



Edmund Rice College

Code of Behaviour

**Ratified by the Board of Management on 12th May 2020
following consultation with students, parents and staff members.**

1. INTRODUCTION

This policy has been drawn up in consultation with all the various partners involved in the life of our school. These include the Board of Management, staff, parents and students and relates to all school activities both during and outside of normal school hours. In it we visualise our school as a community.

This Code of Behaviour is the set of programmes, practices and procedures that promote the values which we seek to embody in our school. These values are based on the ERST Charter.

The Code of Behaviour of Edmund Rice College, Carrigaline reflects the following elements of the Edmund Rice Schools Trust Charter:

- *The creation of an orderly, safe and positive learning environment enables the Edmund Rice School to attain excellence in all dimensions of education. (page 17)*
- *Students are encouraged to take responsibility for their own behaviour and learning, and to help create a healthy, safe and happy environment in which everyone can learn and develop. (page 20)*
- *The school partners seek to promote personal dignity and safety so that all members of the school community may work and learn together, free from harassment, bullying or disruption. (page 21)*
- *The Edmund Rice School promotes a disciplined work ethos. (page 24)*

Every student, staff member, parent/ guardian and visitor has the right to feel safe in our school. Our school promotes responsibility, respect, good manners and academic excellence in a safe, caring, effective learning environment. The Code of Behaviour applies to all school activities both on and off campus and during the school day as well as during school events held outside of the usual school day.

As an ERST school we seek to pass onto students values for living that embody integrity and truth. We aim to provide each of our uniquely gifted students with opportunities suited to their aptitudes and aspirations.

The Code of Behaviour helps our school community to promote our ethos, relationships, policies, procedures and practices that encourage the embodiment of positive values and challenge unacceptable behaviour. The Code of Behaviour is rooted in the belief that respect for the individual is essential to effective teaching and learning and is an integral part of a positive school environment. We believe as a community that we must show respect for ourselves, each other and the environment.

The Code of Behaviour enables school authorities to strike an appropriate balance between their duty to maintain an effective learning environment for all and their responsibility to students whose behaviour presents a challenge to the teaching and learning process. The Code of Behaviour is a key tool in enabling our school to support the learning of every student. For reasons of clarity it is emphasised that the Code of Behaviour also applies to all school excursions, field trips, tours, sporting and other school organized events and activities.

It is important that we have clear guidelines about what constitutes acceptable student behavior to ensure the safety, welfare and progress (both curricular and extra-curricular) of all our students. Therefore, as a school we will endeavour to always promote, acknowledge and encourage good behaviour, attitude and development.

The school has the following **expectations of all students**:

- Students read the Code of Behaviour and are familiar with it;
- They do their best to follow what is in the Code of Behaviour

The school has the following **expectations of all staff members**:

- All staff members understand and support the Code of Behaviour;
- All staff members actively promote and develop respectful working relationships with all members of the school community.

The school has the following **expectations of all parents/ guardians**:

- All parents/ guardians understand and support the Code of Behaviour;
- Parents/ guardians develop a good working relationship with the school;
- To ensure the smooth operation of the school parents/ guardians make an appointment if they wish to meet a teacher at a time other than a designated meeting time (e.g. Parent Teacher Student Meeting).

2. AIMS OF OUR CODE OF BEHAVIOUR

- To create a safe, secure learning environment for students by promoting a sense of mutual respect among all members of the school community.
- To promote good behaviour and self-discipline, and to outline the ways in which they are acknowledged.
- To create a positive, orderly and structured atmosphere where teaching, learning and personal development may occur.
- To create a safe and healthy environment for students and staff.
- To promote academic and personal excellence.
- To clarify the requirements for a student attending this school and to set out students' roles, rights and responsibilities.
- To encourage students to take personal responsibility for their learning and their behaviour.
- To create a comfortable environment by identifying and supporting good behavior, while also identifying, recording and supporting means of correcting poor or challenging behaviour.
- To encourage a structure of effective communication and co-operation between home and school to the betterment of a student's behavior.
- To ensure that prospective parents of students in the school have a clear picture of the standards of behaviour required from the students and the input required from parents in ensuring the highest standards of behaviour from the students.

