



OUR LADY OF MERCY SECONDARY SCHOOL

Code of Behaviour

2020-2021

OUR LADY OF MERCY SECONDARY SCHOOL CODE OF BEHAVIOUR

This Code of Behaviour is in line with The Education Act 1998 and The Education Welfare Act 2000. The Board of Management has ultimate responsibility for the Code and the Principal is responsible for its implementation. The policy is a written document and visuals will be used to roll out the policy to all. A Student Learning Contract is included in student journals and visuals are displayed in all areas of the school, including classrooms.

In this policy, the following terms have the following meaning:

- **parent** refers to parent/parents or legal guardian/guardians
- **staff** refers to teachers, SNAs, examiners, supervisors, administration staff, support staff, caretaker, maintenance staff and other adults as inferred by the context

Where lists are given they are not intended to be exhaustive, instead they are indicative of the particular behaviour, sanction or item.

A whole school approach was taken to developing the Code of Behaviour by consulting with all the stakeholders (students, staff, parents and Board of Management). This process was led by the Positive Behaviour Strategy Team, policy co-ordinator and school secretary and facilitated by the NBSS. The Code of Behaviour is reviewed on an annual basis in line with the needs of the school community.

SCHOOL STATEMENT

Our Lady of Mercy Secondary School (OLM) aims to foster a positive learning environment where all individuals feel safe and valued. We aim to have a Code of Behaviour which is fair, consistent and which encourages students to correct unacceptable behaviour and learn self-discipline.

The code requires each student to respect the rights of all other students. Each student is also required to respect all members of the school community including all staff in the school. When students behave well, they enhance the good reputation of the school, their families and their community. In this context we aim to reflect the core values of OLM according to our school ethos and vision.

MISSION STATEMENT

All of the school community will work with care, to develop mature young adults, who will achieve their full potential, who will be ready to deal with the challenges of the modern world.

SCHOOL ETHOS

As the school was established by the Sisters of Mercy the educational philosophy of the school is the full human development of the student in a Christian context.

CORE VALUES

Promoting Spiritual and Human Development

- *We believe knowledge of and a personal relationship with Jesus Christ gives meaning and purpose to our lives.*

Achieving Quality in Teaching and Learning

- *We are committed to excellence and to continually improving the quality of teaching and learning.*

Showing Respect for Every Person

- *We respect the unique and intrinsic value of each person.*

Creating Community

- *Our schools are faith communities of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.*

Being Just and Responsible

- *We seek to act justly and responsibly in all our relationships.*

VISION- *Shaping a Brighter Future for Our Young People*

As a voluntary secondary school in the Mercy tradition we hope to achieve the holistic development of each student within the defined ethos of the school. We aim to maximize the potential of each student in our care. This is to be achieved in an atmosphere of respect and fairness. Through support and friendship we hope to affirm each person's self-worth and dignity in the school community. In co-operation with the Board of Management, parents and staff our wish is that students will grow into happy, confident, responsible mature young adults.

OBJECTIVES OF THE CODE OF BEHAVIOUR:

- To foster a sense of pride and respect in the school community where all feel valued, supported and cared for.
- To respect the Code of Behaviour.
- To create an environment conducive to safe learning.
- To ensure that all members of the school community work in safe, secure surroundings.
- To develop student/parent involvement in school life through the establishment of councils and committees.

How OLM staff instils a sense of pride and respect in the school community where all feel valued supported and cared for.

Practical tips for building a positive school culture and climate:

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach students what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class, around the school and during all school activities.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve students in the development of these messages.
- Catch students 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 students with a disability or with Special Education Needs.
- Give constructive feedback to students when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach students about the appropriate use of social media.
- Positively encourage students to comply with the school rules on mobile phone and internet use.
- Actively involve parents and or the Parents' Council in awareness raising campaigns around social media and the use of mobile phone and internet use.
- Follow up and follow through with students who ignore the rules.
- 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 student friendly language in the classroom and in common areas.
- All staff will actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground /school yard/outside supervision.
- School staff can get students to help them to identify bullying "hot spots" and "hot times" for bullying in the school.

- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when students are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.
- Encourage students to wear the required uniform with pride.

SCHOOL RULES:

Reflecting the core values of OLM our 3 behavioural expectations for positive behaviour in school are the 3 R's:

Be **Ready**

Be **Respectful**

Be **Responsible**

Our positive behaviour matrix represents our school rules in three identified areas of our school – classroom, corridor, school yard and other school activities in the context of the **3 R's**.

