

Behaviour Code

Coláiste Pobail Setanta

How our Behaviour Code was developed:

During the planning process, our principal developed draft Classroom Guidelines for students – outlining the behaviours which needed to support learning in class everyday

We began the process of developing our Learning Code with staff at our first Staff Development day in October 2008.

We examined the values we wanted to be evident in our Learning Code and how it would be implemented... We then formed a team of staff to work on developing day to day guidelines for staff and students which would support these values.

These were brought back to the full staff at further staff meetings, and agreed by the end of our first year.

Our Student Council examined the draft Classroom Guidelines, and also agreed the values they wanted to be evident in our Learning Code. This work was broadened to the wider class groups in SPHE class

The support documentation was written in draft form by another team-this work was examined by staff, redrafted, and agreed

Parents were involved in this process at our early Parents' Association meetings, when parents also outlined the values they wanted to be included in our policy and guidelines.

Whole School Approach

All of our staff are involved in developing our new Learning Code. School Planning days and regular staff meetings give staff an opportunity to review and update the Code

Student progress and any link to our Learning Code is on the agenda of every staff meeting, subject planning meeting and Care Team meeting.

All college policies and guidelines are brought to the Student Council, who have the opportunity at regular meetings, to make suggestions and amendments to the policy in question. This is also the medium whereby all students' opinions can be taken into account

Parents' Association meetings provide an ideal opportunity for parents to take an active role in developing our Learning Code, and reviewing the code regularly

Our Learning Code has been ratified by the Board of Management, who reviews all college policies.

Ways in which we promote positive learning behaviour:

Our Classroom Learning Guidelines set high standards of everyday behaviour which promote learning as our right and priority in this college. We state these expectations and standards in a positive manner, challenging each student to meet them.

We emphasise the relationship between students and staff as the primary and most influential relationship in our college. We recognise that a child cannot learn effectively unless they feel happy and secure and we exhort each staff member to develop a positive and encouraging relationship with every student they teach.

We review student progress weekly, and examine a wide range of factors which might influence a child's ability to learn well. Tutors, learning support, language support and guidance staff attend these meetings with a member of the college leadership team.

We look first at ways in which we can support a child who is not achieving to the best of their ability.

We encourage staff to make positive notes in students' journals when appropriate.

Tutors review students' journals weekly, and it is college policy to use this opportunity to encourage the student wherever possible.

We have introduced a Merit Record sheet in the journal, where staff are encouraged to recognise the positive efforts being made by students. This information feeds into the decision making process for the Merit Award presentations at Christmas and the summer.

We have a Smile File programme for use with classes or year groups to encourage and reward positive learning behaviour. Students work towards agreed targets each day and week to earn a reward. Special aspects are built into this scheme to encourage specific students- Bonus Student. Surprise Bonus teacher and Bonus Smiles for specific behaviours help keep the programme interesting and fresh for the students. The programme is designed to run for a set number of weeks-10 maximum.

We have designed special College Cards which staff are encouraged to fill out and post home anytime they would like to acknowledge a kind deed, work well done or special effort or contribution on the part of any student.

We have also designed a special Principal's card for the principal to use to give special recognition to any student.

We hold Achievement Awards ceremonies twice yearly, awarding effort and achievement in:

Every teaching group-Certificates of Excellence

Tutor groups-Spirit of Setanta award, Merit Award, Academic Excellence Award, and Sports Star of the Year Award.

Expectations for Students, Staff, and Parents and how they will treat each other:

Our college is a place where people treat each other with respect. Each staff member, student and parent is valued for what they bring as a unique individual to the learning partnership we have developed. We work together to ensure that:

Each student in our care is happy, secure and learning effectively

Each staff member feels supported and valued by colleagues, parents and students

Each parent feels welcome and included in our ongoing dialogue about their child's learning

How Students, teachers and parents can help promote a happy school:

We help to ensure that our school is a happy place to work and learn in by:

Providing the best facilities we can for staff and students

Involving staff, students and parents in all aspects of our school's development

Supporting each other in all aspects of our work

Providing a wide range of option subjects for students and giving free choice to them

Providing a wide range of extra curricular activities for students

Providing leadership programmes for students

Involving students in supporting each other

Encouraging positive supportive relationships between all the partners
Communicating with each other if there is a difficulty
Helping each other to bring about change
Encouraging each other and acknowledging progress made

