with in a fair and timely manner.

3. Principals of the Anti-Bullying Policy

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

A positive school culture and climate which:

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and promotes respectful relationships across the school community;

Effective leadership;

- school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that
- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular homophobic and transphobic bullying.

Effective supervision and monitoring of pupils;

- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the Anti-Bullying Policy.

4. Definition of Bullying

In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

The following **types of bullying behaviour** are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and

- identity-based bullying such as homophobic and or gender-based bullying, racist bullying based on a person's membership of the Traveller or any ethnic community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Code of Behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Behaviour for Learning Code.

5. Types of Bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or

stated); a group ganging up against one 10 person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the “silent treatment”.

- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person’s sexuality, appearance etc.
- **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.
- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a pupil’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

6. **What should a student do if they are being bullied?**

There exists a wide range of safe people that a student can contact in cases of a bullying incident.

(Please see section 7)

- Let a friend know.
- Talk to a parent/guardian/sibling or a relation.
- Fill in the anonymous online anti-bullying survey available during anti-bullying week(s).
- To ensure a thorough investigation, a student will need to fill in a "Pupil Statement Form" (See Appendix 3)
- During the investigation and when the incident is resolved students and guardians are encouraged to check in with the relevant teachers and guidance counsellors for continued guidance and support.

7. Relevant Teachers

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

(see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

Principal: Mr Kevin Joyce

Deputy Principals: Ms Rosanna Hart & Mrs Sinéad McDonnell

Co-ordinator for Anti-bullying actions under student Wellbeing: Mr Joseph Corcoran

Teachers with responsibility for dealing with bullying issues with the Deputy

Principal:

Co-ordinator for Anti-bullying actions under student Wellbeing: Mr Paul Malone

All Year Heads 2024-2025 (See names below)

Mr Corcoran, Ms Sharon Boyle, Ms Jessica McCartney, Mr Shane Brennan,

Mr Paul Malone, Mrs Sheena Gartland and Ms Sheila McDonald

(At the start of each academic year, roles and responsibilities may change. This list will be updated at the beginning of the academic year 2024/25 if necessary.)

Guidance Team, HSCL, SEN Department, Student Support Counsellors and the Student Support team.

All teaching staff and SNAs. Any students are encouraged to speak to any member of staff if they have a bullying issue.

All ancillary staff, including the school secretaries, caretaker, cleaning and canteen staff are encouraged to report any incidents of bullying behaviour witnessed by them to a relevant or appropriate staff member.

8. Prevention Strategies

The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic, transphobic and gender identity bullying) that will be used by the school are as follows (see Section 6.5 of the Anti-Bullying Procedures for Primary and Post Primary Schools)

- Primary school background information to accommodate early intervention for students with a history of bullying. All relevant information passed to First Year Year-Head in advance of the academic year.
- ETB Core Values: Respect, Care, Equality, Community and Excellence in Education
- Year Head mentoring. Regular reminders of components of the Anti-Bullying Policy delivered at assemblies
- Anti-bullying themed classes in SPHE classes that link to inter-related areas of belonging, inclusion, communication, conflict, friendship, personal safety and relationships.
- Prefect Buddy System
- The school is broken up into separate social areas during the build. Senior students in new building while junior students socialise in old building. Toilet facilities in senior area for senior students only. Toilet facilities in Junior school for junior students only. Teachers supervising
- One way system on the corridors
- Friendship Fortnight
 - Anti-Bullying survey reviewed by and distributed to all students annually. All issues recorded by the Anti-Bullying co-ordinator and forwarded to Year Heads who investigate with the aim of resolution. When each case is resolved, this information is returned to the Anti-Bullying co-ordinator. (Appendix 1)
 - Prefect led cyber bullying presentation to all Junior Cycle classes.
 - Student designed "Friendship" themed posters placed on all classroom doors and entrances.
 - Positive message and treat campaign run by SPHE teachers and prefects.
 - Anti-Bullying themed poetry competition for first years.
 - Lunchtime activities involving staff and students. (A shared experience)
 - Bush Post Primary School Anti-Bullying Charter designed by the Student Council is presented by the Anti-Bullying Co-ordinator to the entire student body in assemblies. Each student is encouraged to sign up to the charter- See Appendix 3)
 - Friendship Fortnight video available produced by Transition Year and Prefect students is shown to entire student body in school assemblies and is available on the school website. (Appendix 5)
- Guidance and student support counselling.
- Safe Spaces and co-curricular lunchtime clubs aimed at providing students with opportunities to develop a positive sense of self-worth.
- The RSE programme provides opportunity to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying.

