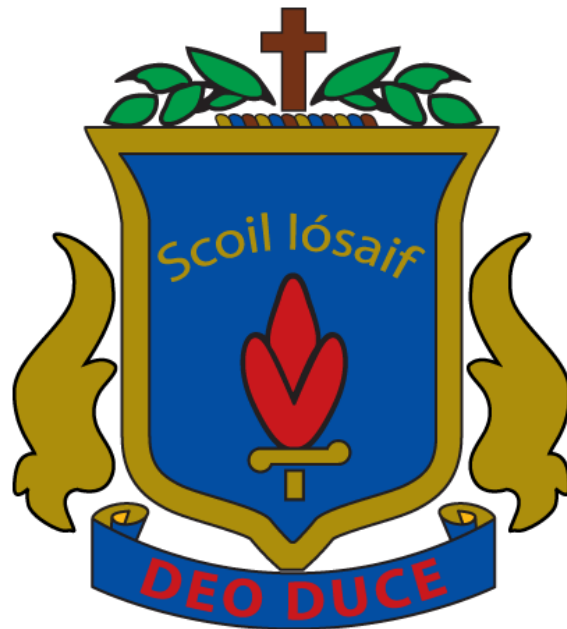




Student Code of Behaviour



St. Joseph's, Fairview

Version	Description	Authors
2015	Existing Code of Behaviour	Board of Management
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School Contact Details

Principal: Seán Stack

Board of Management Chairperson: James Rogan

School Phone Number: 01-8339779

Address: Scoil Íosaif an Fhionnradharc, Fairview,
Dublin 3

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Introduction

In Scoil Íosaif we foster a sense of community that gives practical effect to the values of our mission statement:

Scoil Íosaif is a Christian community in keeping with the educational philosophies of Edmund Rice. We are committed to an education which fosters personal growth and self-worth in a caring environment. We aspire to educate and promote responsibility. We aim to work together in a spirit of respect, care and partnership. Scoil Íosaif is a school where friendship, affirmation and individual attention are encouraged among pupils, teachers and parents.

This Code of Behaviour has been drafted following consultation with all the school's stakeholders. It incorporates the views of parents, students, teachers and other staff and gives practical expression to their values and insights. The stakeholders, in working together, have created a consensus as to what constitutes good behaviour; there is a shared commitment to the values expressed in this code.

Legal Framework

This Code of Behaviour has been informed by the following:

- The ERST Charter
- The Education Act (1998)
- The Education (Welfare) Act (2000)
- The Equal Status Act (2000)
- Developing a Code of Behaviour: Guidelines for Schools, NEWB (2008).

It satisfies the statutory requirements of the three Acts.

Scope

This Code of Behaviour applies to all our students during the school day, or while on the school grounds, and while on school related activities outside of the school grounds. For students who attend after school study in this school, the *school day* extends to the duration of that study. The *school grounds* refer to all areas enclosed by the perimeter fence.

Rationale

A school needs a Code of Behaviour to enable it to function effectively and to ensure the health and safety of pupils and staff. Furthermore, pupils have a right to a learning environment free from disruption; this Code seeks to uphold and safeguard that right.

We believe that teachers, parents and students need a shared understanding of the factors that influence behaviour. Learning, relationships and behaviour are inextricably linked.

Objectives

The objectives of this code of behaviour are:

- to promote positive behaviour and thus give meaning to the mission statement
- to create a safe and secure learning environment for all students by encouraging a sense of mutual respect among all members of the school community
- to outline the measures to be used to prevent poor behaviour and to acknowledge good behaviour
- to ensure that teaching and learning can take place without disruption
- to provide a graded series of sanctions that may be levied in the event of student misbehaviour
- to prescribe the interventions to be applied when a student persistently misbehaves
- to provide a transparent framework for the fair application of sanctions and interventions.

Roles, Responsibilities and Management Structure

In Scoil Íosaif the hierarchy of authority in relation to students is as follows:

- Board of Management
- Principal
- Deputy Principal
- Assistant Principals
- Subject teachers
- SNA staff
- Ancillary staff

Incidents which may cause this code of behaviour to be invoked will be dealt with in the first instance by the subject teacher, and only in matters of increasing seriousness will they be moved up the 'Ladder of Referral'. An understanding of this administrative structure will help parents and students if they are making representation in relation to behavioural matters.