Roles and responsibilities of Staff members in relation to Behaviour

It is every staff member's responsibility to:

Get to know all the students in their care
Greet/call students by name in class and around the college
Role model the values of respect and integrity in everything they do
Support and encourage every student, colleague and parent they work with
Implement the high standards of learning behaviour outlined in the Classroom Guidelines

Minimise the possibilities of disruption to learning by:

Planning lessons appropriately to involve and engage students at a challenging level
Monitoring behaviour carefully in lessons to prevent disruptive behaviour developing
Using a wide range of learning activities so that different learning styles and multiple intelligences are facilitated
Developing a classroom ethos where it is ok to ask questions, get something wrong, and do really well
Being familiar with the learning, language or other difficulties a student might have
Learning how to best involve those students meaningfully and effectively in learning
Correcting all the work set and done either at home or in class
Giving feedback to students on all work done
Giving feedback which informs the student about how to improve their work
Keeping up to date records of work completed, in class assessments done, homework done, projects done
Noting any incidents of interrupting learning, or of work not done in the journal
Communicating quickly with parents/guardians and the student's tutor in case of any problem
Talking to the student in case of a drop in achievement level, or participation
Seeking to support the students in case of difficulty-liaising with the student's tutor, the Learning Support, Language Support, Guidance departments
Implementing the Learning Code agreed by staff, student and parents of the college

Class Tutors:

This is the most important role in our college. The Tutor is the key support person for each and every child in their tutor group. The role of the tutor is to:

Get to know each student in their tutor group
Ensure that each student is secure, happy and able to learn effectively
Become familiar with any difficulties each student may have
Liaise with support people/departments in the college to help the student
Communicate regularly with parents/guardians through the journal
Monitor attendance and punctuality
Record incidents of absence, lates in eportal.
Monitor effort and participation
Talk to students about their progress
Help students set achievement targets for themselves
Encourage student to get involved in extra curricular activities
Encourage students to get involved in leadership programmes
Monitor the social interaction of the group

Support any student whose friendship group has changed, or who is excluded
Communicate with other staff in cases where a student needs to be a Care Bear for a period of time
Try to prevent a student from getting to stage one of the Learning Code
Help the student to implement strategies which will support him/her in changing their behaviour
Communicate with other staff about strategies which might be helpful to a student who is trying to change behaviour
Monitor students on stage 1 Report, and encourage them in every improvement
Implement the SPHE programme as agreed by the college
Support the students in developing study and exam skills
Devise appropriate support strategies for students with the Care team
Monitor and evaluate the implementation of the strategies

Yearheads:

The role of the yearhead is to:

Monitor the academic, social and behavioural progress of the full year group.

Yearheads do this by:

Getting to know each student in their year group
Ensuring that each student is secure, happy and able to learn effectively
Becoming familiar with any difficulties each student may have
Liaising with support people/departments in the college to help the student
Meeting parents/guardians frequently and informing them in case of any early difficulty
Monitoring attendance and punctuality
Monitoring effort and participation
Talking to students about their progress
Tracking each student's progress all through their years in the college
Encouraging student to get involved in extra curricular activities
Encouraging students to get involved in leadership programmes
Monitoring the social interaction of the group
Putting support in place for any student whose friendship group has changed, or who is excluded
Communicating with other staff in cases where a student needs to be a Care Bear for a period of time
Helping the student to implement strategies which will support him/her in changing their behaviour
Communicating with other staff about strategies which might be helpful to a student who is trying to change behaviour
Monitoring students on stage 2 Report, and encourage them in every improvement
Devising appropriate support strategies with the Care team
Monitoring and evaluating the implementation of the strategies

Learning Support Department:

If students are learning effectively, it is much less likely that they will engage in behaviour which disrupts their learning and that of other students. The Learning Support department works to ensure that students with learning difficulties can effectively access all areas of the curriculum.