- On-going evaluation of the effectiveness of the anti-bullying policy.

9. Procedures for investigation, recording of bullying behaviour and follow up.

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (in line with Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

Investigation

Step by Step

- **Step 1:** Incident witnessed by or reported to teacher/Year Head.
- **Step 2:** Teacher/Year Head investigate.
- **Step 3:** Statements taken from all involved, and if necessary, from those not directly involved.
- **Step 4:** Sanctions applied if appropriate. Student support if necessary.
- **Step 5:** Bush Post Primary Anti-Bullying Recording Template completed by Teacher/Year Head.
- **Step 6:** Restorative Practices. (See Appendix 4)
- **Step 7:** Serious cases may be reported to TUSLA or An Garda Siochana as appropriate.

Routines

- A consistent and clear approach to dealing with bullying is essential to effective practice.
- The primary aim of the teacher/Year Head investigating is to resolve the issues and restore, as far as practicable, the relationships of all parties involved. (See the Bush Post Primary Restorative Practices Guidelines in Appendix 4)
- All incidents of bullying reported, including findings from the Anti-Bullying Survey, are investigated by the relevant Year Head. Students will gain confidence in "telling." They will feel they have a voice and are acting responsibly.
- The Teacher/Year Head should take a calm, sensitive and problem-solving approach when investigating.
- Incidents should be investigated outside the classroom to ensure privacy. Students not directly involved can provide useful information.
- When investigating the teacher/Year Head should seek answers to questions of what, who, where, when and why.

- All those involved should be asked to write a written account of the incident. (Date, time and signature included.) The Anti-Bullying Recording Template in Appendix 2 of the Anti-Bullying Guidelines has been developed by Bush Post Primary as a recording mechanism to assist in accurately investigating incidents of bullying.
- In cases where it has been determined that bullying behaviour has occurred, parents of those involved should be informed of the investigation. Parents and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as possible, the relationship of the parties involved as quickly as possible. It is imperative that all involved (Including parents and students) understand the school's approach from the outset.
- In cases where it has been determined that a student(s) is engaged in bullying behaviour, it should be made clear how that student is in breach of the school's Anti-Bullying Policy and efforts should be made to get them to see the situation from the perspective of the student being bullied. (See the Bush Post Primary Restorative Practices Guidelines in Appendix 4)
- Possible sanctions issued will always be in line with the school's Code of Behaviour. (See Appendix 5)
- Follow up meetings with the relevant parties involved may be arranged with a view to bringing all parties together.
- If the Teacher/Year Head is unable to find a resolution to the bullying incident within a reasonable timeframe; or that the bullying is widespread/ persistent and has had serious consequences, they must communicate their finding to the Deputy Principal or Principal. Appropriate sanctions may be issued by the Senior Management and the Board of Management.

Recording of Bullying

- The Teacher/ Year Head must keep an appropriate written record that will assist in their efforts to resolve the issue and restore, as far as is practicable the relationships of the parties involved
- The Teacher/Year Head **MUST** use the recording template at Appendix 2. The recording template must be completed in full and retained by the Teacher/Year Head and a copy given to the Deputy Principal where applicable.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Behaviour for Learning Code.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour. Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

10. School Support for students affected by Bullying.

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- One to one check in with the Teacher/Year Head dealing with situation.
- Student Support offered to **ALL** students involved in the bullying incident.
- Teacher/Year Head would check in with parents and review the progress where necessary.
- Parents are requested to contact school immediately if the bullying re-occurs.
- Relevant teachers informed of risk when appropriate.

11. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

- Year Head supervision of Year Groups before school begins.
- Teacher supervision in classrooms.
- Breaktime and lunchtime supervision of specified areas, both inside and outside.
- New building houses the senior students for before school, breaktime and lunchtime supervision. Old building houses the junior school pupils before school and at both breaktime and lunchtime supervision.
- After school supervision as students wait on and board the school buses.

12. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community. This includes an RSE Policy and Programme in SPHE classes to educate students and foster inclusivity and respect for all.