Board of Management

The Board of Management manages the school in accordance with the Education Act (1998) and in line with procedures outlined by the Edmund Rice School's Trust. It gives formal approval to the Code of Behaviour and supports the Principal and teaching staff in its implementation. It also hears appeals by parents against the decision of the Principal to suspend a student. Furthermore, the Board of Management decides on a recommendation from the Principal to expel a student following a hearing at which the Principal gives the reasons for his recommendation and the parents of the student may give reasons why the recommendation should not be approved.

Principal

"Subject to the provisions of the Articles of Management and to the direction of the Board, the Principal shall control the internal organisation, management and discipline of the school, shall exercise supervision over the teaching and non-teaching staff and shall have power, for any cause for which he or she judges adequate, to dismiss, subject to the approval of the Board or to suspend pupils from attendance but on dismissal or suspension of any pupil, the parent shall be informed that he or she has the right to appeal to the Board". The Deputy Principal oversees the school in the absence of the Principal. In the absence of the Principal and Deputy Principal, an Assistant Principal is placed in charge of the school.

Deputy Principal

The Deputy Principal is a member of the management team, assists the Principal in the internal organisation, management and discipline of the school. The Deputy Principal works with the year heads, guidance counsellor and subject teachers, amongst others, in developing, reviewing and implementing the pastoral care programme in the school. The Deputy Principal has a responsibility for the implementation of the disciplinary process and the maintenance of general discipline within the school.

Year Head

The year head has general responsibility for the observance of the school regulations by the students in his or her year group. The year head oversees the students' attendance and punctuality and liaises with the parents of the year group. The year head also co-ordinates the school reports.

Subject Teacher

The subject teacher has responsibility for generating a suitable learning environment that nurtures good discipline within his or her class, whilst sharing a common responsibility for good order within the school premises. The subject teacher is the key to achieving high standards. In the normal course of teaching and learning, subject teachers make clear, reasonable, fair and carefully explained demands on their students. It is expected that students do their utmost to rise to the challenges of learning and meet such demand.

Pastoral Care Team and SNA staff

This team acts to support students with difficulties and helps them to address any unacceptable behaviour where it arises. It identifies students who may have an acute need for pastoral intervention or support and liaises with staff who provide support and mentoring. When and where the need arises, it uses the resources of outside agencies to support students. It also works collaboratively with parents to provide student support, mindful always that the needs of the student are paramount. Furthermore, the team seeks to ensure that all students have access to pastoral care and support and that they know how and where to access it. Finally, the team keeps the Principal and Deputy Principal informed of issues that they need to be aware of.

Parents

This Code of Behaviour adopts the legal definition of parent as set down in the Education Act, 1998:

Parent includes a foster parent, a guardian appointed under the Guardianship of Children Acts 1964 to 1997, or any other person acting in loco parentis who has a child in his or her care, subject to any statutory power or order of a court and, in the case of a child who has been adopted under the Adoption Acts 1952 to 1958, or where the child has been adopted outside the state, means the adopter or adopters or the surviving adopter.

The Code recognises that parents play a pivotal role in developing and promoting a climate of positive behaviour within the school. Parents play a vital role in shaping their children's attitude to school. A supportive home environment shapes attitudes that promote positive behaviour in school. It is clear that the behaviour of adults in a child's life, especially parents, is a significant influence on how a child acts. It is important that parents are aware of and support this Code of Behaviour together with other school policies and procedures. When behavioural problems arise, parents are expected to play a positive role in addressing such problems.

Parents are further encouraged to involve themselves in positive participation in school life in order to facilitate the development of mutual and beneficial links between school and home.

Students

This Code of Behaviour seeks to attend to the welfare of every student, including the right to participate in and benefit from education. It helps students to focus on their personal responsibility for their own behaviour and to experience the value of being a responsible and participating member of the community of Scoil Íosaif. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning.

Behaviour is modelled, in part, on the behaviour of older or more senior students. Thus, these senior students have a responsibility as role models in respect to the school's standard of

behaviour. When these senior students exercise restraint and respect, they normalise positive behaviour and in so doing make it part of the school's culture. Such behaviour modelling is enhanced by the practice of senior students mentoring incoming first year pupil.