Learning Support staff do this by:

Assessing students at registration stage to identify anyone who may need support

- Liaising with primary schools/other agencies regarding appropriate support
- Meeting with parents/guardians before the student starts school
- Organising visits to our college for the student to meet staff
- Liaising with SNA/ other support personnel
- Liaising with the SENO regarding appropriate support for the student
- Becoming familiar with the learning difficulty the student may have
- Putting the appropriate supports in place for the student in the college
- Informing other staff regularly at staff meetings/subject meetings about learning difficulties
- Keeping up to date with current thinking/methodologies
- Helping staff develop teaching/learning strategies which will help the student learn
- Provide appropriate assessment/exam conditions for the student
- Liaising with other Learning Support departments-learning about best practice
- Liaising regularly with the student's parents/guardians to review progress
- Devising appropriate support strategies with the Care team
- Monitoring and evaluating the implementation of the strategies

Language Support Department:

The primary role of the Language Support department is to ensure that students whose first language is not English can effectively access the curriculum. Language Support staff do this by:

- Assessing students at registration stage to identify anyone who may need support
- Informing other staff regularly at staff meetings/subject meetings about strategies which will help students access the curriculum in various subject areas
- Helping all staff develop teaching/learning strategies which will help the student learn
- Liaising with other Language Support departments-learning about best practice
- Liaising regularly with the student's teachers to review progress
- Keeping up to date with current thinking/methodologies
- Developing a whole school literacy and language strategy
- Helping all staff integrate language support into their everyday teaching and learning activities
- Monitoring the integration of English as an Additional Language students into college life
- Monitoring college policies to ensure that we remain as inclusive as possible in everything we do
- Devising appropriate support strategies with the Care team
- Monitoring and evaluating the implementation of the strategies

Guidance Department:

The role of the guidance department is to support student learning in the following areas:

Career guidance

Staff support students in their learning by:

- Organising assessment tests for students at registration stage
- Reviewing registration assessments and examining each student's option choices for first year
- Tracking student progress throughout their school life
- Organising study skills workshops for students
- Organising DATS tests for students which help them choose senior cycle programmes and option subjects
- Meeting parents to give DATS results and advice
- Organising Information Evenings for parents/guardians

Holding individual appointments for students to discuss careers, subject choices, programme choices
Making information freely available to students who wish to investigate different courses and careers
Organising Mock Interviews for senior cycle students
Hosting Careers evenings for senior students

Counselling

Guidance staff support students' learning by:

Being available to meet students individually to allow them to discuss confidential issues which might impinge on their ability to learn

Developing the structures to allow access to the service by all students
Devising appropriate support strategies with the Care team
Monitoring and evaluating the implementation of the strategies

College Leadership Team:

We have a responsibility to:

Role model the behaviours we wish staff and students to adopt
Regularly remind all the partners of their responsibility in this regard
Support staff and students in the implementation of the Learning Code
Facilitate the involvement of all the partners in the development, evaluation and regular review of the Learning Code
Facilitate, enable and encourage staff to up skill and engage in continuous professional development, so that that students can engage in appropriately stimulating learning activities in the classroom
Actively maintain an ethos of support and encouragement for both students, staff and parents.

The Purpose and Context of Our School Rules

Our Classroom Learning Guidelines were developed in order to ensure that all students have a safe and secure learning environment in which it is ok to ask questions, make mistakes, learn and achieve to the highest level. We believe that this is an essential prerequisite to effective learning.

Our general Behaviour Guidelines were developed to ensure that everyone in our college feels included, respected and valued.

We believe that it is important that the ethos of our college is warm, friendly and welcoming to everyone.

The context of our behaviour guidelines is our college mission statement:

Our Mission Statement:

Our college is a vibrant learning community where, students, parents and teachers are encouraged supported and challenged in pursuit of the highest standards of achievement and academic excellence.

We foster equality respect and integrity in our college. We embrace diversity and recognise that everyone is unique and has a positive contribution to make.

Our Core Values:

Misneach/Courage:

We support students in having the courage to be themselves, and to work hard to achieve at the highest level.

