

SCOIL DARA
CHURCH STREET
KILCOCK



Code of Behaviour 2018

Scoil Dara Code of Behaviour

Introduction

Scoil Dara promotes the development of a community of faith inspired by Gospel Values

Scoil Dara is a co-educational, voluntary secondary school under the trusteeship of Ceist. The school was formed in 1991 when the two voluntary secondary schools in Kilcock, Scoil Iosa (girls) and Meanscoil Iosaif (boys) amalgamated. The school operates within the regulations laid down by the Department of Education and Skills (hereafter referred to as the DES) and the Board of management consisting of Trustee nominees, nominees from the community of parents/guardians and nominees from the teaching professionals in the school. Under Section 23 of the Education (Welfare) Act 2000, the Board of Management of each school must prepare and make available a Code of Behaviour for its students. This policy - the Code of Behaviour of Scoil Dara - has been developed in accordance with the Guidelines issued by the National Educational Welfare Board, hereafter referred to as the NEWB Guidelines and those issued by Túsla – The Child and Family Agency. ‘The code of behaviour is the set of programmes, practices and procedures that altogether form the schools plan for helping students in the school to behave well and learn well’ (NEWB Guidelines, 2008). This Code of Behaviour has been drawn up in consultation with all the school partners, including the Board of Management, school staff, students and parents/guardians. It takes cognisance of the responsibility of the school to ensure that all of its students are educated in a happy, safe, respectful and optimal learning environment. This requires balanced judgements, which are guided by the principles of natural justice and acting in the best interests of all students. Scoil Dara endeavours, to the greatest possible extent, to provide an appropriate education for all students. In the true spirit of that endeavour we honour the right of the overwhelming majority of students, who comply with and support the code, to learn, a right which will not be subverted by any disruptive minority.

The community of the school works in a holistic manner to guide and support students as they move toward independence, self-knowing, responsible citizenship, spiritual growth and in their capacity to find meaning in life and sustain positive relationships.

The dignity of each student, staff member and parent is honoured and reflected in the policies and systems in the School. Policies and systems are reviewed on a regular basis and are agreed across the stakeholders (students, teachers, parents, School Management, Board of Management and trustees) to ensure that they represent the common good, ensure the health and safety of all and are cognisant of context and current social trends and issues.

Educational excellence, where students come to understand and strive for their full potential academically, is central to the work of the school and the needs of each learner are recognised as an integral part of helping students understand themselves and recognise their individual capacity.

As educators, the staff at Scoil Dara, engage in a variety of teaching methodologies and strategies so that the teaching and learning is inclusive, effective and flexible.

Mission Statement

The community of the school works in a holistic manner to ensure that dependence is gradually replaced by responsibility for self, society and the world. The dignity to each student, staff member and parent is honoured and reflected in school policies and structures.

While educational excellence is promoted, it is the needs of the learner that direct the development of the school. We engage with alternative approaches to education especially for those who are most disadvantaged.

The school promotes a spirit of service and care

Principles

Scoil Dara is a student-centred school, where support is given to each student to:

- recognise their belonging to a community of support and care.
- experience success
- feel affirmed in achieving their individual best
- value hard work, positive effort and creativity
- receive encouragement toward attaining their goals
- access support and guidance in their personal, academic and social development
- become confident and self-aware
- endeavour to become the best that they can be
- offer support and care for others
- identify their innate attributes and skills and strive to develop them
- understand the responsibilities associated with community involvement and inclusion, respecting all other members of the school community

Scoil Dara recognises the rights of each student and balances these with the common good and rights of other students to promote:

- Respect
 - Shared learning for life
 - An atmosphere of learning
 - Concern for the environment
 - Health and Safety
 - Positive behaviour
- The school has regard for each student as an individual, with a particular array of circumstances and specifics of context which may affect a student's outlook, understanding and therefore their behaviour.
- The principles of natural justice will always apply (Circular M 33/91 GUIDELINES TOWARDS A POSITIVE POLICY FOR SCHOOL BEHAVIOUR AND DISCIPLINE - https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/m33_91.doc)

- The school will communicate high expectations of all students – in all aspects of school life – through the policies and procedures it creates and through the ethos that enlivens that culture of the school.
- Parents are encouraged to participate actively in school life in order to facilitate the development of mutually beneficial links between school and home: connect, collaborate and support.
- All staff of the school and facilitators or guests of the school have the right to carry out their work unhindered and in a positive and mutually respectful atmosphere.
- All students have the right to learn and receive tuition unhindered and in an atmosphere that is positive, respectful and conducive to learning and teaching.

Policy Content

This policy applies to students of Scoil Dara and relates to all school activities both during and outside of normal school hours. This policy provides that if a student is recognisable as a student of Scoil Dara (i.e. wearing the school uniform, at a school event, during lunch hours, travelling to and from school, etc.), then the school reserves the right to safeguard its good name. This policy also applies to students on educational outings and tours, regardless of location, time, wearing the uniform, to all residential trips, field trips, foreign tours, adventure trips, etc. The code requires that all interactions between school staff and parents/guardians will respect the normal protocols that should apply to such interactions.

Scoil Dara’s Code of Behaviour is underpinned by:

- Our obligations under the Irish Constitution and current legislation, including the Education Welfare Act, 2000 and NEWB Guidelines, 2008.
- Our Mission Statement and School Ethos
- The CEIST Charter
- Fair procedures and the principals of natural justice.

‘Each school has its unique identity, ethos, values and culture. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies’ (Page 15, NEWB Guidelines, 2008)

The Code of Behaviour helps all members of the school community to recognise and promote the school ethos, relationships, policies, procedures and practices that encourage positive learning relationships and a spirit of care and regard for all and prevent unacceptable behaviour. The Code of Behaviour helps students, teachers, staff members and parents/guardians to work together for a happy, effective and safe school community. This Code of Conduct aims to foster the founding values that inform the unique character of Scoil Dara.