- To outline the strategies to be used to prevent behaviour that falls short of expectations and to outline the structure of fair, consistent and agreed consequences and interventions that will be used in response.

3. PROMOTING POSITIVE BEHAVIOUR

The **quality of relationships** between teachers and students is one of the most powerful influences on student behaviour. At Edmund Rice College we foster mutually respectful relationships, balancing warmth and empathy with objectivity, professionalism and fairness. The quality of daily interactions both inside and outside the classroom is central to our efforts to promote good behaviour. In addition the school has in place a variety of ways to recognise and mark achievements and efforts across the full range of school activities and to support students. These include:

- A quiet word of acknowledgement for a student by a teacher;
- Praise for effort, co-operation or achievement in class;
- A positive note in the student's journal and on VSWare to be recognised by their parent or guardian;
- A merit system for students to recognise positive behaviours in school, such as student of the month;
- Special mention of an individual or a group on the daily notices and on school noticeboards;
- Students' school reports;
- Publicly commending achievements by students on our school's social media accounts;
- Recognition of our students in our annual school awards;
- Extra-curricular activities which promote and encourage involvement and participation;
- Student Council;
- Parent-Teacher-Student Meetings;
- Mentoring;
- Students' accomplishments are recognised during school assemblies.

4. STUDENT JOURNAL AND VSWARE

Our school journal is one of the most important means of communication we have, which enables both the school and parents to monitor progress and promote excellence in our work.

Every student must purchase a school journal at the start of each school year. If the journal is lost or defaced then a replacement journal must be purchased.

Students must use the journal to record homework - both written and learning work. Parents are expected to inspect and sign the student journal as required and as explained to students.

VShare is a student management information system which our school uses. Parents/guardians are provided with log in details which allow access to information such as student timetable, fees, behaviour reports and options. Parents/guardians are expected to check this in the same way as they would the school journal.

- We ask parents/guardians to check the journal every week, paying particular attention to the section at the back marked Report Card. This allows teachers to indicate if a student is late, not doing homework, lacks items for class, is misbehaving etc.
- Teachers may use VShare to record marks and comments, so we ask that parents and guardians check this also on a weekly basis.
- It is the responsibility of each individual student to bring his/her journal to all classes. Replacement journals have to be paid for.
- It is the responsibility of each individual student to keep his/her journal neat and tidy and up-to-date. The journal must not be defaced or damaged.
- The journal must be brought home every day.
- In addition to the journal VShare also serves as a means of communication between parents and teachers.
- If necessary, the school reserves the right to request the replacement of a journal or to confiscate a journal.

5. GENERAL RULES

5.1 RESPECT & GOOD MANNERS

The dignity of the individual must be recognised in all our dealings with others. Respect is important as it shows one values another as an individual and that he/she honours the personal rights and dignity of the person, as a fellow human being.

- It is expected that all members of the school community treat each other with respect. Students are expected to take direction and instruction from all staff members and from those in a position of leadership, while at school, outside school, while in uniform and during school-related activities. Students shall treat other students with great consideration. Students shall treat all visitors with courtesy. Examples of this include: speaking to fellow students with respect, speaking to adults with respect, making way for staff members or other adults on corridors or on stairways, assisting a visitor to the school who appears to need direction etc.
- Good manners and courtesy are expected to be shown at all times between all members of the school community at school or on school activities. Gestures or comments, which

may be construed as offensive whether racial, sexual or otherwise are not allowed. The use of violence, or the serious threat of violence, is not acceptable. Violent conduct could lead to a suspension or even (in the case of a serious assault) to expulsion – even for a once off event.

- Students should learn to resolve conflicts in a mature way, by talking through the issues of conflict or by involving (or consulting with) a member of staff, such as a subject teacher, Class Teacher, Year Head, Guidance Counsellor, Deputy Principal, Principal.
- Students are not allowed to use offensive language.