13. Publication of the Policy in the school Community

- This policy was adopted by the Board of Management on May 28th 2024 and review again in September 2024.
- The policy is available to the Bush Post Primary Student's Council, Teaching Staff and Parent's Association for review before being presented to the Board Management
- This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website

What can parents do to help their children deal with bullying?

1. It is not advisable to advocate hitting back.
2. Teach them some coping strategies:

Walk tall; walk away; teach your child to appear confident; encourage them to tell; stay with friends and avoid bullies; avoid provoking a bully; take responsible care of your belongings; save any abusive mobile phone messages or texts and report it to the Gardai.

Building a Positive School Culture and Climate

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like, and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good — notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school —this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are ignored.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules

- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate school yard/outdoor and indoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
- Hot spots tend to be in the school yard/outdoor areas, changing rooms, corridors, and other areas of unstructured supervision.
- Hot times tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Each pupil in Bush Post Primary is invited to sign up to the below Anti-Bullying Charter; our aim is to always create a culture of kindness, safety, happiness, and vigilance when dealing with Bullying.

Bush Post Primary Anti-Bullying Charter

- We pledge to ensure that every person feels safe, respected and listened to in BPP.
- We will empower everyone to be themselves by celebrating and valuing our differences.
- We remember that 'you never look good trying to make someone else feel bad'.
- We are kind to one another because kindness can go a long way.
- We will encourage anyone who is experiencing bullying to speak out.
- We will stand up and stand strong together.
- We are 'up standers' - we challenge all forms of bullying by reporting it straight away.

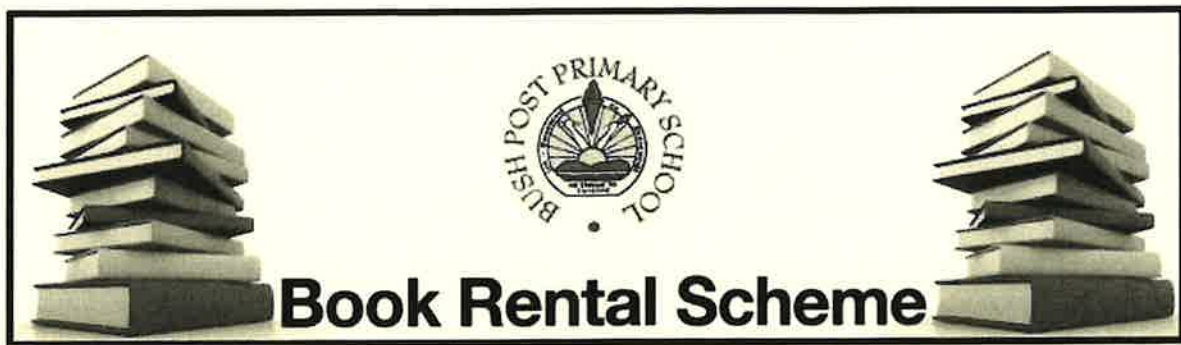


- Signed

BOOK RENTAL INFORMATION

Bush Post Primary School operates a very successful book rental scheme which is available to all students. This is a fantastic facility and of great assistance to parents in offsetting the ever-increasing expense of purchasing schoolbooks. Please ensure the following:

- Each student should put their name on their books
- All books must be kept in good condition and free from graffiti and writing
- Books must be returned clear of writing, in good condition and with undamaged covers
- Where books are lost or returned in an unacceptable condition, the cost of replacing the book rests with the student.
- Where books are not returned and are not replaced, the book rental scheme may be withdrawn to certain students.



Student ICT Student Usage Contract

I have read the Bush Post Primary School ICT Usage Policy and I agree with both the word and spirit of the document. In addition to the Bush Post Primary School ICT usage Policy.

I will:

- Use school technologies for school-related activities and research.
- Follow the same guidelines for respectful, responsible behaviour online that I am expected to follow when offline
- Treat school resources carefully, and alert teachers if there is any problem with their operation.
- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- Alert a teacher if I see threatening/bullying, inappropriate, or harmful content online (images, messages, posts)
- Use school technologies at appropriate times, in approved places, for educational pursuits only.
- Cite sources when using online sites and resources for research; ensure there is no copyright infringement.
- Recognise that use of school technologies is a privilege and treat it as such.
- Be cautious to protect the safety of myself and others.
- Student devices should not disturb teaching and learning.
- Help to protect the security of school resources.