Aims and Objectives of the Code of Behaviour:

- To clarify what is expected in terms of positive student behaviour.
- To create and safeguard a positive environment conducive to learning and teaching for all members of the school community.
- To promote responsible behaviour, community values, resilience, self-discipline and good citizenship.
- To ensure recognition and celebration of positive behaviour and responsible student leadership.
- To outline pathways to acknowledgement, affirmation and reward for positive behaviour and positive leadership.
- To foster an orderly, harmonious school where high standards of behaviour are expected and realised.
- To enable the school leadership to support the learning of every student in the school
- To implement effective procedures which support the optimum the day to day running of the school and which meet the demands of current legislation
- To facilitate the appropriate involvement of all school personnel
- To encourage and support students in aiming for the highest ideals and their heartfelt ambitions.
- To support parents in guiding their children towards making a positive impact on the school community to which they belong while encouraging them to derive the highest academic, personal and social benefits from that engagement.
- To make parents and students aware of procedures for dealing with misconduct and infringement of school rules.
- To set out procedures for sanctions, suspension and expulsion and to clarify the process for the appeal of said sanctions.
- To generate a school culture where honest endeavour, a genuine interest in learning, the development of key personal and interpersonal skills, individual growth, academic, sporting and cultural attainment are valued and supported.
- To actively engage with parents/guardians, communicating openly and appropriately with them regarding all aspects of school life, student learning, assessment and tracking, school events, parent and teacher meetings, expectations and attainment, student behaviour, student welfare and support, SEN information and service, extra-curricular and co-curricular activities, programmes and initiatives etc.

Understanding Behaviour

Teachers, parents and students may have different understandings about behaviour. An understanding of the factors that influence behaviour is fundamental to developing and implementing the schools code of behaviour.

“Learning, relationships and behaviour are inextricably linked” (page 27, NEWB Guidelines). Behaviour is affected by factors within the person and influences external to the person. In addition, the social nature of schools is an important factor and awareness of the -

“influence of groups and the relationships within and between the many groups and subgroups in the school environment is an important part of

the understanding of behaviour. School life is fundamentally social and individual students and teachers are part of the many groups and subgroups in the course of a single day. The dynamics that operate within and between these groups are very powerful and are themselves significant influences on individual and group behaviour” (page 28, NEWB Guidelines).

Within Scoil Dara the Tutor/Year Head system gives each year group a significant and sustained team of support personnel throughout their time in the school. The significance of these supporting relationships is nurtured through regular communication, assemblies, Teacher/Tutor commendations/interventions, leadership opportunities, year group initiatives and projects, award ceremonies, pastoral support, co-curricular and extra-curricular events, etc.

In addition, home values/norms and parental attitudes strongly influence a student’s behaviour and learning in school. The importance of demonstrating positive parental attitudes and support for Scoil Dara is communicated to all parents at information evenings, in school correspondence, in parent and teacher meetings, through the Parents Association, etc.

The Characteristics of Positive Behaviour:

Personal Motivation ✓	Active Engagement ✓	Self-Awareness ✓	Regard for Others ✓
Empathy ✓	Respect ✓	Reflective ✓	Self-Evaluative ✓
Management of Self and Behaviour ✓	Responsibility and Ownership ✓	Positive Relationships ✓	Resilience ✓

Standards of Behaviour

Scoil Dara expects all members of the school community to behave in ways that show respect for others and demonstrate the school values. Students are more likely to benefit from their education and to be happy in a structured, caring environment where high standards and expectations of behaviour are expected and adhered to. These standards form the focus of the Code of Behaviour.

The school’s standards of behaviour reflect values such as:

- ✓ Respect for self and others
- ✓ Respect for school property and the property of others
- ✓ Kindness and willingness to help others
- ✓ Courtesy and good manners

- ✓ Managing individual behaviour in a positive way
- ✓ Maintaining the student diary as a support for managing learning and communication
- ✓ Fairness
- ✓ Readiness to use respectful ways of resolving difficulties and conflict
- ✓ Attending school regularly and punctually
- ✓ Doing ones best. Setting goals and taking responsibility for working towards those goals
- ✓ Completing assigned tasks to the highest possible standards - in class and with regard to home-work and home-learning
- ✓ Taking responsibility for ones learning
- ✓ Keeping the rules/expectations
- ✓ Helping to create a safe positive environment
- ✓ Respecting staff
- ✓ Respecting other students and their learning
- ✓ Keeping our school free from drugs, alcohol and tobacco
- ✓ Participating positively in school activities

Our standards of behaviour also signal to members of the school community the kinds of behaviour that are not acceptable in the school, for example:

- ✓ Behaviour that is disrespectful and damaging to the positive relationships and atmosphere within Scoil Dara
- ✓ Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- ✓ Behaviour that interferes negatively with teaching and learning
- ✓ Behaviour that is inappropriate for a place of work and learning
- ✓ Threats or physical hurt to another person
- ✓ Damage to property
- ✓ Theft or distribution of stolen goods
- ✓ Smoking, use of e-Cigarettes and vaping
- ✓ Substance abuse
- ✓ Supply of illegal and/or banned substances
- ✓ Refusal to comply with clear instruction from staff
- ✓ Use of foul language/profanities to a member of staff or other student(s)

Awareness of these misbehaviours has led to the creation of the ladder of referral, which explains the response to a specific breach of the code and articulates related outcomes and expectations regarding student responses to the relative sanction.

Related Policies

The Code of Behaviour is an integral policy in Scoil Dara. It is one of the most important policies with regards to how the school community maintains an optimal learning environment, a positive atmosphere and respectful relationships. It is also the system through which the innate ethos of the school is expressed in a series of expectations for behaviour and relationships. Therefore it is a pivotal policy determining the culture and climate of the community of Scoil Dara. As such it influences and informs all other school policies:

Child Protection Policy	Child Safeguarding Statement	Anti-Bullying Policy
Admission Policy	The Uniform Code	Dignity in the Workplace Policy
Acceptable User Policy	CCTV Policy	Health and Safety Policy

(Please note this list is indicative only and non-exhaustive)

Promoting Good Behaviour

Promoting good behaviour is one of the main goals of the schools Code of Behaviour. This requires consistency across the whole school. The positive nature of community relationships, the commitment to excellence on the part of school management and the high quality classroom teaching enables most students to behave in ways that support their own learning, personal development and the development of positive relationships. This Code of Behaviour aims to support and nurture the academic, personal and social growth of all students. It aims to assist students to make better choices and take responsibility for their conduct and their learning by:

- ✓ Affirming good behaviour
- ✓ Setting and communicating high, clear, consistent and widely-understood standards/expectations e.g. uniform, punctuality, demonstrating basic manners...etc.
- ✓ Nurturing positive relationships and interactions
- ✓ Recognising and discussing positive feedback about behaviour with teachers/tutors/Year Head
- ✓ Recording commendations on E-Portal, acknowledgment in class and at parent-teacher meetings, commendations to tutors and year heads, acknowledgement at year group assemblies, subject and attendance awards, school reports and feedback, academic awards (at Junior Cycle and Leaving Cycle), student leadership opportunities, etc.
- ✓ Pastoral care and guidance provision and support
- ✓ An extensive range of co-curricular and extra-curricular activities co-ordinated by teacher volunteers
- ✓ Teachers and staff members model the behaviour that is expected from the students
- ✓ Positive everyday interactions between teachers and students
- ✓ Good school and class routines – starter activities/homework review/formative feedback