5.2 CARE OF BUILDINGS AND PROPERTY

At our school we strive to create the best environment for learning and for the growth and development of each student. We take pride in our school environment. Respect for our school environment is an important element in promoting respect for our wider environment and towards those who are part of our school community – fellow students and staff.

- Students are asked to keep classrooms, locker areas, the atrium, bathrooms, changing rooms, lunch rooms and the school grounds clean and tidy and to show respect for school property, their own property and that of others.
- Accidental damage must be reported immediately either to a teacher, a Year Head or the Deputy Principal.
- Vandalism of any kind (including the writing of graffiti) is unacceptable. Students and their parents or guardians will be asked to pay for the repair or replacement of items which have been vandalised. Students need to be aware that vandalism is taken to include writing on desks or other school property or purposely damaging, or contributing to the damage of items such as chairs, desks, benches or other school property.
- The chewing of gum is prohibited in the school and on the school grounds.
- Individual student's personal belongings (books, laptops, sports gear, coats etc.) should be secured (locked) in the student's own locker - other than when they are in a student's possession. A student who leaves his/her locker unlocked does so at his/her own risk and as such the school will not accept responsibility for any loss or damage to property thereafter.
- Each item of student property, including school/gear bag, should be clearly and indelibly marked with the name of its owner.
- We take pride in our school environment by placing all litter in the waste bins located throughout the school. Littering is unacceptable and those caught littering may be subject to a sanction such as cleaning the area in which they were caught littering.

LOCKERS

Each student is required to have a locker. These are rented by the student each year for a fee. Student lockers remain at all times the property of Edmund Rice College. The school reserves the right to open and search lockers whenever it is deemed to be necessary for the maintenance of health and safety, welfare, good order and discipline within our school. Each student is asked to take responsibility for his/her locker and locker area. Students must ensure that their locker is locked at all times and that their code is not visible upon opening of their locker. The school accepts no liability or responsibility for the theft of items from lockers. Students must not

interfere with another student's locker such as accessing it or changing the codes; if they do so a consequence will apply.

The following rules apply in the use of lockers:

1. Lockers may be accessed in the morning before class begins, at break and lunchtime and after school has finished.
2. Books and any other equipment necessary for classes must be ready in the morning for first 2 classes, at the end of break for tutor time and the next 2 classes and at the end of lunchtime for the remaining 2 classes of the day.
3. Students should not have to go to their lockers between classes or during class time. Being organised for classes is one of the expectations the school has of its students. If students do need to go to their locker during class time, then they must get their journal signed in the appropriate section by their teacher and have it with them on the corridor.
4. Additional storage is supplied in the school for items such as gear bags etc.
5. We take pride in our environment by placing all litter in the waste bins located throughout the school. Littering is unacceptable and those caught littering may be subject to a sanction such as cleaning the area in which they were caught littering.

5.3 BEHAVIOUR FOR LEARNING

Excellence in teaching and learning is a key element in the ERST Charter. The key purpose of school is to learn. In future education and work settings, learning to complete projects and adhere to deadlines is essential.

It is important that students are adequately prepared for each class. This means having the correct course material or textbook and having any assigned homework completed prior to the class. Students must take responsibility for their learning.

Learning to complete homework tasks satisfactorily is an integral part of the learning process. Most importantly, it allows the class as a whole to make successful progress. It also ensures excellence in the development of academic potential and is a vital element of personal development.

Students are expected to submit work which is their own composition. Behaviour such as copying another student's work or plagiarising material is unacceptable and may result in sanctions being applied. Students are also expected to behave with integrity when working with computers or their own devices in the school.

See Edmund Rice College's *Internet Acceptable Use Policy* and *Assistive Technology Policy*.

5.4 ATTENDANCE AND PUNCTUALITY

A commitment to good attendance and punctuality creates a positive learning environment for all. Students are expected to attend school as outlined in the school calendar and to attend all timetabled classes to maximise learning potential and to get the best out of their experience of school life.