Bród/Pride

We urge students to be proud of who they are, and to take pride in all their achievements

Meitheal/Support

We respect and support each other as we work and learn together

Systems for acknowledging good behaviour, progress, and effort

We monitor the behaviour and progress of all students regularly and acknowledge improvement/excellence through:

- Weekly review of the journal by tutors
- Positive notes in the student journal by tutors and subject teachers
- Merit Record sheet in journal
- Weekly Tutor meetings for all tutor groups
- Progress Reports in autumn and spring
- Detailed written feedback at formal Parent Teacher meetings
- Assessment reports at Christmas and in June
- Achievement Awards ceremonies at Christmas and in June
- College Cards used by tutors and subject teachers
- Reward schemes eg; Smile File Programme
- An emphasis on acknowledging good work done in all assessment of student work

How students, staff and parents can help each other to meet the standards expected in the college:**Staff:**

As staff we are committed to:

- Role modelling the values we cherish in Coláiste Pobail Setanta
- Role modelling the behaviours we wish students to adopt
- Being kind, friendly and helpful to everyone we work with in the college
- Being progressive in our own learning
- Supporting each other in our learning
- Discussing learning with the students
- Communicating regularly with parents/guardians
- Agreeing, implementing and monitoring strategies which help student learn more effectively
- Develop policies, structures and roles which support safety, security and effective learning
- Implementing consistently the Learning Code as agreed by all the partners

Students:

As students we are committed to:

- Being friendly and helpful to each other
- Understanding that we all learn in different ways and at a different pace
- Allowing each other to ask questions, and make mistakes in class
- Encouraging each other to do really well in class and in exams
- Congratulating each other when we do really well
- Accepting college policies and guidelines which support safety, security and learning

For ourselves we are committed to:

- Attending school regularly and on time
- Attending all classes on time
- Doing our best in all college activities
- Following the Classroom Learning Guidelines
- Following the college Behaviour Code
- Getting involved in college activities
- Getting involved in the development of the college

Parents:

As parents we are committed to:

- Taking an active and supportive role in my son/daughter's education
- Monitoring my son/daughter's progress regularly
- Communicating with the college about my son/daughter
- Agreeing, implementing and monitoring strategies introduced to help my son/daughter learn more effectively
- Taking an active and supportive role in the development of the college
- Supporting the college staff in implementing the Learning Code

Where parents/students can get help if problems arise:

Students:

If a student is anxious or worried about anything, they should approach the following people:

- Class Tutor
- Student Mentor
- Subject teacher
- Learning Support Teacher if appropriate
- Language Support teacher if appropriate
- Guidance Counsellor if they wish to speak in confidence
- Yearhead/Deputy Principal/Principal

In fact a student may approach anyone they feel comfortable with. Any member of staff will be able to advise and support the student and help them access whatever other support may be appropriate.

Parents/Guardians:

We encourage contact from parents/guardians on any matter relating to a student's general progress or ability to learn effectively

A parent who has a query or anxiety about their son/daughter's progress should contact the relevant tutor or yearhead and come to the college to discuss the matter

Parents/guardians are also very welcome to speak to Learning or language Support staff.

Parents/Guardians are also welcome to speak in confidence to our Guidance Counsellors about any matter

We will be very happy to help a parent/guardian access support from appropriate outside agencies where possible

Our Learning Code

The consequences of behaviour which interrupts learning

Learning is the most important activity in this college. You are here to learn. So are other students. If you interrupt learning, you will be given a note and extra work to do:

Activities which interrupt learning:

Reminder Notes:(given in the following cases-for the first one or two times only)

Coming late to class

Coming to class without the correct books/materials/equipment needed

Coming to class without the correct homework completed and in class to show your teacher

Report Notes:

Talking/messing/interrupting learning after being asked to stop

Disrespectful language or behaviour

Stage 1-Reminder Notes

If you interrupt learning, you will be given a Reminder Note and extra work to do.

Each note must be signed by your parent/guardian.

After five Reminder Notes and extra work have been issued in one half term, you will be asked to complete a Behaviour Review Form at home. This must be signed by your parent/guardian.

You will then receive Report Notes for any further interruption of learning.

Stage 1-Report Notes

If you interrupt learning, you will be given a Report Note and extra work to do.

After five Report Notes in one half term, you will be placed on an appropriate report by your tutor for one week. A letter will be sent to your parent(s)/guardian(s).

This report will be reviewed at the end of the week and may be extended if necessary.

If you need help or support, it will be organised for you.

If you do not do classwork or homework while on report, you will be asked to remain in school that evening to complete the unfinished/unattempted work. Student may leave once the work is properly done and given to the teacher supervising.