Expectations	Classroom	Corridor	Schoolyard
Be Ready	<ul style="list-style-type: none"> • Be on time • Have all materials for class • Journal on desk • Books out • Follow seating plan • Have homework done • Be in full uniform 	<ul style="list-style-type: none"> • Voice volume • Walk directly to your next class • Line up quietly outside classroom • Use lockers at agreed times 	<ul style="list-style-type: none"> • Go directly to the yard at break-time • Stay with your year group • Use the toilet at break-times • Go directly to class when the bell rings
Be Respectful	<ul style="list-style-type: none"> • The Four Golden Rules: Listen, hands up, wait and use one voice • Follow instructions • Voice volume • Allow others to learn • Be polite 	<ul style="list-style-type: none"> • Follow all staff requests • Voice volume • Walk on the right • Leave room for others to pass • Respect others personal space 	<ul style="list-style-type: none"> • Follow all staff requests • Be friendly and kind to all • Respect everyone's safety • Respect the environment
Be Responsible	<ul style="list-style-type: none"> • Be on time and in school every day • Follow class rules • Complete all assigned work • Try first and then ask for help if you need it • Work/study hard • Write homework in journal • Do your best always • Look after your property. 	<ul style="list-style-type: none"> • Voice volume • Keep hands, feet and bags / equipment to yourself • Consider the safety of others • Look out – speak up – tell someone! • Follow corridor rules 	<ul style="list-style-type: none"> • Look out – speak up – tell someone! • Be green • Bin your litter • Keep everyone safe and follow yard rules • Re-enter the building calmly and respectfully

The matrix applies to other school activities as appropriate

SCHOOL RULES THAT INFORM OUR CODE OF BEHAVIOUR

UNIFORM

The school requires the students to wear the full school uniform when attending or representing the school. The school uniform consists of:

- Navy V-neck jumper with school crest
- Blue blouse or shirt,
- Navy tie
- Navy skirt or trousers
- Black shoes or plain black runners, and
- Prescribed school jacket or plain black/navy jacket

The school requires students to be neat and tidy. Students may wear a watch, one single ring and one pair of earrings (studs/sleepers).

PHYSICAL EDUCATION (PE)

The school requires each student to participate in PE classes. Students participating in PE classes must wear a black or navy T-shirt, shorts or tracksuit, and runners or sports shoes. A student who is not participating in PE classes must provide a written medical explanation signed by a doctor to his/her class teacher or year head.

BOOKS & EQUIPMENT

The school requires each student to have a school journal and all books and equipment necessary for each subject. The student must keep them in good condition.

SCHOOL JOURNAL

Every student carries a school journal throughout the school day. The school journal is a most important means of communication between the home and the school. The school expects the parents to examine the school journal daily and sign weekly. The school expects each student to keep a neat and accurate record of the following in his/her school journal:

- Name & Address
- Phone numbers for parent and an emergency contact number
- Student Learning Contract and Parent Learning Contract signed by parent and student
- Class timetable
- The homework given in each class
- Notes between teachers and parents
- Absentee/Leave early notes, etc.

ATTENDANCE

Good attendance is the key to a student's success in school. There are 6 classes on a Wednesday, 8 on a Friday and 9 on the other days. Students in Transition Year attend work experience every Tuesday, LCA 1 students attend work experience every Wednesday and LCA 2 students attend work experience every Thursday. A student who attends school regularly will do better and be happier at school.

- Parents must ensure that their son/daughter attends school every day and punctually.
- Students should not be absent from school except in special circumstance: e.g., illness or bereavement.
- A student who is absent from school must provide a written explanation in the back of the school journal signed by a parent to his/her class teacher on returning to school.
- Under the Education (Welfare) Act 2000, the school is obliged to report any student who has been absent for more than 20 days in the school year to TUSLA.
- The school year is 167 days. Please arrange family holidays during school holiday time.
- Students who need to leave school during school hours must get permission from the Class Teacher/Year Head/Principal or Deputy Principal. If a student has a pre-arranged appointment they should present a note in the back of the journal to the class teacher at registration time.

PUNCTUALITY

The school day begins at 8.32 each morning, Monday to Friday. Each student must arrive back by 1.20 each afternoon. Wednesday is a half-day.

- Students who arrive late to school are required to report to the school office immediately where a member of the administration staff will record their arrival on VSWare and issue a late-stamp in their journal for admission to class.
- Students should gather necessary books and equipment from lockers for classes before 8.30am, and during the morning or lunchtime breaks (in line with COVID-19 Plan).
- Students who change classrooms should proceed directly and quietly without delay from one classroom to another.
- Students must arrive on time for each class during the day. Arriving late will be recorded on VSWare. Arriving late for class regularly, without an acceptable explanation may warrant a yellow card or another disciplinary response by teachers.