- Daily, punctual attendance at school is expected of all students. Parents/ guardians are discouraged from making appointments for students during school time.
- A student arriving late for school must sign in at the office. The late arrival will be recorded in the school journal and on VSWare and the student must show the journal to the subject teacher on arrival to class.
- Punctuality is an essential life skill that we seek to foster in our community. It is essential that students are in school on time and at their classes which begin at 8:30am. It is expected that students will arrive on time for all classes during the school day. Students must pay for a swipe card which allows the school to monitor the fact that they are in school and the time that they arrived to school. Students are required to swipe in twice a day: on arrival to school and during lunch break. If a student loses their card, or it is damaged, they need to buy a replacement card by bringing the money into their Class Teacher. The card works on the basis of a microchip so any bending, breaking or punching of the card is likely to result in it not working. Being late or failure to swipe in on a number of occasions will result in detention. Giving the card to another student to allow them to swipe in for another student will result in detention.
- If a student is absent from school an “Absence Note” must be completed in the school journal by a parent/ guardian and presented to the student’s Class Teacher on return to school.
- If a student is aware of a future absence an “Absence Note” should be completed in the school journal by a parent/ guardian and presented to the student’s Class Teacher in advance of the absence.
- If a student needs to leave school before the end of the school day a “Permission to Leave Note” should be completed in the school journal by a parent/ guardian and presented to the student’s Class Teacher in advance of departing school.
- A student leaving school before the end of the school day must “sign out” at the office and must be collected by a parent/ guardian or person nominated by them to do so.
- A student feeling unwell during the school day should inform their teacher and, with permission, go to the office to talk with the secretary. If the secretary is not there, then the student should find the Principal or Deputy. A student must not, for his/her own safety, absent themselves from class without permission at any time. Nor should a student make contact directly with home as use of a mobile phone during the school day is not permitted for this and the school needs to be aware if the student feels ill.
- Persistent lateness in the morning or during the school day may incur a sanction of detention since lateness disrupts not only the learning of the student but of their fellow students.
- Students found to be truant from either class or school will be subject to sanction.
- If a student has been absent for 20 days or more in any one academic year the school is legally obliged to inform Tusla. The school is also legally obliged to furnish Tusla with annual attendance data.

5.5 UNIFORM AND APPEARANCE

School uniform must be worn to school each day unless students have been informed otherwise. Uniform, personal appearance and personal hygiene are indicative not only of self-esteem but also of consideration of others. It is essential that students maintain a high standard of personal appearance when wearing the school uniform.

- The school uniform consists of the following: • School jacket with crest • School jumper with crest • White shirt • Grey trousers/ grey skirt • School tie • Black socks/ tights • Black shoes (runners, boots or sportswear are not acceptable).
- The PE uniform consists of the following: • Tracksuit top with crest • Tracksuit pants • Polo shirt with crest • Runners/ appropriate footwear for activity being undertaken • PE shorts – optional item
- The school uniform, as specified above and in the uniform list, must be worn in the school or on school related activities, unless express permission has been given by the school in advance.
- All items of uniform must be marked clearly with the owner's name.
- Sportswear is reserved for the appropriate occasions.
- If there is a need to wear additional clothing under the shirt, a white round neck T-shirt minus any logos or writing may be worn. Students are asked to wear the school uniform with pride and dignity on a daily basis.
- Shirts should be tucked in at all times and ties must be worn in a manner that reflects both well on the student and on the school.
- **Jewellery:** Unobtrusive ear studs and **one nose stud** may be worn. The wearing of other body or facial piercings is not allowed in our school. Industrial bars and nose rings are not allowed. On the grounds of health and safety spacers are not allowed. There may be occasions when a student is required to remove jewellery on the grounds of health and safety and must comply with such a request.
- **Make-up:** The discreet use of makeup and nail varnish is allowed. The school authorities' decision about what constitutes the discreet use of makeup shall be binding.
- **Hair** must be kept clean, neat and tidy.