- ✓ Clear boundaries and rules/expectations for students
- ✓ Helping students themselves to recognise and identify good learning behaviour and positive learning practices – using the journal to record homework etc.
- ✓ Good teaching and learning that engages students and builds their learning capacity
- ✓ Opportunities for collaboration and participation with students and parents
- ✓ Wellbeing programme (policy development stage) and specific programmes tailored to student levels and needs.
- ✓ Maintaining a pleasant and well organised school and classroom environments e.g. lots of visual displays, exhibits of student work, keeping high standards of cleanliness and tidiness...etc.
- ✓ Extra-curricular and co-curricular activities which promote inclusion
- ✓ Student leadership opportunities and pathways
- ✓ Student focused curriculum and good school organisation

Responsibilities of School Community Members to the Code of Behaviour

Parents:

In Scoil Dara parents are valued partners in education. When parents/guardians take the decision to enrol their son/daughter they do so with the awareness that it is a condition of enrolment that they understand and accept the terms of the school's Code of Behaviour (and other policy documents) and all revisions / amendments approved by the Board of Management. Clarification of any element of the Code of Behaviour can be sought from school management.

- Parents are required to review the key policies with their son/daughter before signing agreement with those policies.
- Parent/guardian contact details should be entered on page 3 of the journal ensuring that contact can be made swiftly should the need arise.

Parents play an invaluable role in working with the school to ensure that their child/children comply with the Code of Behaviour and all related policies relevant to their involvement in the community of Scoil Dara. Parents have the responsibility to actively support the school staff in the fair implementation of the Code of Behaviour and the other agreed policies in the school. Parents have the responsibility, by law, to send a written explanation for absence to the school on the school's prescribed form for this purpose.

Students:

On enrolment each student is required to acknowledge an understanding and acceptance of the Code of Behaviour. Prior to signing acceptance of the Code of Behaviour each student will be asked to confirm that s/he understands the Code and, if required, will be given assistance to understand. This Code of Behaviour is one of the support systems in place in Scoil Dara, to enable students to get the most from their time at school and to promote responsible behaviour and good citizenship.

Students are expected to be kind, courteous and respectful to and supportive of each other. This manner of positive behaviour also applies to relationships with all staff members, outside facilitators/visitors to the school and all members of the school community.

Students have the responsibility to make a positive contribution to the life of the school in terms of work, behaviour and relationships.

Students are encouraged to develop the skills and capacities to be responsible, reflective learners throughout the course of their time in Scoil Dara.

Behaviour that is dangerous or disruptive will not be accepted and will be dealt with by way of disciplinary sanction. Behaviour that breaches the code of behaviour will be managed in terms of the ladder of referral and relevant sanctions will apply.

School Staff:

Teachers are responsible in the first instance for supporting positive behaviour in the classroom and they share responsibility with the school staff outside of the classroom. In relation to their responsibility for supporting positive behaviour in the classroom, teachers should endeavour to:

- Have a positive regard for all students.
- Communicate the expectations for positive behaviour to the students
- Expect honest effort and high standards in terms of work and engagement
- Employ best practice methods of teaching and learning
- Seek to create an attractive classroom environment and a positive learning environment
- Take account of students' social, environmental and cultural circumstances and exhibit professional judgement regarding these variables.

All teachers have the right to teach and carry out their professional duties unhindered and in an atmosphere that is conducive to learning and teaching.

Principal:

The overall responsibility for discipline within the school rests with the Principal, subject to the authority of the Board of Management.

The Principal will provide guidance, leadership and support to staff, students and parents in the application of the Code of Behaviour and in disciplinary matters in general.

The Principal will ensure that the Code of Behaviour is administered in a fair and consistent manner.

The Principal will encourage a sense of collective responsibility among staff and a sense of commitment to the school among staff, students and parents.

The Principal may at his/her discretion delegate responsibility for discipline.

Management Team:

In partnership with the Principal, the Deputy Principals and Year Heads will play key roles in the maintenance of good discipline and positive and supporting relationships throughout the school.

Board of Management:

The Board of Management will ensure that:

- The statutory obligations of the school are adhered to
- A review of the Code is carried out regularly
- School management and teachers are fully supported and resourced in implementing the Code of Behaviour.

Any breaches of state law, within the school grounds, or while in school uniform or while on any out of school activity organised by the school will be regarded as a breach of school rules and sanctions will apply in line with the seriousness of the breach

Responding to Inappropriate behaviour

Despite the best efforts of any school, inappropriate behaviours can happen. Even minor breaches of the Code of Behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the students own learning, the learning of others and the capacity of the teacher to teach all of the students. Disruptive behaviour can also contribute to the discomfort and even intimidation of other students. Scoil Dara has a determined commitment to high quality teaching and learning and the disruption of class-based learning cannot be tolerated.

Where a student's behaviour disrupts the teaching and learning of other students, the school leadership have to achieve a balanced approach to the needs of that student relative to the needs of the class students and the learning environment of the class. This requires the application of professional skill and judgement in each individual case, while considering the student(s) involved, specific circumstances/context of the incident and the impact on and perception of other students.

It is the responsibility of every member of the school community to maintain a classroom and school environment that is supportive of the learning of every student in the school and which ensures continuity of instruction for all. The whole school community of Scoil Dara responds to inappropriate behaviour as follows:

- Preventative measures
- Discussion(s) with student
- Sanctions
- Communication with Parents/Guardians
- Ladder of referral
- In-school and outside-agency Interventions

Ladder of Referral

If and when students fail to behave in accordance with the expectations set out in the Code of Behaviour teachers and supervision staff may apply the following interventions as appropriate to the situation. These interventions are scaled so as to take account of the nature of the incident, the context of the incident, the record of previous and associated breaches of the Code of Behaviour, the record of previous interventions etc. Sanctions are imposed by the staff of the school in accordance with the Ladder of Referral;