CLASS WORK & HOME WORK

The school expects each student to:

- Line up quietly and in an orderly fashion outside classroom.
- File into classroom quietly and in an orderly fashion.
- Co-operate fully with all teachers and school personnel both in school and on school outings.
- Behave well in class, using the 4 classroom Golden Rules.
- Sit at the desk selected for him/her by the teacher.
- Work to the best of his/her ability, listen attentively and carefully to the teacher, and participate in class.
- Keep his/her copybooks in good condition.
- Complete his/her written exercises neatly.
- Complete all his/her homework on schedule to the best of his/her ability.
- Make every effort to complete the class work and homework that he/she missed during any absence from school.

GOLDEN RULES



PERSONAL PROPERTY

- **Lockers:**
 - Students should use the lockers to store books and school equipment.
 - Students should use lockers before and after school or at break times only.
 - Students are responsible for their own locker key and are required to have it every day.
- **Phones & Electronic Devices:**
 - Students are not permitted to use mobile phones or electronic devices of any description in the school, except with the explicit permission of a teacher.
 - Staff will confiscate any device that is being used in the school without permission.
 - If a student refuses to submit the device, the Principal/Deputy Principal/Year Head will intervene.
 - Should the student refuse to submit the device to the Principal/Deputy Principal/Year Head, the student's parent will be called and a final chance will be given to submit the device.
 - If the student refuses to hand over the device, the student will be sent home.

- The school may require parents to collect confiscated equipment.
- Communication with students during school time should be conducted through the school office. The school office is open 08.30-12.50 and 13.30-15.30 every day except Wednesday when the office closes at 12.50.

HEALTH & SAFETY

The school works to make sure that every student is safe and understands classroom procedures fully. These procedures are based on common sense and are outlined to students at the beginning of the school year. Practical subjects of their nature have special regulations and procedures. Rules are drawn up in consultation with students, are clarified regularly and are on display in the rooms.

The school requires the student to be familiar with procedures for the evacuation of the school buildings in the event of fire. All students will practice a fire drill at least once in the first term of the school year to ensure that they are familiar with fire drill procedures. They should know the location of fire extinguishers and the location of fire exits and assembly points. They must co-operate with staff during fire drills.

Students should be aware of the dangers of throwing or swinging any sort of object: compasses, pencils, schoolbags, etc.

Students are required to walk on the right-hand side of staircases and corridors; this ensures safe, easy movement through the building.

The school promotes healthy eating which includes a ban on consumption of fizzy drinks. The school has been awarded an Active Flag and the school community is expected to partake in Active Week on a yearly basis.

Our school has been awarded a Green Flag. Our Green School policy promotes and encourages all students to participate in helping to keep our school tidy and litter free and to recycle as much waste as possible.

ANTI-BULLYING POLICY

The school wants to ensure that everybody, particularly the students in the school, can live, work and play in an environment that is totally free from bullying. The community in OLM enforces a strict anti-bullying policy. Our Pastoral Care Programme strongly supports the policy.

DISCIPLINE

The school encourages positive behaviour in students and has a number of incentives in place to support this goal.

A) Positive Recognition/Incentives

Verbal Praise	Incentive Charts (Group and individual)	School Website
Oral Feedback	Good news postcards	Student of the Week/Month
Good note in journal	School newsletter	End of Year Awards
Merits	R&R Afternoon	Assessment Reports (Christmas & Summer)
Senior Leadership Opportunities	Assemblies	Oral feedback at Parent Teacher Meetings
	Class stickers	

B) Leadership Opportunities:

OLM believes that leadership development is very important for the development for our young people. This is in keeping with the school Ethos and Mission statement e.g.

- *Prefects* are appointed at senior level to act as positive role models within the school by supporting the younger students and upholding the school ethos and rules.
- *CEIST Leadership Conference* for students of CEIST (Catholic Education an Irish Schools

Trust) schools is held annually. It gives students the opportunity to partake in training around leadership and to display their school leadership initiatives to other CEIST schools.

- *Student Council* consists of representatives from all class/year groups, who act on behalf of their peers in advising or assisting school management in matters of mutual interest.
- *Sports Council* gives senior students responsibility and experience in organising, promoting and managing school sports events and teams. They act as a link between school staff and the student body.
- *Green Schools* create an awareness of environmental issues around our school. Members participate in monitoring/evaluating issues such as energy usage and waste management in the school. They also work to get and maintain the Green Flag by monitoring energy, water, waste and travel methods of students in the school.
- *Faith Friends* is a faith building mentoring programme for TY students. It is part of the John Paul II awards. The team works with confirmation students and teaches them a set programme.
- *Amnesty International* campaigns for a world where human rights are enjoyed by all, by organising awareness campaigns and letter writing.
- *GAISCE Award* is a direct challenge from the President of Ireland to young people aged 15-25 to dream big and realize their potential. The President's award is a personal development programme that encourages young people to find their passion, get active and make a difference in their community.