The decision of the Principal or Deputy Principal will be final in the interpretation of the rules in relation to uniform and appearance.

5.6 SMOKING/VAPING

Smoking is extremely detrimental to health. Consequences are in place for those found smoking / vaping.

- In keeping with legislation smoking is prohibited on the school premises.
- For reasons of clarity it is emphasised that the Code of Behaviour also applies to all school excursions, field trips, tours, sporting and other school organised events.
- Possession of cigarettes, e-cigarettes, lighters, vaping devices and all variations, adaptations and derivatives of these by students is not allowed. A student found to be in possession of such items will be subject to school sanctions which may include suspension. Cigarettes, lighters, tobacco, batteries, devices and all other such paraphernalia associated with smoking shall be confiscated by the school.

5.7 ALCOHOL, DRUGS AND SOLVENTS

- Students may not have alcohol, illegal drugs or solvents in their possession while in school or under the care of the school.
- Students may not use, offer for sale or purchase alcohol, drugs or solvents while in school or under the care of the school.
- The school may have to inform relevant authorities (for example An Garda Síochána) if a student is found to be in possession of such items when in school or under the care of the school.

Refer to the school's Policy on Substance Misuse

5.8 PERSONAL SAFETY

It is essential that students take very seriously their responsibility for their own safety and for the safety of others. Students must not behave in any way which results in discomfort or upset to those around them. These principles are central to basic concern for others and form the framework of a caring school community.

- Students must take instructions from an adult in charge with regard to their personal safety. This includes instructions given during an emergency evacuation drill and instructions regarding the appropriate use of seatbelts on buses.
- Students must avoid activities likely to cause injury or accident, such as running in the school building, or making physical contact of any kind with another student, such as pushing, shoving, trying to trip another student, pulling at the bag of another student etc.
- Students are asked to store bags away in a safe manner.
- As a caring school community, we hold that all misbehaviour is unacceptable and goes against the ethos of the school.

Bullying is the ultimate breach of respect. Students and parents should be familiar with the school's *Anti-Bullying Policy* which is available on the school website.

5.9 CLASSROOM RULES AND CLASSROOM EXPECTATIONS

Our school has a whole-school approach to behaviour. It is maintained through shared expectations among staff of consistently high standards of courtesy, behaviour, effort, presentation of work and self and punctuality.

Positive relationships between teacher and student play a significant role in maintaining good discipline. All those in our school community must take responsibility for their actions and their effects on others. We are accountable for the decisions we make.

The following expectations apply to all lessons:

1. At the start of each lesson every student should:

- Arrive on time;
 - Enter the room in an orderly manner and go straight to their desk/workplace;
 - Take out their journal, books, pens and equipment;
 - Put bags away as directed by teacher.
2. During each lesson:
- When the teacher speaks to the whole class every student is expected to remain silent, listen and concentrate;
 - If the class is asked a question, students should follow the instructions of the teacher;
 - Students should have all materials and equipment necessary for class;
 - Eating or chewing gum in lessons is not allowed;
 - Students should not leave the lesson without the teacher's permission;
 - Students must record homework in his/her journal.
3. At the end of each lesson:
- Students should not begin to pack away until told to do so by the teacher;
 - At the end of the day's lessons, students should put their chairs up on desks;
 - Any litter should be picked up;
 - Students should leave the room in an orderly and quiet manner;
 - Students are not allowed to either queue up inside the class or to leave class before the bell.