Standards of Behaviour

A student's attendance at Scoil Íosaif implies an agreement on his or her part and on the part of his or her parents to abide by the standards of behaviour set out in this document. The rules outlined below give practical effect to the stated objectives of this code of behaviour.

Good Manners and Respect

- a. Students are required to respect staff, to recognise their authority and comply with their instructions.
- b. Students are required to behave responsibly and to treat one another with respect.
- c. Bullying will not be tolerated (Policy on Anti-Bullying Behaviour).

This is a rule of our school because having respect for oneself and for others promotes a respectful, caring atmosphere where the rights of all are upheld. Having consideration for the rights and feelings of others creates a better, more pleasant learning environment.

Entering and Exiting the School and Grounds

- a. Students walking to school must enter and exit the grounds by the pedestrian gate to the front of the school.
- b. All students will enter and exit the school building through the designated doors. Where there is a one way system in place, students will follow this. Fire escape doors should not be used in normal circumstances.

Attendance

Students are required to attend school each day. The law requires parents to inform the school as to the fact of any absences and the reasons for them. The school is required by law to record these reasons.

- a. Students must attend school during school hours. Students with poor attendance records may be reported to the NEWB while all students who miss 20 days or more will automatically be reported.
- b. Where absence from school is unavoidable, parents must provide written reasons for the student's absence.
- c. A student who has been absent is required to keep up to date with schoolwork if the circumstances allow.
- d. Students may not leave the school during school hours for any reason without the prior approval of the year head. All requests for such approval must be made in writing by the parents. When leaving the school following the granting of such approval, the student must sign out at reception.

This is a rule of our school because missing class adversely affects progress and can impede the progress of the students present. The school is legally obliged to report the reason for all absences. Students and parents/guardians must follow the correct sign out procedures.

Punctuality

- a. All students are expected to be punctual in arriving at school, at lessons and at any other school functions.
- b. Students who are late for school must sign in at reception upon arrival.
- c. Students are expected to be on the school premises at least 5 minutes prior to the commencement of class.
- d. Students must leave the school premises at the end of the school day, unless involved in study or other activities supervised by a teacher. Loitering is not permitted.

This is a rule of our school because not being on time causes disruption for the teacher and the class. In addition, Scoil Íosaif is concerned about the development of the whole child/person and encourages students to develop good punctuality which will be expected of them in the workplace and other areas of life.

Dress and Appearance

- a. Students must always wear a full school uniform unless otherwise directed.
- b. Due regard to cleanliness, neatness and general appearance is also expected.
- c. The wearing of boots is not permitted.
- d. Any jewellery worn must be discreet and appropriate, and not pose a risk to health and safety.
- e. Students must wear appropriate sports gear for PE and games.

This is a rule of our school because uniforms promote/project an atmosphere of uniformity, pride and equality among the student population. The uniform is the public image of the school and it is the responsibility of each member of the school community to promote that image. The code of dress is clearly communicated to students and parents/guardians through the school journal and website, presentations at information nights and letters/information sheets sent to homes.

Circulating Inside and Outside the Building

- a. Students must follow the travel systems in place in each building.
- b. Behaviour that could lead to accidents on the staircase or on the corridors is strictly forbidden.
- c. Students are not permitted to be in rooms unsupervised during breaks/lunch.

Classroom Seating Arrangements

- a. A seat will be assigned to each student for each class period.
- b. Students are required to leave the room neat and tidy.
- c. Where possible, all chairs to be placed on the desks at the end of the day to facilitate cleaning staff.

Breaktimes

- a. Students may not leave the school grounds during the morning break.
- b. 1st year students are not permitted to leave the school grounds for lunch. Senior students are permitted on the basis of good behaviour and punctuality of return.

Toilets

- a. Toilets will be available for use before and after school, as well as assigned break times
- b. A student should not expect to use the toilet outside of these times, except in most exceptional circumstances
- c. Students should not seek to use the toilets between classes which would lead to being late for a class.

School work and Homework

- a. Students are expected to give of their best in class and not interfere with the learning of others.
- b. Students must bring their journals to each class.
- c. Students are required to use their journals to record all homework, written or otherwise. The journal also acts as a means of communication between home and school. It must be kept in a neat and tidy condition
- d. The journal should be offered to parents each night so that they can check to see that their child's homework is completed.
- e. School assignments and homework must be completed on time. If, for any valid reason, such work is not presented on time, students are expected to produce a note of explanation from their parents.
- f. State Exams Commission project work and Classroom based assessment deadlines will be adhered to.
- g. The journal must be signed by a parent at least once a week.