Stage 2-After 5 reminder Notes and 5 Report Notes in one half term:

A letter will be sent to your parent(s)/guardian(s)

You will meet with the Behaviour Team to discuss your behaviour.

You will be required to write a new commitment to the college

You will be on an appropriate report for two weeks-this may be extended if necessary

A Behaviour Support Plan will be devised and put in place to help you.

Stage 3-After 5 reminder Notes and 5 Report Notes in one half term:

A meeting will be organised for you and your parent(s)/guardian(s) with the college leadership team to discuss your behaviour and any further support/intervention needed.

You will be placed on report by your Year-head until your behaviour improves.

Your file will be referred to the Board of Management for future monitoring.

Stage 4-After 5 reminder Notes and 5 Report Notes in one half term:

You will be suspended for continued interruption of learning and must report to the college every morning to collect class work and homework.

You will be placed on report by your Yearhead and Deputy Principal on return to the college

Your re-enrolment form may not be processed until your behaviour improves.

Your file will again be referred to the Board of Management, and you may be asked to leave the college.

Any serious breach of the college code will take you directly to stage 4 where you will be suspended: for example:

- Refusal to cooperate with a staff member
- Gross disrespect to any member of the school community
- Fighting
- Vandalism
- Bringing illegal substances into the college

Procedures for Detention:

Late detention:

Detention may be used in cases where a student is late for school either in the morning or the evening. Each time a student reports late for school, they will receive a late stamp in their journal, for parents/guardians' information. If a student is late twice or more in one week, they will be placed on detention on the Friday of that week, for one hour. They will be given extra school work to do during that period.

Classwork/Homework Catch-up:

While on report, if there is a piece of classwork or homework that you did not do, you will be required to remain in school that evening to complete the classwork or homework not done. This will be communicated to parents/guardians at the beginning of the Report period. Parents/guardians will also be contacted that day to inform them that their son/daughter is completing classwork or homework not done. Student may leave once the work is properly done and given to the teacher supervising.

College Policies:

Promoting a Safe Learning Environment for all Students

The context of this policy is our mission statement:

Our college is a vibrant learning community where, students, parents and teachers are supported, encouraged and challenged.

We provide an open, caring and friendly learning environment which embraces diversity and recognises that everyone is unique and has a positive contribution to make. We celebrate all achievements.

Our commitment to our mission statement means that our college has a very strong anti-bullying ethos. We have developed programmes, structures and roles within the college to ensure that every student and staff member feels safe, happy and able to learn.

Our commitment to this aim means that we:

- Take the issue of bullying very seriously
- Do all we can to be proactive about the issue
- Put support systems in place for students and parents if it does happen
- Include students and parents in decisions about how to resolve the issue
- Review our policy regularly with students, parents and staff

Aims of our Policy:

To inform all students, parents and staff of our procedures
To empower students to deal with the issue should it arise
To engender a sense of collective responsibility regarding the issue of bullying
To support students and parents involved

Essential Elements of the Policy:

Focus on bullying as a human rights issue
Regular highlighting of the issue with all students from first year
Provision of a range of ways for students to access advice and support
Regular information and In-Service support for staff

Features of the Policy:

Clear guidelines for staff about how to document and resolve the issue
Clarity for students about our procedures
Clear steps for students to follow in seeking advice or reporting bullying
Regular highlighting of the issue with students, parents and staff
Regular review of our policy with students, parents and staff

Raising awareness about the issue of bullying:

Anti bullying workshops for all first year students
A workshop for all first year parents
'Stop It' booklet given to all student and parents
Follow up lessons in SPHE with the class tutor
Class tutors sit in on the workshop
Equality/respect for others posters around the college
Emphasis on equality in all college policies and guidelines
Follow up workshop in senior cycle

Guidelines and advice for students

Do not keep it to yourself-it will not go away!
If you protect the bully by your silence, it will continue and get worse
You have the right to be happy in school
No one has the right to make you unhappy.
Reporting bullying is standing up for one of your human rights

What to do if you see someone being bullied:

Never ever join in!
Be a friend-don't leave them all alone. A friendly word or smile could really help.
Talk to them about what happened- this will help them feel better. Don't pretend you didn't see what happened.
Try to persuade them to report it.
If they are not able to report it-report it in confidence for them.