5.10 MOBILE PHONES/ SMART DEVICES

For many reasons, including practical ones, students bring mobile phones or electronic devices to school. Students can however be distracted from learning and engaging with others by their use of mobile phones and electronic devices. The school therefore expects that:

- When students come into school they **must turn off their mobile phone**, meaning it must be powered down. Putting the device on silent etc. is not turning off and so is not permitted. For the purpose of clarity school means the building and the school grounds;
- Mobile phones and electronic devices must remain powered off for entirety of the school day;
- Students are allowed to switch on their devices at the end of the school day. Students need to be aware that the taking of photographs and of recordings, either audio or visual, is strictly prohibited in the school unless with the express permission of school authorities. This also applies to all school activities. A breach of this rule may result in a serious sanction being applied;

- If a parent needs to contact a student for any reason during the school day, they do so by contacting the school office, and do not contact the student directly;
- If a student needs to contact home for any reason during the school day, they go to the school office, or to the Deputy Principal or Principal. They are not to contact their parents by using their mobile;
- The use of mobile phones and devices may be permitted for the purposes of learning under the direct supervision of a teacher;
- The use of mobile phones may also be permitted on certain school outings and activities, under the direction of staff, for the purpose of students contacting parents.

6. INTERVENTIONS AND CONSEQUENCES

6.1 INTERVENTIONS

The school offers various supports to students and their parents to assist students in upholding the Code of Behaviour. Some of these have been outlined in previous sections of this Code. Other supports exist such as daily contact with a Class Teacher, the support of the Year Head, mentoring and access to the guidance counsellor. When dealing with serious/persistent behavioural issues the following are the broad aims of the school's approach:

- To establish a corrective and monitoring process as a first step;
- To bring about improved behaviour and attitude to work;
- To endeavour to help the student understand and acknowledge the unacceptable nature of his/her action(s);
- To encourage him/her to be a partner in the process of formulating a way forward;
- To involve parents/ guardians in formulating and enacting corrective strategies;
- To seek to explore/ address underlying personal difficulties that may be a contributing factor in a student's misbehaviour;
- To seek to assist a student to create and live a healthy, positive and balanced lifestyle;
- To protect and uphold the rights of other students and teachers.

6.2 CONSEQUENCES

Students who consistently display challenging behaviour are encouraged and supported by staff to try and adopt more positive behaviour patterns. Behaviour is a choice and sometimes applying a consequence is necessary.

The purpose of a consequence is to bring about a change in behaviour by:

- Helping students to learn that their behaviour is unacceptable;
- Helping them to recognise the effect of their actions and behaviour on others;
- Helping students to understand that they have choices about their own behaviour and that all choices have consequences;
- Helping them to learn to take responsibility for their choices and their behaviour.

A consequence may also:

- Reinforce the boundaries set out in the Code of Behaviour;
- Signal to other students and to staff that their safety and wellbeing is being protected.

In instances of more serious breaches of school standards, consequence may be needed to:

- Prevent serious disruption of teaching and learning;
- Keep the student, or other students or adults, safe.

6.1 UNACCEPTABLE BEHAVIOURS AND CORRESPONDING CONSEQUENCES

Gradation of misbehaviour and corresponding consequences:

Low Level Misbehaviour: Examples of low level misbehaviours include: minor conflicts and tensions between members of the school community, no homework, incomplete homework, unsatisfactory standard of work, missing proper materials for class, not following classroom instructions, being late for class, eating in class or chewing gum, littering, etc.

Sample proportionate consequences:

- Verbal warning;
- Extra written work;
- Note on VShare;
- Removal from a group within a classroom;
- Withdrawal from activities both within, and outside of, the classroom;
- Being asked to carry out a useful task in the school in the student's free time;
- Use of the ladder of referral i.e. to the Year Head, to the Deputy Principal, to the Principal, who decide on appropriate action;
- Informal short detention for a period during the lunch break, after school, etc;
- Conversation to encourage reflection on misbehaviour and changing misbehaviour;
- Clarification of expected behaviour moving forward.

Medium Level Misbehaviour: Examples of medium level misbehaviours include: deliberate disruption, use of foul language, failure to avail of learning opportunities, leaving the school grounds, cumulative acts of indiscipline from low level misbehaviour list, etc.