C) Parental Support for the Code of Behaviour

The school encourages parents to support their children by taking an active interest in their progress. The school invites parents who want to discuss their children's education to contact the relevant Class Teacher or Year Head. Conversely, Class Teachers and Year Heads may need to meet with parents. Meetings must be arranged in advance through the main office.

The Principal, Deputy Principal and teachers regard each student as an individual with personal needs and interests. In class and in the school generally, all members of staff will address the needs and interests of each student. When members of staff find it necessary to discipline a student for misconduct, they will take his/her personal circumstances, abilities and achievements into account.

The Teachers, Class Teachers, Year Heads, Principal and Deputy Principal continuously monitor the attendance, punctuality, conduct and progress of the students. If they find that a student is violating the Code of Behaviour they will impose either simple or severe sanctions on him/her. In certain circumstances, they may use discretion in applying sanctions. Initially, the student's Class Teacher will inform the parents and ask them to help the school resolve the problem. If the student continues to violate the Code, the Year Head/Deputy Principal /Principal will make arrangements to meet the student's parents in the school.

The school will use one or more of the following ways to communicate with the parents:

1. The student's School Journal
2. Letters
3. Telephone Calls
4. Text Messages
5. Parent-Teacher Meetings
6. Meetings by appointment
7. HSCL Support for Parents

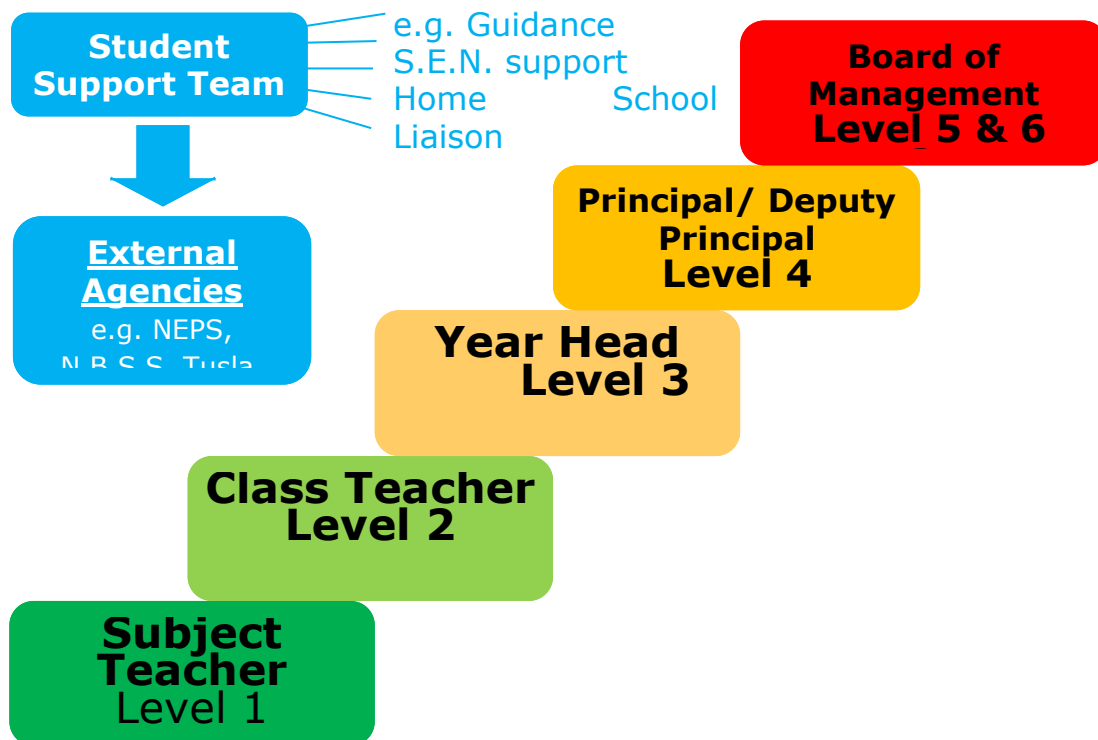
Parents are required to sign the Code of Behaviour when they register their son/daughter in OLM to indicate that they support the Code and that they expect their son/daughter to abide by it. They are further expected to sign the Student Learning Contract and the Parent Learning Contract in the student journal.

RESPONDING TO INAPPROPRIATE BEHAVIOUR

Our Lady of Mercy, Drimnagh adopts a problem solving approach when dealing with inappropriate behaviour and has many supports and interventions in place to support the needs of the student. These include support from Subject Teachers, Class Teachers, Year Heads, Home School Community Liaison, School Completion, School management as well as the school Guidance Counsellor and Chaplain. In addition to this, the school also accesses supports from outside agencies to further support students where required. Please see appendix for list of in school supports and outside agency student supports. Sanctions are imposed as consequences to inappropriate behaviour and the use of a Ladder of Referral provides clarity and consistency of approach for all. Sanctions may be needed to help a student with special educational needs to learn about appropriate behaviour and skills, as in the case of any student. The school and classroom practices that support good learning behaviour are valid for all students, including those with identified special educational needs.