<p>Ladder Of Referral</p> <p>Class Based</p> <p>Corridor/Social Area Based</p> <p><u>Involving:</u></p> <p>Student</p> <p>Teacher</p> <p>Parent/Guardian</p> <p>Tutor</p> <p>Year Head</p>	<p>Classroom Management strategies include (this list is not exhaustive);</p> <p>A prompt to students to engage with the learning activity and to stay on task-</p> <p>A direct/general reminder of the current task -</p> <p>Extra appropriate work assigned -</p> <p>Exclusion from the learning activity (group-work) -</p> <p>A firm verbal warning/reprimand -</p> <p>Instructing the student to move to an appointed seat -</p> <p>Logging the behaviour- E-Portal database (3 logs for the same issue within a 4 week span results in a detention) –</p> <p>Referral to class tutor/Year Head</p> <p>Note in Student Journal, to be signed by parent/guardian -</p> <p>Referral to Year Head –</p> <p>Teacher phones Parent(s)/Guardian(s) in consultation with Year Head</p> <p>Removal from class to the supervision of another staff member –</p> <p>Exclusion from the Social Area at break times –</p> <p>Support of the school counselling team</p> <p>Allocation of alternative locker -</p> <p>Detention -</p>	<p>The student is:</p> <p>Required to be punctual to class and ready for focused engagement.</p> <p>Expected to have all relevant materials ready for class (books/copies/pens/journal/specialist materials/home work)</p> <p>Required to manage behaviour and adhere to the agreed code of behaviour</p> <p>Encouraged to organise learning and complete assignments by deadline</p> <p>Invited to take pride in learning and aim consistently for improvement</p> <p>Expected to consider the impact of his/her behaviour on the learning of others</p> <p>Encouraged to engage positively in class-based activities, with teachers, other students and facilitators</p> <p>Expected to allow others to learn and actively engage in class activities without disturbance or hindrance</p> <p>Required to speak respectfully to teachers, following instructions for learning and modifying behaviour as required.</p> <p>Expected to adhere to the Code of Behaviour</p>
<p><u>Involving:</u></p> <p>Student</p> <p>Parent/Guardian</p> <p>Year Head</p> <p>Deputy Principal</p>	<p>Meeting with Tutor / Year Head -</p> <p>Report Card (short/medium – term) -</p> <p>Formal letter home from Tutor/Year Head -</p> <p>Telephone call to parent(s)/guardian(s) -</p> <p>Meeting with parent(s)/guardian(s) –</p> <p>Student and parent meet with Year Head/Deputy Principal</p> <p>Withdrawal from extra-curricular/co-</p>	<p>The student is:</p> <p>Required to amend behaviour and reflect on the causal behaviour which led to reprimand</p> <p>Required to complete a written report of the behaviour</p> <p>Requested to reflect on the effect of this behaviour on others</p> <p>Encouraged to acknowledge the disruptive/negative nature of their</p>

	<p>curricular activities (sport/clubs) –</p> <p>Report Card – tracking behaviour</p> <p>Scheduled meetings with Year Head/Deputy Principal, reviewing behaviour and efforts to adhere to Code of Behaviour</p> <p>Support of the school counselling team</p> <p>Detention-</p>	<p>behaviour</p> <p>Required to present Report Card at the end of each class</p> <p>Expected to follow the guidelines and expectations of teachers/tutors/Year Head in line with the policies of the school</p> <p>Expected to adhere to the Code of Behaviour</p> <p>Required to attend arranged meetings</p>
<p><u>Involving:</u></p> <p>Student</p> <p>Parent/Guardian</p> <p>Year Head</p> <p>Deputy Principal</p> <p>Principal</p>	<p>Deputy Principal and Year Head meet with student and / or parents -</p> <p>Revised Contract of Learning and Behaviour -</p> <p>Suspension, with approval of the Principal -</p> <p>Scheduled meetings with support team of Year Head, Deputy Principal, Parent(s)/Guardian(s) and student concerned -</p> <p>Support of the school counselling team</p>	<p>The student is:</p> <p>Required to reflect on those recurring behaviours that have become a significant issue</p> <p>Expected to amend the patterns of behaviour that have led to escalation of sanctions</p> <p>Obliged to review personal commitment to attainment and consider attitude to learning in light of future goals</p> <p>Expected to adhere to the Code of Behaviour</p>
<p><u>Involving:</u></p> <p>Student</p> <p>Parent/Guardian</p> <p>Principal</p> <p>Board of Management</p>	<p>Meeting with Student/Parents</p> <p>Suspension</p> <p>Exclusion</p>	<p>All parties are required to follow agreed procedures</p>

Suspension Sanction

Suspension and Exclusion are organisational sanctions that Scoil Dara is required under Section 23 (2) of the Educational Welfare Act 2000, to develop and articulate a policy on. The Code of Behaviour is required to include the procedures for Suspension and Exclusion. These policies and procedures for the use of Suspension and Exclusion are in accordance with the NEWB Guidelines (2008). They are based on the principles of natural justice¹ and are applied in a fair way.

Where allegations of criminal behaviour are made about a student, these will be referred to the Gardaí who have responsibility for investigating criminal matters. The Juvenile Liaison Officer/Community Garda² is a significant source of support and advice for Scoil Dara, parent(s)/guardian(s) and students.

The key difference between Suspension and Exclusion is the degree of seriousness and persistence of the behaviour.

Authority to Suspend

The Board of Management of Scoil Dara holds the authority to suspend a student. In the case of the authority to suspend, the Board of Management of Scoil Dara has devolved the authority to suspend to the Principal of the school. The Principal, through this delegated authority, may suspend a student for up to and including three days without consulting the Board of Management in advance. The Principal acting under this devolved authority, will notify the Board of Management (at the subsequent meeting) of any suspensions actioned.

A suspension of up to 5 school days may be given if sanctioned by the Chairperson of the Board of Management. Suspensions of longer than 5 school days in duration must be sanctioned by the Board of Management. Notification of any suspension exceeding 6 days will be forwarded to the National Education Welfare Board (NEWB) through the regional Education Welfare Officer (EWO). No individual suspension may be longer than 10 days without due notification being given to the National Education Welfare Board (NEWB).

The Board of Management may extend the period of an individual suspension beyond 10 school days in exceptional circumstances where the return of the student to the school presents a danger to their own welfare and/or the welfare, health and/or safety of the students/staff. An accumulation of over 20 school days suspension and any exclusions will be reported to the National Educational Welfare Board (NEWB).