What will happen when you report a bullying incident:

The teacher will talk to your tutor/yearhead or the college principal. One of them will then meet with you.
You must be sure to tell them everything that has happened.
They will write down what you say, to make sure they do not forget the details
They may talk in confidence to a few other students who may have seen the bullying happening
They will organise to meet your parents/guardians
You will all discuss how to handle the situation
You will be given help and support to help you recover and move on from what's happened
They will check in with you regularly to make sure you are ok.

When an incident is reported: Staff Guidelines

Working with the target student:

Meet with the student at a place and time when you will not be interrupted.

Stay very calm

Ask only open, not leading questions

Take careful notes of everything they say

Do not make any judgement statements in response

Seek advice from their tutor/yearhead/deputy principal/principal..

It may be appropriate to speak to some other students who may have witnessed the bullying incidents. Do this as discretely and carefully as possible. Take careful notes of what they say. Assure them that this is confidential and ask them to respect that. Never divulge to other students where you got the information. Make every effort to safeguard any student who has given you information.

Organise to meet the target student with their parents/guardians.

Allow both student and parents/guardians to talk the issue out

Arrange for the student to see the Guidance Counsellor as soon as possible

Monitor the situation carefully over the next few weeks/months

Contact the student to see if there has been any recurrence of the bullying behaviour

Contact and update the student's parents/guardians about progress at school level

Working with the student involved in the bullying:

Prepare in advance how you will introduce this issue-it is essential that the target child is not linked to the reporting of the incident. **Plan carefully how you will do this.**

Arrange discretely to speak to the student.

Organise this at a time and place when you will not be disturbed.

Do not accuse the student at any stage of this meeting. Do not demonise this student.

Remember that a happy student does not engage in this behaviour and this student will need help and support to change this behaviour.

Bring the conversation indirectly to the subject matter. Ask general questions about their relationship with the other student.

Mention that some students have noticed him/her slagging/messing (whatever is relevant) and that it looked a little like bullying type behaviour

Explain how that could make the other person feel. Encourage empathy with the other student.

Try to ascertain what might be behind this behaviour

Offer support for this student-organise this with the guidance counsellor

Outline how unacceptable that behaviour is in this college, and that the consequences of bullying behaviour would be very severe.

Gain a commitment from this student that they will have no direct or indirect contact with the other student

Make sure that the student knows before the end of the meeting that if there is a reoccurrence of the behaviour, you both know it is bullying and that there would be severe consequences for that.

Be positive with the student. Thank them for their commitment. Communicate respect and full acceptance of their commitment.

Check in with this student later and remember to positively acknowledge their changed behaviour.

Always ensure that you maintain a positive relationship with this student going forward.

When and where behaviour will be subject to the Code:

Students will be expected to adhere to our Learning and Behaviour Code when engaged in any school activity in the college building, on the college grounds or outside the grounds.

The Code will apply fully to students representing the college in all extra curricular activities or competitions, or on fieldtrips with college staff.

We expect students to show the highest level of respect to each other and to members of the community as they travel to and from the college daily. Our Code will be implemented if necessary to these times.

Procedures for notifying the college about reasons for absence from school:

All student absences must be explained by the parent/guardian. A note should be placed in the 'Absence Notes' section of the college journal. Extended absences should be covered by a medical certificate.

All absences will be noted in eportal by the class tutor.

Attendance reports will be made by the college to the NEWB three times during the college year.

Any student with 20 cumulative day's absence will be reported to the NEWB.

The college may contact parents/guardians in cases of unexplained student absence from school.

The college strongly encourages daily attendance in school, as an essential part of students' preparation for academic success.

We actively discourage absence for social reasons. The college will not accommodate or make special arrangements for students who travel abroad before the end of the Christmas term or the summer or other breaks or who take time off for other social activities.

Procedures for raising a concern or bringing a complaint about behaviour matter.

Any parent/guardian who has a concern about their son/daughter's behaviour should address the matter with the relevant tutor or yearhead, and/or support staff in the college.

If a parent/guardian wishes to revisit a decision made by college staff, they should contact the principal or deputy principal to discuss the matter.

If the concern relates to a staff member, the parent/guardian should contact the principal directly.