REFERRAL PROCESS TO DEAL WITH INAPPROPRIATE BEHAVIOUR

Support Responses



Most students behave appropriately with the help of clear, consistent rules and routines. The subject teacher will deal with low to medium incidents of misbehaviour through classroom management strategies.

Some students need more active interventions and/or supports to help them manage their behaviour. This may involve:

In School Supports	
Pastoral Care	SEN Support
Care Team	JCSP Support
Friends for Life	HSCL Support
Counselling	SCP Support
Guidance	SPHE Support

External Agency Supports	
Counselling Services	SENO
CAHMS (Lucena)	An Garda Síochána
NEPS	CIALL
NBSS	Local Partnership
Youth Services	Strengthening Families
TUSLA	Families First
HSE	NCSE
Pieta House	

Sanctions are also a response to help students change behaviour. They are necessary to show disapproval of and to discourage unacceptable behaviour. Sanctions should be proportionate to the nature of seriousness of the behaviour. Certain factors will be considered such as:

- The frequency, duration and persistence of the behaviour.
- Whether it is part of an escalating pattern of poor behaviour.

Sanctions		
Non Verbal Warning	Yellow Card	Behavioural Contract
Verbal Warning	Report Card	Discipline Committee
Note in Journal	Red Card	Board of Management
Phone call/text home	Detention	Expulsion
Penalty Sheet	In-house Suspension	
Report sheet	Suspension	

THE REFERRAL PROCESS

All teachers have responsibility for the implementation of the Code of Behaviour throughout the school. In the classroom teachers monitor student behaviour and deal with incidents of misbehaviour as per the code. Teachers work in partnership with other teachers to implement the code and to support one another. The referral process is our school system of implementing the Code of Behaviour and of supporting students to behave in a more appropriate way.

Level 1 – Subject Teacher

Behaviour Concerns	Interventions and Supports
<ul style="list-style-type: none"> • No Journal • Disrupting Teaching & Learning – making noise and talking out of turn • Eating, drinking or chewing gum • Bullying • Using mobile phone/electronic device in school • Refusal to hand up mobile phone/electronic device • Slagging each other • Wearing jackets in class • Refusing to remove jackets • Refusing to hand up journal • Throwing objects • Entering the classroom noisily • Homework not done • Not following instruction • No equipment for class • Not asking for help appropriately • Graffiti • Not staying on task • Arriving late to class regularly • Offensive language • Not organised for class • Not listening to teachers instructions • Disrespect and rudeness • Persistent talking in class 	<ul style="list-style-type: none"> • Non-verbal warning • Verbal warning • Record name in teacher’s journal • Quiet word after class • Phone call/text home • Penalty sheet • Note in journal • Teacher student discussion regarding appropriate behaviour in class. • Detained before or after school • Note on VSWare • Yellow card- persistent misbehaviour • Report to Class Teacher • Report to Year Head • Arrange meeting with Parent • Referral to Guidance Counsellor for support • Referral to SEN Department for support • Red Card- Gross misbehaviour

Level 2 – Class Teacher

Persistent Behaviour	Supports and Interventions
<ul style="list-style-type: none"> • Disrupting teaching and learning • Late for registration • Failure to produce notes for absence • Loss of journal • Persistent slugging • Using mobile phone / electronic device in class without permission • Forgetting equipment for class • Not getting report sheet signed • Homework not done • Talking out of turn • Drinking energy drinks • Bullying • Eating, drinking and chewing gum • Offensive language • Refusal to hand up journal/ mobile phone / electronic device • Vandalising books, equipment or property 	<ul style="list-style-type: none"> • Class Teacher reinforces what subject teacher is saying • Contact parents • Phone call or text home • Yellow card Discussion with student about expected behaviour • Update on student file • Put student on report • Monitor report card • Discussion at class teacher/year head meeting • Note in journal • Reports to Year Head • Referral to Guidance Counsellor • Referral to SEN Department • Request SNA support • Team teaching request • Reduced timetable. • Following through on plan with student