Sample consequences:

- Formal reprimand;
- Note on VSware;
- Use of the ladder of referral i.e. to the Year Head, to the Deputy Principal, to the Principal who decide on appropriate action;
- Meeting to encourage/ facilitate further reflection to bring about a change of behaviour;
- Formal detention on Wednesdays or on some other time as deemed fit, including a number of consecutive detentions;
- Student may be put on report. This means a student will be assigned a Behaviour and Learning Report card by his/her Class Teacher or Year Head or Deputy Principal and all his/her teachers will record the student's behaviour for each lesson for a period of one week, or longer as deemed fit. This report will be shared with the student's parent/guardian and will also be placed in the student's file;
- A student may be disallowed take part in any extra-curricular school activities;
- Privileges may be withdrawn, such as the use of eating in a particular area (eg. the lunchroom);
- Possible referral to guidance counsellor;
- Parents may be contacted and may be asked to a meeting in school to outline the difficulties and to discuss strategies for improvement;
- All details will be recorded on the student's file.

High Level Misbehaviour: Examples of high level misbehaviours include: Persistent disruption of classwork, once-off occasion of serious level of contempt/ disrespect/ defiance towards a member of staff or visitor to the school; violent/ aggressive behaviour towards a student, staff member, visitor to the school; wilful damage to school property or the property of another student, staff member, or visitor to the school etc.

Sample consequences:

- Use of the ladder of referral i.e. to the Year Head, to the Deputy Principal, to the Principal who decide on appropriate action;
- Meeting between the student, Year Head, Deputy Principal, Principal and parents /guardians to develop awareness of harm caused and to bring to student's attention, that every action has a consequence;
- Parents attend a school meeting;
- Referral to the Guidance Counsellor;
- Suggestion of referral for evaluation of suspected learning, behavioural or emotional difficulty;

- Type of sanction applied is left to the discretion of Year Head/ Deputy Principal/ Principal, which could possibly include detention, suspension or a recommendation for expulsion;
- All details will be recorded on the student's file.

Note: These lists of misbehaviours and consequences are not exhaustive lists.

7. DETENTION

- Detention is a fundamental element of our disciplinary structure and it is essential that our school receives the support of parents/ guardians in this matter.
- Students will not be excused from detention due to matches, grinds, part-time work etc. The onus is upon the student to refrain from misbehaviour that may lead to detention.
- Failure to attend detention may result in two detentions being imposed. Subsequent failure to attend will lead to more serious sanctions. Permission to defer a detention must be sought and received from the Year Head or Deputy Principal in advance of the detention. Such a deferment will only be granted in exceptional circumstances.
- Failure to fulfil a detention properly e.g. not wearing full school uniform, being late, not doing the work assigned during detention, misbehaviour will not be accepted. At a minimum, this will result in the detention being fulfilled properly at a future date. Students are not permitted to do homework or study during detention. They are assigned work by those supervising detention.
- Detention is normally held after school on Wednesdays.

8. STUDENTS WITH SPECIAL EDUCATIONAL NEEDS & THE CODE OF BEHAVIOUR

Our school is an inclusive school with a number of our students having Special Educational Needs (SEN).

- The assigned Learning Support teacher for each student with SEN will go through the Code of Behaviour with students with SEN at the beginning of the year, in a way that is accessible to them, reinforcing rationale and expectations.
- For some students opportunities may be needed to practice observing the rules with feedback on their progress. For others, simply going through the Code, using a question and answer session, may be sufficient. Some students may need the use of additional supports such as social stories to help them to understand the required standard of interaction with others.
- Students' understanding needs to be checked from time to time, especially where a student with SEN is acting in a way which is not in accordance with the Code of Behaviour.
- Teachers may need support in understanding how best to help a student with SEN to conform to the behavioural standards and expectations of the school.

- In the event of a serious breach of discipline involving a student with SEN, the school's SENCO (Special Education Needs Coordinator) will be consulted, along with the Principal and the Deputy Principal and, if appropriate the ASD programme lead teacher, before any decisions are made or sanctions imposed.
- To avoid conflict and to better understand their students, teachers are asked to familiarise themselves with the files of students with SEN in their classes and observe the recommendations of the Learning Support Department in this respect.