Grounds for Suspension

Suspension should be a proportionate response to the behaviour that is causing concern. A decision to suspend or a proposal to exclude a student requires serious grounds such as that:

- The student's continued presence in the school at that time constitutes a threat to safety.
- The student's behaviour has had a seriously detrimental effect on the education of another student or students in the school.
- The matter is deemed very serious: either a pattern of persistent misconduct or a serious single incident.
- The student is responsible for serious damage to property or person or reputation
- The student's behaviour has had a detrimental effect on the welfare of staff or student(s)

¹ http://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf

² http://www.citizensinformation.ie/en/justice/children_and_young_offenders/garda_juvenile_diversion_programme.html

- The student has engaged in a named behaviour that Scoil Dara has deemed to warrant an Automatic/Immediate Suspension (for specific named behaviours. see Appendix A)
- The student breaches the Code of Behaviour (at the discretion of the Principal).

Factors to consider before Suspension/Exclusion

1. Nature and seriousness of the behaviour
2. Context of the behaviour
3. Impact of the behaviour
4. Interventions tried to date
5. Whether the Suspension/Exclusion is a proportionate response
6. Possible impact of Suspension

Forms of Suspension

1. Immediate suspension (warranted for reasons of the safety of the student, staff or others)
2. Suspension during a state examination: this type of suspension should only be used where there is; a threat to the good order of the behaviour of the state exams, a threat to the safety or welfare of other students and personnel, or a threat to the right of the other student to do their exam in a calm atmosphere. It should normally be approved by the Board of Management
3. Automatic suspension (see list below)

Suspension Procedures and Implementation of Process

Scoil Dara is committed to following fair and agreed procedures when proposing to suspend a student. Where a complaint of misconduct warranting suspension is communicated, the school will observe the following procedures:

- Investigate the alleged misconduct
- Inform the student of the alleged misbehaviour and seek a written account from the student(s) involved.
- Apply fair procedures based on principles of natural justice to the process
- Inform student and parents of the alleged breach of the Code of Behaviour (by phone or in writing) and explain the process of investigation
- Allow parents and students an opportunity to respond (by phone or in writing or through an agreed meeting)
- Make an objective decision based on the findings of the investigation
- Impose the sanction (Parent(s)/Guardian(s) informed by formal letter). Parents may also be informed of the decision to suspend by other means, where appropriate, with clarification of their right to appeal.
- Formal written records will be kept at all stages of the process and any conditions attached to the suspension are clearly recorded
- The Principal will report all suspensions to the Board of Management

- The student will have a clear understanding of the behaviour(s) which warranted the suspension and where deemed necessary the student will meet with representatives of the senior management team at the time of reintegration after suspension. Parents may be required to attend this meeting.
- Specific targets and expectations regarding behaviour will be explained to and discussed with the student and Parent/guardian and specific support interventions may be agreed (Report Card, review meeting, referral to Guidance Counsellor, etc.)
- A restorative meeting may also take place in order to repair relationships between relevant parties e.g. the student may have to try and restore a relationship with another student/staff member.
- Class teachers will help the student to take responsibility for catching up on work missed
- Suspensions for a period longer than five days will normally be considered by the Board of Management for a serious breach of discipline, except in the case of a very disruptive pupil who has already been suspended. In this case the Board may delegate authority to suspend such a pupil for up to one week to the principal. In the case of a very serious breach of the Code, the Principal will be entitled in consultation with the Chairperson of the BOM to suspend a student for a longer period than three days. Prior to a decision being made to suspend a pupil, under these circumstances parents will be given an opportunity to make their case to the Board of Management or the school Principal, as applicable.
- Where the Board of Management suspends a student and the cumulative number of days suspension for that student exceeds 20 in any one school year, parents will be informed of their right to appeal the decision to the DES.
- Where a proposal to suspend is before the Board of Management and a student is involved in a further serious disciplinary incident that student may be required to stay at home or be suspended for a period up to five days or until the matter is decided upon by the Board of Management, whichever is the earlier. In that event the Board will take the further incident into account in reaching its decision.

Suspensions will normally be imposed immediately, although if a parent informs the principal in writing that they wish to appeal the suspension, the punishment may be deferred until after the Board of Management meeting have heard the appeal at their next meeting. This delay will not apply, however, where, in the opinion of the Principal, the nature of the incident dictates that the students be removed from the school immediately. Should the Board of Management uphold an appeal, all records of the suspension are removed from the student's files.

Opportunity to Respond

Should parents request a meeting before the suspension is due to be served, the school should provide an opportunity for such a review. At this meeting parents may wish to:

- Present the students side of the story
- Provide contextual details relevant to the misbehaviour
- Ask questions about the investigation process/misbehaviour
- Appeal the sanction to a lower level
- Discuss on-going breaches of the Code of Behaviour and understand the interventions and stages of referral to date (relevant to the proposed suspension)

The Principal in consultation with the Deputy Principal(s) and Year Head may use their discretion regarding the failure of a parent to attend a scheduled meeting.

The Suspension Letter

Parents will be advised in writing of the decision to suspend. The letter will include the following :

- Notification of the decision & reason(s) for same
- The effective date and duration of the suspension
- A clear statement that the student is under the care of the parents/guardians for the duration of the suspension.
- Expectations of a student while on suspension.
- If the NEWB has been informed, this should be stated.
- Rights of appeal (if any) e.g. Section 29 Appeal if applicable.
- If the suspension is an interim action prior to consideration of expulsion, this is to be clearly stated.

Appeals against Suspension

The Board of Management of Scoil Dara provides an opportunity to appeal a suspension. In the case of decisions to suspend made by the Board of management, appeals can be made under section 29 of the Education Act 1998 (as amended by the Education (Miscellaneous Provisions) Act 2007) to the Secretary General of the Department of Education and Science. The relevant appeal forms are available on request the DES.

The Board of Management will formally review any proposal to suspend a student, where the proposed suspension would bring the number of days for which a student will be suspended in the current school year to 20 days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998.

Removal of a Suspension

A suspension may be removed if the Board of Management of Scoil Dara decides to remove the suspension for any reason.

Sample Grounds for Removing a Suspension

Following a suspension, the parents/guardians (or student over 18 years) may seek a meeting with the Principal to discuss the matter further and to make further representations. Where the school is satisfied that new circumstances have come to light that have a bearing on the matter, the decision to suspend may be reviewed and then an alternative sanction imposed if deemed appropriate. The Board of Management of Scoil Dara will have a system for a regular review of the use of the sanction of suspension in the school.