Furthermore, I will not:

- Use school technologies in a way that could be personally or physically harmful to myself or others.
- Search or send inappropriate images or content.
- Engage in cyber-bullying, harassment, or disrespectful conduct toward others.
- Try to find ways to circumvent the school's safety measures and filtering tools.
- Students may not use social media sites or gaming sites in school. This is strictly forbidden.
- Use school technologies to send spam or chain mail.
- Plagiarise content (copy, use as their own, without citing the original creator) I find online.
- Post personally identifying information, about myself or others.
- Agree to meet someone I meet online in real life.
- Use language online that would be unacceptable in the classroom.
- Use school technologies for illegal activities or to pursue information on such activities.
- Attempt to access sites, servers, accounts, or content that isn't intended for my use.

(The above lists are not intended to be an exhaustive list and students should use their own good judgment when using school technologies.)

(Students Printed Name) (Students Signature) (Class)

Parents/Guardians:

I have read and understood this ICT Usage Policy and agree to abide by it, in word and in spirit. I have also discussed this Policy with my child:

(Parent/Guardian Printed Name) (Parent/Guardian Signature) (Date)

In extreme grave cases the Principal/Deputy Principal may initiate the recognised proceedings for permanent exclusion as ratified by the Louth Meath Education & Training Board. (Details below)

Bush Post Primary Students Driving to and from School Policy

1. Students may drive to school in the morning and drive home from school in the evening after the school day has ended only if they adhere to the following rules:
 - a. Before driving a car to school, the student must request permission to park on school grounds from the Principal and complete the driving to school contract below with their parents/guardians.
 - b. The student must hold a full licence, be fully insured and their car must have an NCT certificate.
 - c. The student arrives on time at 8.50 and parks at the back of the school.
 - d. To prevent other students asking student drivers to give them lifts it is recommended that student deposit their car keys in the front office.
 - e. The student does not leave the school premises in their car during the school day 8.50-3.43 pm Monday to Thursday and 8.50-2.45 pm on Fridays.
 - f. The student does not leave the school premises during the school day with any other student or students in their car.
 - g. If the student driver is remaining in school after the end of the school day for extra-curricular or co-curricular activities, they do not have permission to carry any other student in their car except those listed on their contract.
 - h. The student and their parent/guardian must sign a contract that commits to the student driver not leaving the school in their car either alone or with other students as passengers except those listed on their contract. (See appendix 1).
 - i. If this contract is breached, a sanction, that may include a one-day suspension, may be imposed on the driver and also any student passengers who leave school during the school day in a car. Sanctions will be escalated for repeated breaches of the contract.
 - j. No motor bikes, e-scooters or any motorised vehicle other than a car are allowed in school.
 - k. Bush Post Primary School reserves the right to refuse permission for students to park on our school campus for repeated breaches of the driving to school contract.

2. Sanctions for Breaches of the Driving to and from School Policy:

- i) If a student leaves school during the school day in their car without their year head's permission a sanction, which may include a one-day suspension, will be imposed. This sanction may be escalated for repeated breaches of the driving to school policy.
- ii) If a student drives from school without permission with another student or students in their car during the school day, a sanction, which may include a one-day suspension, will be imposed on the driver and the other student or students travelling in the car. This sanction may be escalated for repeated breaches of the driving to school policy.
- iii) The escalation of sanctions may also include the withdrawal of permission to park on the Bush Post Primary's school grounds.

3. Sustainability

If there is a bus place for the student to and from school, we would advise that the student continue to travel to school on public transport to support our Green School initiatives.

4. Monitoring and Implementation

Bush Post Primary School will investigate all reported breaches of this policy. Bush Post Primary School cannot be held responsible for any incidents that occur in cars driven by Bush Post Primary School students.