Level 3 – Year Head

Behaviour Concerns – ongoing/repeated and persistent	Interventions and supports
<ul style="list-style-type: none"> • Bullying • Persistent or severe verbal abuse • Lack of respect – lack of respect to other student or family members • Lack of care or guidance to other students • Peer pressure • Fighting verbal or physical • Throwing objects • Incitement of violence • Malicious damage of school staff or students property • Offensive language toward staff • Refusal to hand up journal • Mitching class • Forging signature in journal or notes • 3 yellow cards • Red card 	<ul style="list-style-type: none"> • Year Head reinforces what class and subject teacher has said • Consult with class/subject teachers/Career Guidance/SEN Department and Anti-Bullying person • Refer student and staff concerns regarding a student to the student support team • Contact parent by phone and text • Meet with parent • Consultation with Parents • Update student file • Student on report • Processes red cards • Monitor report cards • Attend class teacher meeting • Note in journal • Year Head discussion with student regarding expected behaviour • Consult with Principal/Deputy Principal where there is consistent indiscipline. • Part of Discipline committee

Level 4 – Deputy Principal/Principal

Behaviour Concerns	Interventions and supports
<ul style="list-style-type: none"> • Verbal abuse of staff • Physical abuse of staff member or student • Unauthorized absence from class or school • Serious and aggressively threatening behaviour • Smoking in the school building • Refusal to hand up school diary • Offensive language towards staff • Throwing objects at staff members or students • Bullying • Theft • Refusal to hand up mobile phone or other electronic equipment • Arriving to school or school activities under the influence of alcohol or other substances • Use of alcohol or other substances in school or during school activities • Using camera to photograph or record teachers or other students without permission 	<ul style="list-style-type: none"> • Liaising and consulting with all Pastoral Care members to encourage and support good behaviour in school • Meet with parents • Be involved in investigating serious breaches of the Code of Discipline at all stages • Detention • Withdrawn from class • Behaviour contracts • Report cards • In-house suspension • Suspension • Referral to outside agencies for support • Discipline committee • Regular scheduled meetings with parent/guardian to review student progress

Level 5 - Discipline Committee Meeting with Student and Parent

The Discipline Committee consists of a Representative of the Board of Management, the Principal or Deputy Principal and the student's Year Head. The Discipline Committee meeting is the last formal stage of the in school discipline process. Outcomes may be noted at Board of Management level.

Behaviour Concerns	Interventions and supports
Persistence of any behaviour concerns	The Discipline Committee may propose any of the interventions or supports previously mentioned or may suggest new ones in consultation with parents e.g. meet student regularly, suspended detention, 1 or 2 hour detention, referrals to in-school support or outside agencies.

Level 6 - Board of Management

Behaviour Concerns	Interventions and supports
<ul style="list-style-type: none"> • Serious incident • Continuous extreme behaviour difficulties • Failure of student to take up supports or interventions recommended by the school at earlier stage of the discipline process 	<ul style="list-style-type: none"> • Invite parent to BOM meeting • Recommendations to take up supports • Suspension greater than 5 days • Expulsion

DISCIPLINARY PROCEDURES EXPLAINED

1.0 YELLOW CARD / MINOR UNACCEPTABLE BEHAVIOUR(S)

Teachers use yellow cards to report on minor/ongoing/repeated unacceptable behaviour.

Prior to administering a yellow card the teacher will have given:

- a) Verbal warning
 - b) Spoken to the student
 - c) Written note in journal
 - d) Spoken to parent by phone
 - e) Recorded in teachers journal/VSWare
- The teacher will inform the student that he/she is receiving a yellow card for unacceptable behaviour.
 - The teacher will place both parts (yellow sheet and carbon copy) of the completed yellow card in the Class Teacher's pigeon box (Staff Room).
 - In addition to completing the yellow card, the teacher may apply sanctions or supports on the student who has misbehaved (3.0 below).
 - Student fills in Student Behaviour Reflection Sheet.

1.1 CLASS TEACHER & YEAR HEAD

- When the Class Teacher accumulates three yellow cards for minor unacceptable behaviour(s) by a particular student, he/she will separate the yellow sheets from their carbon copies.
- The Class Teacher will place the three yellow sheets in an addressed envelope and post it to the student's parent. The Class Teacher will attach an explanatory letter to the contents of the envelope.
- The Class Teacher will put the student **on report** for 4 days.
- The Class Teacher or Year Head may apply additional sanctions or supports (section 3.0 below).
- The Class Teacher will place the carbon copies of the three yellow cards, a copy of the explanatory letter and a memo on the sanctions or supports that he/she has applied, in the Year Head's pigeon box for inclusion in the student's file.
- The parent must confirm that he/she has received the yellow cards by signing the 4 day report each night.

1.2 REPETITION

- If the Class Teacher accumulates a second set of three yellow cards for minor unacceptable behaviour(s) by a student, he/she and the Year Head will complete procedure 1.1 above.
- In this instance, the Year Head will arrange an appointment to meet the student's parent in the school.

2.0 RED CARD / MAJOR & EXTREME UNACCEPTABLE BEHAVIOUR(S)

Teachers use red cards to report on the major or extreme unacceptable behaviour(s).