Behaviours appropriating Immediate Suspension

- ✓ Serious disruption of learning and teaching
- ✓ Aggressive or threatening behaviour toward a fellow student/teacher/member of staff/facilitator/visitor to school
- ✓ Refusal to follow clear instruction leading to a clear threat to health and safety of self and/or others
- ✓ Smoking, using e-cigarettes or vaping on school property, while in school uniform or at a school related activity/trip
- ✓ Speaking disrespectfully to a member of staff / using profanities /threatening a teacher or any member of school staff/threatening another student
- ✓ Fighting or endeavouring to arrange a fight on school property. Inciting others to become involved in a fight

- ✓ Inappropriate comments (written/verbal) or gestures (including bullying, harassment, discrimination and targeted victimisation)
- ✓ Mitching/Truancy. Absenting oneself from scheduled classes without permission.
- ✓ Theft: Selling or distributing stolen goods in school
- ✓ Deliberately tampering with any Fire Safety equipment in the School
- ✓ Inappropriate physical contact
- ✓ Taking an image/video of a person or scene without permission
- ✓ Leaving the school grounds without permission

Exclusion from School

A student is excluded from a school when a Board of Management makes a decision to permanently exclude him/her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

A decision to exclude or expel a student will only be taken in extreme cases of unacceptable behaviour.

The authority to exclude a student is reserved by the Board of Management.

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant exclusion the following procedures will apply:

1. The matter will be very serious; with a pattern of persistent misconduct or a serious once-off incident.
2. The issue will be fully investigated by the Principal or deputy or a person with delegated responsibility other than the offended party. Witnesses to the event(s) may be interviewed. A written record of the investigation will be kept.
3. The student against whom the complaint is made will be given an opportunity to present their side of the story. The student will be asked to give an account in writing.
4. The parent will be given an opportunity to present their case to the Board of Management.
5. Where a serious offence has occurred that in the Principal's view, may lead to an exclusion, a student may be required to stay at home until the matter is considered by the Board of Management.
6. The matter may be considered at the next Board of Management meeting or an emergency meeting of the Board of Management, with a single item agenda may be called, as soon as practicable and normally within 6 school days, to determine the issue. A minimum of three days notice will normally be given to parents in such a case.
7. At the start of the meeting the Chairperson shall enquire whether any Board member has a conflict of interest, in respect of the matter being considered by the Board. Where the board is satisfied that a conflict of interest exists, the member(s) involved shall withdraw from the meeting at the same time as the parents (or guardians), student (if over 18 and representing himself or herself) and the principal.
8. Written documentation will be supplied to parents and Board members with the notice of the Board meeting. Such documentation will include;
 - The details of the allegation against the student.
 - A copy of the case to be presented against the student at the Board hearing.
 - A copy of any supporting documentation that may be used by the school in support of its case.
 - A clear statement that expulsion is being considered as a sanction in this instance.
 - An invitation to make a written submission and/or to be present and heard at the hearing.

- Expectations of the student (while on suspension pending a hearing)
 - A statement that the NEWB has been informed, this should be stated.
 - Rights of appeal e.g. Section 29 Appeal.
9. Parents may be accompanied at the board hearing but, as it is a lay-forum, legal representation is not the normal practice.
 10. The principal will present the case against the student and will be available to answer questions from parents and Board members.
 11. The parents/guardians (or student over 18) will present their case and will be available to answer questions from parents and Board Members
 12. Once the principal and the parents have made their presentations they will withdraw from the meeting.
 13. Should the Board require the professional advice of the Principal, he/she may be invited to return to the meeting briefly for that purpose. While the Principal is present, there will be no discussion on the merits of the particular case being considered.
 14. When considering an expulsion or a long-term suspension the Board will ensure that the following factors are given due consideration:
 - The seriousness of the misbehaviour
 - The likelihood of a recurrence
 - The impact the misbehaviour is having on the learning of others
 - The safety of students and teachers in the school
 - The degree to which the behaviour was in violation of written school rule(s) and the relative importance of the rule(s)
 - Whether the incident was perpetrated by the individual on his/her own or whether as part of a group; if as part of a group, the extent to which the individual is responsible for the misbehaviour.
 - The extent to which parental, peer or other pressures may have contributed to the misbehaviour.
 - The frequency of misbehaviour from the student. The cumulative discipline record of the student
 - What previous interventions and sanctions have been tried and the level of success of such interventions and sanctions
 - The responses of the student and his/her parents or guardians to any previous misbehaviour
 - The academic, attendance and extra-curricular record of the student
 - The age of the student
 - Whether the student is school leaving age
 - Whether the student is due to sit for any state examinations in the near future.
 15. The Board will reach its decision and will record the reasons for deciding as it does.
 16. Where the Board of Management is of the opinion that a student should be expelled from Scoil Dara it shall, before expelling the student, notify the Educational Welfare Officer, in writing of its opinion and the considered grounds and reasons for this outcome.
 17. The Board shall not give effect to its decision to expel until 20 days have passed since receipt of the notification by the Education Welfare Officer
 18. Where the Board of Management is of the opinion that a student should be expelled, the parents/guardian (and/or a student over 18) the student will be informed by letter delivered by registered post. The letter will include the following:

- Notice of the opinion that the student should be expelled and the effective date of the expulsion (this shall not be before the passing of 20 days following the receipt by an Educational Welfare Officer of the notification to expel)
 - The reason(s) for the expulsion
 - Their right to appeal the decision under Section 29 of the Education Act and information about the appeal process including the titles, phone number(s) and addresses of the relevant authorities and that the student will remain out of the school until the outcome of an Appeal (if any) is known.
 - A statement that the National Education Welfare Board (NEWB) has been informed
 - A clear statement that the student is under the care of the parents/guardians for the period of 20 days required by the Education Welfare Officer of the NEWB to examine alternative provision for the student
 - Expectations of the student while under the care of his/her parents/guardians.
19. Following the expiry of the 20 days, the parents/guardian or - in a case of a student over 18 years of age - the student will be informed by letter delivered by registered post that the expulsion is confirmed with effect from the date specified in the letter.

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use and application of the process of exclusion is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

Code of Behaviour - Support Structures and Procedures

Scoil Dara aims to encourage and reinforce positive behaviour and to reward achievement and good behaviour through the:

- Pastoral Care System: Teachers, Tutors and Year Heads
- Guidance and Counselling Service
- The Continuum of Student support and SEN allocation
- School's Systems and Practices of Commendation
- Intervention strategies designed to support positive behaviour (link person, check and connect strategies, NBSS strategies, referral to external support agencies, etc.)
- Clear communication with and agreed strategies supported by Parent(s)/Guardian(s)
- Ladder of Referral strategies

School Sanctions

Scoil Dara recognises its responsibility by law to follow fair procedures when proposing to suspend a student (10.3 and 10.4 Tusla Guidelines). The objective of all sanctions in our behaviour code is to help students reflect and learn.