Refer to the school's *SEN Policy*

9. SUSPENSION

The Board of Management has the authority to suspend a student. This authority is delegated to the Principal (or Deputy Principal in the absence of the Principal). If, following the application of interventions and sanctions, a student's behaviour continues to be in serious breach of the Code of Behaviour, the Principal may suspend the student for a period of up to **three days**.

In exceptional circumstances, the Principal may **immediately suspend** a student. An immediate suspension may be warranted if:

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

A single incident of serious misconduct may be grounds for suspension.

This suspension may be for **more than three days**. In this case the matter will be referred to the Board of Management for consideration and approval.

In the event of any suspension parents/guardians will be notified and informed as soon as possible. The student may not leave the school until given permission by school management to do so and is collected by a parent/ guardian or a person nominated by them to do so.

The student being suspended and his/ her parents/ guardians will be informed of the reason(s) for the suspension, and will be afforded an opportunity to respond to the charges against the student.

Certain conditions may be imposed on a student before he/she will be accepted back to the school after a suspension. Such conditions may include: a written apology; a written undertaking of good and appropriate behaviour; agreeing to meet the guidance counsellor so as to help support the student; the completion of assignments; a formal meeting by the student and his parent(s)/guardian(s) with staff member(s), etc.

Parents/guardians, may appeal a suspension to the Board of Management. Students over the age of 18 may independently appeal a suspension. The process of such an appeal does not

confer on a student the right to return to class until the appeal has been heard or the suspension has been served. The Board will hear such an appeal and will decide to either uphold the appeal or to approve the suspension. In the event of a successful appeal against a suspension, the Board will delete any reference to the suspension from the student's file and may impose a different sanction on the student instead of suspension.

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents/ guardians, or a student aged over eighteen years, may appeal the suspension under section 29 of the *Education Act 1998*, as amended by the *Education (Miscellaneous Provisions) Act 2007*.

In a given school year, the Educational Welfare Officer will be informed of, the accumulation of six days suspension, and of more than twenty days suspension, by a student.

10. EXPULSION

The Board of Management has the authority to expel a student. This authority is reserved to the Board of Management.

In cases of the most serious misbehaviour and breaches of the school's Code of Behaviour, and/or following the unsuccessful application of interventions and sanctions, the Board of Management may permanently exclude a student from the school.

The grounds for expulsion may be similar to the grounds for suspension. Expulsion is considered only when the school authorities have tried a series of other interventions, and believe, that they have exhausted all possibilities for changing the student's behaviour. There may be exceptional circumstances, where the Board of Management forms the opinion that a student should be expelled for a first / single offence.

Expulsion will be sanctioned only following the most rigorous examination by the Board of the case circumstances and will be exercised in accordance with the principles of natural justice, and in conformity with all relevant legislation and the with reference to school's Code of Behaviour.

Before the Board will consider and make a final decision on a case that may incur the penalty of expulsion, parents/guardians will be informed of the details of the case and the seriousness of the situation, and will be invited to make a written submission to the Board and/or to meet the Board to hear the charges against their son/ daughter and to present their response.

Where an expulsion is proposed, the Board of Management will so inform, in writing, the Educational Welfare Officer. The expulsion will be effective twenty school days after the EWO has been informed of the decision to expel. Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel. Parents will be notified immediately that the expulsion will then proceed.

In the case of the expulsion of a student a parent/guardian, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education

and Skills (*Education Act 1998* section 29). An appeal may also be brought, on behalf of a student, by the National Educational Welfare Board.

Review of the Code of Behaviour Policy

The Board of Management of the School, in consultation with the relevant partners, will review this policy from time to time as appropriate, but in any event at the start of each new Board's term of office.

The Board may, subject to relevant legislation, and subject to Department of Education and Skills regulations, alter or amend any section of this policy as appropriate.