- The teacher will inform the student that he/she is receiving a red card for unacceptable behaviour.
- The teacher will place both parts (red sheet and carbon copy) of the completed red card in the Year Head's pigeon box (Staff Room).
- In addition to completing the red card, the teacher may apply sanctions or supports on the student who has misbehaved (section 3.0 below).

2.1 YEAR HEAD

- The Year Head will separate the red sheet from its carbon copy. He/she will place the red sheet in an envelope addressed and post to the student's parent. The Year Head will attach an explanatory letter to the contents of the envelope.
- The Year Head will put the student **on report** for 4 days. The Year Head may apply

additional sanctions or supports (sections 3.0, 3.1, 3.3 below).

- The Year Head will place the carbon copy of the red card, a copy of the explanatory letter and a memo on the sanctions that he/she has applied in the student's file.
- The parent must confirm that he/she has received the red card by signing the 4 day report nightly.
- The Year Head will inform the Class Teacher about the red card and the action that the school is taking to resolve the problem.
- Student fills in Student Behaviour Reflection Sheet.

2.2 REPETITION

- If the student receives a second red card, the Year Head will complete procedure 2.1 above. In this instance, the Year Head will arrange an appointment to meet the parent in the school.
- The Year Head may ask the Principal to instruct the student to remain at home until the parent has kept the appointment where necessary.
- The Year Head will place a copy of the letter arranging or confirming the appointment in the student's file.

2.3 INCIDENTS OF VERY EXTREME MISCONDUCT

- The Year Head will report incidents of major unacceptable behaviour to the Principal. The Principal may apply further sanctions or supports (sections 3.2 - 4.0 below).

3.0 SUPPORTS AND SANCTIONS

In School Supports				
Pastoral Care Care Team	Friends for Life Counselling	Guidance SEN Support	JCSP Support HSCL Support	SCP Support SPHE Support
Sanctions				
Non-verbal Warning Verbal Warning Note in Journal call/text home	Penalty Sheet Report sheet Yellow Card	Report Card Red Card Detention	In-house Suspension Suspension Behavioural Contract	Discipline Committee BOM Expulsion

3.1 DETENTION FOR IMPUNCTUALITY

- The school will require students who fail to attend class punctually to complete a period of supervised detention in school at the end of the day.

3.2 STUDENT ON REPORT

- The Class Teacher, Year Head or Principal may place a student on report for 4 days. The school holds the student who is **on report** responsible for the following:
 - He/she must ask the teacher in each of the classes that he/she is attending during the day to write a note on his/her report sheet. At the end of the school day, he/she must present his/her report sheet to the Year Head/Deputy Principal/Principal for inspection.
 - On returning home at the end of the school day, he/she must ensure that his/her parent signs the report sheet immediately.
 - He/she must present this report sheet, signed by his/her parent, to the Class Teacher during the first roll call next school day.
- The Principal/Deputy Principal/Year Head may place a student on a Behaviour Credit Sheet.
- Additional sanctions and supports may be applied to a student who continues to misbehave while **on report**.

3.3 BEHAVIOURAL CONTRACT

- The Principal (Deputy Principal in Principal's absence) may require the student to sign a behavioural contract in which he/she agrees to behave himself/herself properly in school.
- The contract must be witnessed and signed by the parent and the Principal/Deputy Principal.

3.4 SUSPENSIONS

- **Suspension from class (In-house Suspension):**
 - The Principal/Deputy Principal/Year Head may suspend a student from class.
 - Any student suspended from class will complete educational assignments under strict supervision in the school.
- **Suspension from school:**
 - The Principal (Deputy Principal in Principal's absence) may suspend a student from school for persistent or extreme unacceptable behaviour.
 - The decision to suspend a pupil will be informed by a full investigation of the case in accordance with the principles of natural justice.
 - In each case, the school will contact the student's parent immediately*.
 - The Principal (Deputy Principal in Principal's absence) will place an explanatory letter in an addressed envelope and post to the student's parent.
 - The Year Head will place a copy of the explanatory letter in the student's file.
 - The Principal will ensure that the Board of Management is informed of the suspension.
 - If the student is suspended for a period of 6 days or more, the Principal will inform the Education Welfare Officer.
 - If the student is suspended for a cumulative total of 20 days or more in one school year, the Principal will inform the Education Welfare Officer.
 - The student will be recorded as "SUS" on the VSWare system.
 - ** If the school cannot contact the parent directly, the student will be sent home at the end of the school day with a letter requesting the parent to contact the school immediately for an appointment*
- **Return from Suspension:**
 - After meeting parents, the school will terminate the student's period of suspension.
 - The student will return on a one-day report (section 3.2 above).
 - The student may be required to sign a behavioural contract (section 3.3 above).
 - Should a student be suspended for behaviour involving a teacher or member of the school staff, a restorative meeting should form part of the reintegration process.
- **Appeals against suspension from school:**
 - Appeals against suspension of 1-3 days may be made to the Board of Management.
 - Appeals against a suspension of a cumulative period of 20 days or more may be made to the Secretary General of the Department of Education and Skills. This must be done in writing within 42 days of notification of suspension.