- 5. The Principal has the discretion to decide on arrangements for specific situations that may arise. However, parental/guardian consent is always required.**



lmetb

*Bord Oideachais agus
Oiliúna Lú agus na Mí*
Louth and Meath Education
and Training Board

Louth and Meath Education and Training Board

Guidelines for Board of Management - Possible Expulsion of a Student

To be read in conjunction with the school Code of Behaviour and the
Suspensions and Expulsions Policy and Procedure

A. Procedures in respect of expulsion

- A detailed investigation shall be carried out under the direction of the Principal. The Principal should ensure that no party who has had any involvement with the circumstances of the case is part of the investigation.
- The Principal should inform the student and his/her parents about the specific details of the alleged breach of behaviour, how it will be investigated and that it could result in expulsion. The Principal must ensure that the student and parents are given every opportunity to respond to the complaint of serious misbehaviour. The Principal should communicate this in writing to ensure that parents have a permanent record of having been informed. • A meeting should be arranged between the student and their parents and the Principal before a sanction is imposed or a meeting of the Board of Management is convened. • Should a student and their parent(s) fail to attend a meeting the Principal should write advising:
 - the seriousness of the matter
 - the importance of attending a re-scheduled meeting
 - Failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour
 - Record all correspondence
 - Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal shall make a recommendation to the Board to consider expulsion.

B. Processing of Recommendation for expulsion of a student

1. Meeting of Board of Management

An emergency meeting of the Board normally with a single item agenda will be convened at the earliest opportunity to consider the particular issue. The maximum possible notice should be given to the Parent(s)/Guardian(s)/Student(s) (student over 18) in order to comply with the requirements of fair procedures/natural justice. A minimum of three days' notice is to be given to Parent(s)/Guardian(s)/Student(s) (student over 18) in such a case.

2. Documentation for Board of Management

A copy of the following should be issued to each member of the Board of Management:

- Code of Behaviour (incorporating the Policy and Procedure for Suspensions and Expulsions)
- Report of the detailed investigation carried out under the direction of the Principal into the alleged misbehaviour by the student
- Recommendation by the Principal to the Board of Management that it consider the expulsion of the student
- Written notification by the Principal to the Educational Welfare Officer of any instances of suspension of the student for six (6) or more days (per section 21(4) of Education Welfare Act 2000)
- Page 82 of the Guidelines (National Education Welfare Board May 2008) detailing the six
 - (6) factors to be considered before proposing to expel a student

3. Documentation for Parent(s)/Guardian(s)/Student(s) (student over 18)

A copy of the following should be issued to the parent/guardian/student over 18:

- Code of Behaviour (incorporating the Policy and Procedure for Suspensions and Expulsions)
- Written confirmation, signed on enrolment by the Parent(s)/Guardian(s) /Student(s) (student over 18) of acceptance of the School/College Code of Behaviour.

- Report of the detailed investigation carried out under the direction of the Principal into the alleged misbehaviour by the student.
- An invitation to the Parent(s)/Guardian(s)/Student(s), (student over 18) to make a presentation/submission to and to be present at and make an oral presentation/submission to the Board of Management hearing.

4. Notification to the Educational Welfare Officer

The Educational Welfare Officer is to be notified in writing, of the recommendation for expulsion of a student and the date, time, and venue of the Board of Management meeting/hearing.

Board of Management Appeal Hearing

The Parent(s)/Guardian(s)/Appellant(s), (student over 18) may be accompanied by one other person at the Board hearing. As this is a lay forum legal representation is not the norm and it is not expected. The Secretary of the Board is to be advised in writing, as to who will be attending the Board meeting at least two/three day prior to the meeting taking place.

- a) At the commencement of the meeting the Chairperson will enquire whether any member of the Board has a conflict of interest and/or bias, whether subjective or objective (reasonable apprehension of bias) in relation to the recommendation that the student should be expelled. Where the Board is satisfied that a conflict of interest or a bias, whether subjective or objective exists, the member involved shall/must withdraw from the meeting.
- b) The Chairperson will nominate a member of the Board to act as recording secretary and to minute the meeting. The person recording the minutes must formally provide a minute of the meeting to the Secretary.

6. The Hearing

- a) The Parent(s)/Guardian(s)/Appellant(s), (student over 18) will present their case/submission and will be available to answer questions from the members of the Board of Management only at the end of the presentations.

A student under 18 may attend the meeting but does not present his/her case.