FAILURE TO ABIDE BY ANY CODES OR REGULATIONS IN FORCE IN THE SCHOOL MAY LEAD TO SANCTIONS BEING IMPOSED

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

- helping students to understand that their behaviour is unacceptable
- helping them to recognize the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) 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 behaviour

A sanction may also:

- reinforce the boundaries set out in the Scoil Dara Code of Behaviour
- signal to other students and to staff that their wellbeing is being safeguarded
- create an opportunity for the restoration of good relations within the school community

In instances of more serious breaches of school standards and expectations of behaviour, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- safeguard the safety of the student and/or other students and/or adults

Policy Implementation, Review and Compliance

- All members of the school's teaching staff/ supervisory staff are responsible for the implementation of the Code of Behaviour.
- The full co-operation of parents/guardians is valued and expected in the event of being contacted by the school on a disciplinary matter.
- Parents /guardians must encourage their son/daughter to uphold the Code of Behaviour.
- Each student is expected to do his/her best to uphold the Code of Behaviour.
- The Board of Management will monitor aspects of the implementation of and compliance with the Code of Behaviour on an annual basis.

Success Criteria

The views of staff, students and parents will be sought in all reviews of the success of implementation and compliance. The criteria used will relate to the aspect of the Code chosen for evaluation. Each evaluation will be published within the school and will provide details of the success criteria used.

Review and Evaluation

Few things in life remain static and not amenable to improvement following a review and evaluation. Significant learning and insight can result from reflection, review and evaluation of the Code of Discipline. Review and evaluation of the Code of Discipline can result in a better Code and better understanding of the Code for all members of the school community.

- An evaluation report on the implementation of the Code of Behaviour will be presented annually to the Board of Management.
- The Code will be reviewed at least every three years. More frequent reviews may take place as required.
- The implementation of the Code of Behaviour will be included on the agenda of staff meetings at least once a year.

This Code of Behaviour was ratified by the Board of Management : _____/_____/ 2018 [date]

This Code will be reviewed in _____

Signed: _____
Chairperson (Board of Management)

Behaviour Guidelines for Students of Scoil Dara

Access to school premises and grounds:

During term time the school is open from 8.00a.m. – 4.00p.m. Students should leave the school premises at the end of the school day, with the exception of those students engaged in activities authorized by the school. During weekends and holidays access to the school grounds and premises is by arrangement with the school Principal.

Accident reporting:

Any accident that occurs in the school or on a school outing or trip must be reported by the student to a member of staff. An Accident Report **Form** must be completed (Teachers Handbook – Pg. 14) where warranted and a copy of this report should be passed on to the Year Head / Deputy Principal. Contact with Parent(s)/Guardian(s) should be made if any follow-up action is required.

Aggressive/Violent Behaviour:

Aggressive/violent behaviour of any kind is a very serious offence and may merit the ultimate sanction available to the Board of Management of permanent exclusion from the school. Parent(s)/Guardian(s) will be informed of the school's concerns regarding this kind of behaviour.

Attendance and Punctuality:

- Students are expected to attend school consistently and be on time for all classes.
- Students are expected to stay on the school grounds until the end of the school day. No student is permitted to absent themselves from class or leave the school grounds without the permission of a member of the school staff and/or express permission from a parent/guardian.
- Students with written permission from a parent /guardian to leave school must have this permission signed by a Year Head and sign out at reception.
- Students coming late to school are responsible for signing in at reception.
- Students are expected to fully adhere to the Uniform Code.
- Sixth year students only, are permitted to leave the school grounds at lunch-time once they have applied for and been granted a Lunch-Pass.
- Punctuality to school and class is an important practice, essential for good order and a clear expression of positive behaviour. Students will be marked as "late" for or "absent" from class if they do not arrive in a timely fashion. Persistent unpunctuality will result in disciplinary action.
- Students must bring a note from parents/guardians on the day following their absence to cover absences from school. The note should state a reason for the absence. The note must be furnished as required, immediately following the absence. Records of absence will not be altered unless a note is received.

Behaviour Coming To and Going From School:

Students are expected to behave in a responsible and polite manner. As members of local communities all students should, by their actions, take care always to uphold the good reputation and values of the school.

The Code of Behaviour through its expectations of positive behaviour applies to all students coming to and going from school.

Scoil Dara appreciates and values all its neighbours and the wider community. We encourage all our students to share this value. Actions that negatively impact on our neighbours or on the school will be the subject of investigation and appropriate action.

Behaviour in the Classroom:

- All students are expected to be well behaved in class in line with the characteristics of positive behaviour outlined above
- No student should become involved in behaviour that disrupts the learning of others, disrespects the teacher or adversely affects the positive learning environment of the classroom

- Students are required to concentrate on learning and teaching taking place in the class and to be attentive and focused on their learning
- Assigned home work must be recorded in the student journal completed on time, in full, to the highest possible standards.

Students must:

- Be on time for all class.
- Sit where assigned by a teacher.
- Always sit in a safe and proper manner.
- Be fully prepared for class taking out the student journal required textbooks, copies, pens and any specialised equipment required, immediately.
- Tippex and permanent markers may not be used in school.
- Leave any classroom in a tidy and clean condition removing litter when requested by the teacher.

Behaviour outside the Classroom, at Break and Lunchtime:

It is expected that the culture of positive and respectful behaviour will prevail throughout the school day: responsible, polite and safe behaviour applies to all out-of-class time. During morning and lunch breaks, teachers and supervisors have the right and duty to intervene appropriately when necessary to implement the Code of Behaviour. Expectations of positive student behaviour apply whether in class or during break times, on corridors and in designated social areas. Breaches to the Code of Behaviour outside the classroom are viewed in the same serious manner as misconduct in the classroom. CCTV is in operation throughout the schools and where appropriate footage will be reviewed to access evidence of breaches of the Code of Behaviour (in line with our CCTV Policy)

Bullying:

Every individual has the right to be treated with respect, tolerance, understanding and in a just manner. You must never verbally, physically or psychologically disrespect students, teachers or any other persons.

On an annual basis (the commencement of the academic year) each student will be required to sign, confirming acceptance and understanding of, the school's Anti-Bullying Policy (In the Student Journal). Clarification on any point of this policy can be sought from a member of the school staff.

Students enrolled in Scoil Dara are expected to comply with the Anti-Bullying Policy in support of the positive, respectful and caring culture of the school. All students have the right to remain free from bullying, racism, sexism, harassment and violence. Any incidence of such behaviour will be taken very seriously and will be investigated and dealt with in accordance with our anti-bullying policy.