3.5 DISCIPLINE COMMITTEE

- The Discipline Committee is an intervention by the school in the case of a student who is consistently breaching the Code of Behaviour and is in danger of being invited to meet with the Board of Management to discuss his/her future. **
- The Discipline Committee consists of a Representative of the Board of Management, the Principal or Deputy Principal and the student's Year Head.
- The Discipline Committee will invite the student and their parents to meet with them in the school to discuss the student's behaviour.
- The Year Head will present a report to the Discipline Committee.
- The Discipline Committee has a number of options available to it:
 - The student may be placed on report (section 3.2 above).
 - The student may be required to sign a behavioural contract (section 3.3 above).
 - The student may be required to engage with in-school or external services to engage

- with the behavioural problems.
- The student may be suspended for a maximum of 3 school days.
- The student and his/her parents may be required to attend a full Board of Management meeting.
- *** If the school believes that the student has breached Level 6 on the Code of Behaviour, it may refer a student directly to the Board of Management (The Referral Process, Level 6).*

3.6 EXPULSION

- Expulsion is the ultimate sanction imposed by Board of Management.
- The decision of the Board will be informed by a full investigation of the case in accordance with the principles of natural justice.
- The student and his/her parents will be invited to attend a Board of Management meeting to discuss the case. All documentation relating to the case must be delivered to the parents 3 school days prior to the Board of Management meeting.
- The Principal will present a report to the Board of Management.
- The Board of Management may decide to expel a student for one or more of the following:
 1. The student's continued presence in the school constitutes the rights of others being denied.
 2. The student's behaviour is a cause of significant disruption to the learning of others and to the teaching process.
 3. The student's continued presence in the school constitutes a real and significant threat to safety.
- There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:
 - A serious threat of violence against another student or member of staff.
 - Actual violence or physical assault.
 - Supplying illegal drugs to other students in the school.
 - Sexual assault.
- Steps to be followed in the case of an expulsion:
 1. Intention to expel letter sent to the parents and TUSLA (Educational Welfare Officer) notified through official form.
 2. Staff informed by official email of Board of Management's intention to expel.
 3. Principal will meet with EWO, who will invite parent to attend a Section 24 meeting.
 4. Confirmation of Expulsion letter accompanied by the Section 29 Appeals Form sent to parents after 20 school days have passed.
 5. Staff informed by official email of Confirmation of Expulsion.

Appeals against expulsion from school:

- Appeals may be made to the Secretary General of the Department of Education and Science within 42 days of confirmation of expulsion.

4.0 RESTITUTION FOR DAMAGE TO PROPERTY

- The school will require the student and/or their parents to pay the cost of repairing or replacing property that he/she has damaged.

5.0 ACCESS TO STUDENTS' FILES

Each Year Head will maintain files on his/her students in a secure cabinet in his/her room or office. The files are confidential. The Principal, Deputy Principal, Year Heads and Class Teachers will have access to the files. Each Year Head will regulate access to his/her files in line with the school's GDPR Policy.

Each file will contain:

- Detailed and unambiguous written records of all communications between teacher and student, and school and parent.
- Copies of yellow and red cards issued to the student.
- Reports on Conduct.
- Record of Sanctions.
- Record of supports offered to and taken up by the student.
- Record of attendance and punctuality.
- Reports on progress.
- Results of tests.
- List of achievements and awards, etc.

6.0 APPOINTMENTS WITH PARENTS

- The Class Teacher or Year Head will meet the parent of a student who has received three yellow cards.
- The Year Head will meet the parent of a student who has received more than three yellow cards.
- The Year Head will meet the parent of a student who has received numerous red cards.
- The Principal/Deputy Principal/Discipline Committee will meet the parent of a student who continuously breaches the Code of Behaviour and/or is suspended.

List of school documents and policies that support the Code of Behaviour:

- Admissions Policy
- Child Protection Policy
- Pastoral Care Policy
- Attendance Strategy
- Anti-bullying Policy
- Health & Safety Policy
- Homework Guidelines
- Guidance & Counselling Plan
- RSE/SPHE Policy
- Drugs, Alcohol & Tobacco Policy
- Acceptable Use Policy
- HSCL Policy
- Parents Council Constitution
- Student Council Constitution

This policy was adopted by the Board of Management on 1st October 2020

Signed:



Chairperson of Board of Management

Date: 1st October 2020

Signed:



Principal

Date: 1st October 2020