Parents/guardians have the right to appeal any decisions relating to suspension or expulsion. This appeal should be made within ===== and should be addressed to the Board of Management.

A student who wishes to talk about a behaviour issue which concerns a member of staff should also speak directly to the principal.

The Plan for reviewing the Learning Code

The Learning Code will be ratified by students, staff and parents by the end of our first year-June 2009. The Code will then be brought to the Board of Management for their evaluation.

We will review the Code on a 2 yearly basis.

The process will involve a small team of staff, who will review the existing code and bring proposals to the rest of the staff.

The Student Council co-ordinator will also ask the students to have input into this process too.

The parents will be involved in this review process through the Parents' Association meetings.

Who to contact about Behaviour Matters.

Parents/guardians may contact the following staff members in case of a concern about behaviour matters:

Class tutor
Assistant Yearhead
Yearhead
Deputy Principal
Principal
Guidance Counsellor
Learning Support/Language Support staff

Policies and procedures for Suspension and Expulsion:

General Principles drawn from Recent Legislation

- 1 Students have a statutory obligation to attend school up to age 16. Accordingly students have a right to attend school up to that age.
- 2 Having been admitted to a school, all students have the right to learn in an orderly and caring environment. All schools need to establish and maintain high expectations of student behaviour. All members of the school community should be aware of these expectations, and have agreed to support and uphold them.
- 3 All students and staff have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination.
- 4 There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and exclusion are the options available to the Principal and for the Board of Management in these situations. [Examples of "unacceptable behaviour" are contained in the Learning Code).
- 5 Collaboration between The Board of Management, school staff, students, parents is an important feature of Behaviour Management in schools. All should be fully aware of the suspension and exclusion procedures and their place in the context of the school's Code of Behaviour
- 6 Suspension is only one strategy within a school's Code of Behaviour. It is most effective when it highlights the parents'/guardians' responsibility for taking an active role, in partnership with the school, in working with their child to enable the child's behaviour to change. The school will work with parents/ guardians with a view to assisting a suspended student to rejoin the school community and begin participating fully in the educational programmes provided.
- 7 Suspension may be appropriate when it allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour, which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.

8. The Principal has the authority to suspend any student for a limited period and shall report any such suspension to the Board of Management at its next meeting. The principal shall also inform the NEWB of any absences due to suspension.

9. If, in the judgement of the principal, a student should be excluded, the Principal shall refer the matter to the Board of Management/Co.Dublin VEC for approval.

10. The Board of Management and the Principal will exercise this authority having regard to their responsibilities to the whole school community and to the Principles of Natural Justice. with successful re-entry.

11 In implementing these procedures, the Principal and Board will ensure that no student is discriminated against on any of the following grounds:

- Gender
- marital status
- family status
- sexual orientation
- religion
- age
- disability
- race
- membership of the Travelling Community

12 The Board of Management will also ensure that the implementation of these procedures will take into account such factors as:

- a. The age and state of health of the student;
- b. The student's previous record at the school;
- c. Any particular circumstances unique to the student which might sensibly be taken into account in connection with the behaviour, e.g. strained or traumatic domestic situations;
- d. The extent to which parental, peer or other pressure may have contributed to the behaviour;
- e. The degree of severity of the behaviour, frequency of its occurrence and the likelihood of its recurring;
- f. Whether or not the behaviour impaired or will impair the normal functioning of the pupil or other pupils in the school;
- g. Whether or not the behaviour occurred on school premises or when the pupil was otherwise in the charge of the school staff or when the pupil was on the way to or from school. An important consideration in cases of doubt is the extent to which behaviour away from the school had a serious impact on the life of the school;
- h. The degree to which behaviour was a violation of one or more rules contained in the

school's *Code of Behaviour* and the relative importance of the rule(s);

i. Whether the incident was perpetrated by the pupil on his or her own or as a part of a group.

13 Depending on the nature and extent of the misbehaviour the Board of management may also seek the support of other agencies such as the National Education Welfare Board (NEWB) , The County Dublin VEC Psychological Support Services (PSS) , Social services, of the Garda Juvenile Liaison Officer(JLO).

14 The Principles of Natural Justice are fundamental to the implementation of these procedures.