Activities

- a. During the school day, students attending various activities must remain in class until collected by a supervising teacher.
- b. Playing with footballs, sliotars, rugby balls, basketballs etc. in the school building is strictly forbidden.
- c. Students absent from class due to activities, whether curricular, co-curricular or extra-curricular, are expected to find out what homework was assigned during their absence and make every effort to complete it.
- d. Because activities may be cancelled, students involved must come to school fully prepared for class: uniform, homework, books, equipment etc.
- e. When an after-school activity has finished, students must leave the school immediately.

Lockers

- a. A student must have contributed to school registration in order to have the use of a school locker.
- b. Students may use lockers only at their year's assigned period, and under supervision of staff

- c. Students are not allowed access to lockers between classes or during classes.
- d. Students will be held responsible for the cost of repairing damaged lockers.
- e. Stickers or writing inside or outside the locker is not permitted.

Property

- a. Students are required to show care and respect for school premises, school furniture, school grounds and the property of fellow students and staff.
- b. Vandalism or graffiti will not be tolerated.
- c. Students who cause damage through willfulness or carelessness will be held liable for the cost of making good the damage.
- d. Students must dispose of litter in the litterbins provided and use recycling bins where appropriate.
- e. Chewing gum is strictly prohibited.
- f. Students are not allowed to interfere with the fire alarm or with fire extinguishers.

This is a rule of our school because defacing/damaging school property is destructive and shows a lack of respect and consideration for the school community of which the student is a member. Damage to property costs money in repairs, which could be better spent on other school items and could also cause a hazard to health and safety. Everyone deserves to come to school/work in a pleasant environment and the students themselves have identified the negative effect of graffiti and defacing school property e.g. tables, chairs etc.

All students are expected to care for their own property and that of others in their day to day activities. In the interests of good management, it may be necessary to confiscate property held by a student. Furthermore, it may be necessary, as part of an investigation into a breach of school rules, to search a student's property. The search might take the form of:

- an instruction to a student to empty his/her schoolbag, pockets and/or locker
- examination of a student's locker
- examination of a student's schoolbag

Only the Principal, Deputy Principal or year head may carry out such a search. In so doing he or she must be accompanied by a person of the standing of Assistant Principal, Deputy Principal, or Principal.

Electronic Equipment

- a. Electronic devices must remain switched off in class unless permitted by a member of staff.
- b. Mobile phones must remain in students' bags or lockers during class time. "Not seen, not heard, not taken."
- c. Electronic devices may not be used by students to record or transmit still images, audio or video of any person in the school community for any purpose without consent.
- d. Mobile phones and audio devices may only be used **outside of the school building** before and after school and at break time and lunch unless requested by a teacher. A breach of this rule will lead to the confiscation of the device for a period of time.
- e. Mobile phones or devices incorporating a camera may not be used in the toilets

This is a rule of our school for the following reasons:

- *Mobile phones cause too many disruptions in school*

- *Camera phones impinge on the privacy of others*
- *Inappropriate use of mobile phones or electronic recording/listening devices causes disruption, prevents students from hearing instructions and impinges on the privacy of others.*

Online Privacy and Code of Behaviour

Circulating, publishing or distributing (including on the internet) material associated with school activities including but not limited to material in relation to staff and students where such circulation undermines, humiliates or causes damage to another person is considered a serious breach of school discipline and may result in disciplinary action. As part of such disciplinary action the Board of Management reserves the right to suspend or expel a student or students where it considers the actions to warrant such sanctions.

Health and Safety

- Students must never behave in a way that endangers their own health and safety or that of any person in the school.
- It is forbidden to bring to school such items as pins, knives, badges, needles, matches, lasers or any other items deemed dangerous by a teacher.
- It is forbidden to have chewing gum on school grounds.
- Areas may be indicated by school authorities as being out of bounds to students. Such indications must be observed.
- Students may not leave the school premises without permission during the school day.
- Students must observe all safety regulations that apply in both general and specialist classrooms. Rules for individual classrooms are displayed in each room.
- Students may not drive vehicles onto the school car park without the prior authorisation of the principal or deputy principal.
- Medications of any kind will not be administered by staff without parental permission and guidance.
- Smoking: it is illegal to smoke or vape in the school or on the school grounds.
- The possession/consumption of alcohol, solvent abuse, the use/trafficking of illegal substances or the use of any substance that alters mood or behaviour are strictly forbidden (See Substance Use Policy).
- Lockers are school property and may be searched at any time as deemed necessary.
- Schoolbags must not be left unattended anywhere within the school. Bags found unattended will be removed.