- b) The Principal will present the case against the student including the report of the detailed investigation of the alleged misbehaviour by the student and the recommendation that the Board should consider the expulsion of the student. The Principal will be available to answer questions from members of the Board of Management only at the end of the presentation.
- c) Each of the parties to the issue will have the right of reply and each will have the right to question the other through the Chair.
- d) Prior to withdrawal from the hearing the Parent(s)/Guardian(s)/Appellant(s), (student over 18) will be asked whether there is anything that is relevant to the issue, which they/he/she wishes to add.
- e) The Educational Welfare Officer (if in attendance) may be invited by the Board to make a presentation to it and/or provide advice on the issues involved in this particular case
- f) When the Principal and the Parent(s)/Guardian(s)/Appellant(s), (student over 18) have made their submissions/presentations, they will withdraw from the meeting.
- g) Should the Board require the professional advice of the Principal, the Principal may be invited to return to the meeting briefly and solely for that purpose. While the Principal is

present there is no discussion or consideration of the possible expulsion of the student. The Principal must not be present for the decision of the Board.

7. Determination of issue of Possible Expulsion of a Student

When considering the possible expulsion of a student, the Board will ensure that the following six (6) factors as detailed on page 82 of the Guidelines (NEWB May 2008) are all given due consideration:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether expulsion is an appropriate response
- The possible impact of the expulsion

together with any other relevant factors arising from the documentation circulated, the presentations by both parties and any advice/opinions furnished by the Educational Welfare Officer.

7.2 The Board will make a decision on the issue of possible expulsion of the student and record the reasons for its decision.

Notification of decision to expel

7.3 Where the Board of Management decides that it is of the opinion that the student should be expelled the Parent(s)/Guardian(s)/Appellant(s), (student over 18) will be notified of the decision of the Board by letter, normally delivered by registered post, which will include the following:

- Notice of the decision to expel and the effective date of the proposed expulsion (not before the passing of 20 school days following receipt by the Educational Welfare Officer of the notification to expel).
- The reasons for the decision to expel.
- Information on the right to appeal the Board's decision to expel and information in relation to the appeal process, including the LMETB Appeals Application Form and notes for parents/guardians.
- A statement that the Educational Welfare Officer has been notified in writing (per section 24 (1) of the Educational Welfare Act 2000) of the opinion of the Board that the student should be expelled from the school/college and the reasons for that opinion.
- Statement that the student is under the care of the Parent(s)/Guardian(s) for the period of 20 school days provided for the Educational Welfare Officer to examine/consider alternative educational provision for the student.

Refer to Template Letter Appendix A

8. Written Notification to the Educational Welfare Officer

The Educational Welfare Officer is to be notified in writing by the Board under Section 24 (1) of Education Welfare Act 2000 of the Board's opinion that the student ought to be expelled from the school and the reasons for that opinion. A copy of the letter to Parent(s)/Guardian(s)/Student (over 18) must be issued to the EWO and this will serve as notice.

Pending the consultations with the EWO, the Board of Management may consider it appropriate to suspend a student during this time. This should only be considered where the continued presence of the student during this time would seriously disrupt the learning of others or represent a risk to the safety and health of students or staff.

Refer to Template Letter Appendix B

9. Confirmation of the Decision to Expel

Where the twenty school day period following receipt by the Educational Welfare Officer of the notification to expel has elapsed, the Board, if it remains of the same opinion should formally confirm the decision to expel.

Refer to Template Letter Appendix C.

Appendix 1 Bush Attendance Policy (See School Website)

Appendix 2 Bush Anti-Bullying Policy (See School Website)

Appendix 3 Wellbeing Policy (See School Website)

Appendix 3 Bush SPHE Policy (See School Website)



Board of Management Policy Consultation

Please present this form to your BOM when considering the policy at BOM level for ratification

School:	Bush Post Primary School
Policy:	Behaviour for Learning (Code of Behaviour)

Staff Consultation:

Date of Final Consultation:	SEPTEMBER 10TH 2024
Proposed By:	DEIRDRE O'HAULON (Staff Member)
Seconded By:	ADAM DORIS (Staff Member)

Student Consultation:

Date of Final Consultation:	SEPTEMBER 10TH 2024
Proposed By:	TARA WHITE (Student)
Seconded By:	GRACE MILLS (Student)

Parents Consultation:

Date of Final Consultation:	SEPTEMBER 10TH 2024
Proposed By:	MELISSA MCCOY (Parents Association Member)
Seconded By:	DAVID GILLEN (Parents Association Member)

This policy was ratified by the Board of Management on 10/ September 2024

Signed: Stephen Green
(Chairperson of Board of Management)

Date: 10/9/24

Signed: Mark Lopez
(Principal/Secretary to the Board of Management)

Date: 10/9/2024

Date of next review: September 2025