Please note all procedures in this policy are in line with the Anti-Bullying Procedures for Primary and Post-Primary Schools.

Eating and Drinking:

Consumption of food and drinks is allowed in designated areas of the school only and in accordance with the school's Healthy Eating Policy/Guidelines. Students are **not** permitted to eat on corridors. Chewing gum is prohibited in the school at all times

Entry to and Exit from School:

Students must ensure that they behave in a manner that does not endanger their own safety or that of others, particularly when entering or exiting the school grounds. Students are advised to cross at designated traffic light crossings and enter the school with due regard to the traffic. Students getting off/on to school busses are asked to do so in an orderly and safe manner.

Environment:

As a school community we owe a special duty of care to our environment. Food and products no longer required should be disposed of properly. We aim to encourage a positive, proactive approach to the management

of the school environment by the whole school community through practices such as recycling and litter prevention. Accordingly, chewing gum is prohibited in school and students should take care to dispose of all litter responsibly.

Examination Regulations:

Students are expected to comply with the State and school examination regulations.

Homework:

Homework represents an important aspect of student learning and the development of positive learning habits for each student. Teachers assign Homework in line with the agreed Homework Policy of Scoil Dara. Teachers instruct students to record homework assigned in the student Journal to ensure a clear understanding of the homework assigned. Students are expected to refer to class notes and text book as support materials in a sincere effort to complete homework. All homework set by teachers should be completed to an acceptable standard. Homework includes learning and written assignments, revision of material covered in class and project work. Failure to comply will lead to sanctions being imposed.

Lockers:

Students are expected to comply fully with current locker regulations.

Offensive Weapons and Practices:

Possession of potentially dangerous/offensive weapons, e.g. knives, pellet guns, air pistols, or mock imitations of the foregoing etc is strictly forbidden.

Possession of flammable substances e.g. lighter fuel, fireworks, and bangers is also strictly forbidden and these may not be brought on to the school grounds or into the vicinity of the school grounds.

Students should not engage in activities likely to injure or threaten others e.g. throwing stones or other objects.

The sanctions associated with breaches of this policy are in line with the seriousness of the behaviour.

Outings & Tours:

This Code of Behaviour also applies to all outings and school tours. Before a student is accepted for a school tour, his/her previous behaviour may be taken into account. Parental consent is required for all outings and tours.

Parking Regulations:

Parking facilities are reserved for school staff and visitors. Students are not permitted to park cars or motor cycles in the school grounds.

Personal Electronic Equipment and Mobile Phones:

All students must comply with the school's current Personal Electronic Equipment Code which is displayed outside the staffroom.

Students using electronic devices in or out of school in a manner that violates the rights of another person associated with the school or of the school (such as: sending nuisance or offensive communications or the taking of unauthorized images or the posting on the internet of images or disparaging material about a student, member of staff or the school) will be in direct breach of the school's Code of Behaviour

Personal and Public Property:

Every student is expected to respect his/her own property, the personal property of others and the property of the school.

Interference with, vandalism, (including graffiti) or theft of property will not be tolerated and all losses must be made good to the owner, with resort to law where necessary

Interference with the property and rights of our neighbours will not be tolerated.

Representing the School:

Representing the school e.g. at a sporting activity is a privilege and an honour, not an automatic right. A student's previous behaviour may be taken into account when granting permission to the student to represent the school and/ or take part of school activities/outings.

Smoking:

For the purposes of this Code of Behaviour the term smoking refers to tobacco cigarettes/ e-cigarettes/vaping devices and cigars. Smoking on the school premises and grounds is prohibited by Government statute and is the subject of "zero tolerance". Smoking on the school premises will result in an immediate suspension.

The parents/guardians of students of Scoil Dara are encouraged to support the school in ensuring that students comply with this aspect of the Code of behaviour.

Student Access to the Internet:

Student access to and use of the Internet is bound by the school's current Internet and acceptable use policy. Students have access to student designated computers currently located in the computer rooms and library and can use their resources under teacher supervision and guidance. Classroom computers are assigned for teacher use only and students are not permitted to access these.

AUP - All students are required to familiarize themselves with this policy and adhere strictly to it. Failure to comply will result in sanctions being imposed.

Substance Abuse:

All students are required to comply with the school's Substance Abuse policy. Students will be briefed on this policy each year at an assembly.

The possession, use or consumption of alcohol or prohibited substances is forbidden at all times.

Uniform Code:

All students are required to comply with the school's agreed Uniform Code (2017). The uniform is a visual symbol of the school.

Sanctions will be applied according to the detail and level of non-compliance with the uniform code.

Parents will be notified regarding breaches of the uniform code.

Daily admission to school will be dependent on compliance with the school's Uniform Code.

Appendix A:

Behaviours appropriating Immediate Suspension

- ✓ Serious disruption of learning and teaching
- ✓ Aggressive or threatening behaviour toward a fellow student/teacher/member of staff/facilitator/visitor to school
- ✓ Refusal to follow clear instruction leading to a clear threat to health and safety of self and/or others
- ✓ Smoking, using e-cigarettes or vaping on school property, while in school uniform or at a school related activity
- ✓ Speaking disrespectfully to a member of staff / using profanities /threatening a teacher
- ✓ Fighting or endeavouring to arrange a fight on school property. Inciting others to become involved in a fight
- ✓ Inappropriate comments (verbal) or gestures (including bullying, harassment, discrimination and targeted victimisation)
- ✓ Mitching/Truancy. Absenting oneself from scheduled classes without permission.
- ✓ Theft: Selling or distributing stolen goods in school
- ✓ Deliberately tampering with any Fire Safety equipment in the School
- ✓ Inappropriate physical contact
- ✓ Taking an image/video of a person or scene without permission
- ✓ Leaving the school grounds without permission

Appendix B

Student Guide to Resolving Difficulties

All students, teachers and members of school staff have the right to be treated in a fair and reasonable manner. If a student feels they have been reprimanded in error, they should:

- ✓ Remain calm and interact in a positive manner
- ✓ Raise their concern with a teacher/staff member in a reasonable manner
- ✓ Speak to the teacher at the end of class in order to attempt to resolve the matter if the student has been reprimanded in the classroom
- ✓ Discuss their concerns at home with parents/guardians
- ✓ Speak to the relevant Tutor/ Year Head

This Code of Behaviour was ratified by the Board of Management: ____/____/ 2018
[date]

This Code will be reviewed in _____

Signed: _____
Chairperson (Board of Management)