This is a rule of our school for the following reasons:

- *Chewing gum damages property*
- *Smoking or vaping on the school grounds is illegal. Smoking damages health.*
- *Banned/prohibited substances pose a risk to the safety of all*

This is not an exhaustive list; new rules may be introduced as and when required.

Acknowledging Positive behaviour

Good student behaviour is the norm in Scoil Íosaif. It is fostered by proactive initiatives undertaken by parents, staff and students. In this regard, social inclusion and active involvement in the school community are paramount.

Given the values enshrined in our mission statement it is practice to affirm positive behaviour. Acknowledgement of good behaviour takes many forms and may include:

(1) For examples of positive behaviour (eg. Having a positive attitude, being prepared for class, greeting your teacher, getting involved in school life etc.). These steps are to be implemented by all staff.

- A quiet word or gesture to show approval;
- A comment in a student's journal;
- A word of praise in front of a group or the class;

(2) For repeated examples of positive behaviour as in (1), or for exceptional behaviour (eg. Volunteering to aid, representing the school positively, cleaning up in the school or yard etc.)

- A reward system – student of the week/occasional treats;
- Special mention by/from staff (SNA/teacher/tutor/YH/DP/P)
- Recording instances of positive behaviour on VSWare/in student journal
- Positive communication with parent(s)/guardian(s)

(3) For outstanding participation in school life (eg. Outstanding academic achievement, outstanding extra-curricular achievement, outstanding demonstration of Ethos of school etc.), or for repeated/cumulative examples of (1) and/or (2)

- Student of the year awards
- Endeavour and academic achievements awards (eg. Gaisce)
- Delegating some special responsibility or privilege;
- A mention to parents – either written or verbal communication
- Promotion of achievement in school media/amongst school community

Promoting Positive Behaviour

Level 1 – Ready to Learn	Explanation/Rationale
<ul style="list-style-type: none"> • Be prepared with books and equipment 	<ul style="list-style-type: none"> • Come to each class with equipment specified by each subject teacher.
<ul style="list-style-type: none"> • Have your school journal 	<ul style="list-style-type: none"> • Students must have a journal with them for every class period. • Students are required to use their journals to record all homework, written or otherwise. • The journal also acts as a means of communication between home and school. It must be kept in a neat and tidy condition • The journal should be offered to parents each night so that they can check to see that their child's homework is completed.
<ul style="list-style-type: none"> • Have full uniform 	<ul style="list-style-type: none"> • Full uniform criteria in appendix • Students must always wear a full school uniform unless otherwise directed. • Due regard to cleanliness, neatness and general appearance is also expected. • The wearing of boots is not permitted. • Any jewellery/makeup worn must be discreet and appropriate, and not pose a risk to health and safety.
<ul style="list-style-type: none"> • Follow classroom procedure and routines – Seating plan, safety 	<ul style="list-style-type: none"> • Classroom routines and procedures to be set out by each subject teacher with clear guidelines for students. • A seat will be assigned to each student for each class period. • Students are required to leave the room neat and tidy • Students must observe all safety regulations that apply in both general and specialist classrooms. • Rules for individual classrooms are communicated in each room.

<ul style="list-style-type: none"> • Have homework complete 	<ul style="list-style-type: none"> • School assignments and homework must be completed on time. If, for any valid reason, such work is not presented on time, students are expected to produce a note of explanation from their parents. • State Exams Commission project work and Classroom based assessment deadlines will be adhered to. • Students absent from class due to activities, whether curricular, co-curricular or extra- curricular, are expected to find out what homework was assigned during their absence and make every effort to complete it.
<ul style="list-style-type: none"> • Participate in class 	<ul style="list-style-type: none"> • Students are expected to give of their best in class and not interfere with the learning of others • Little or no interaction or participation throughout a class period
<ul style="list-style-type: none"> • Use lockers at designated times 	<ul style="list-style-type: none"> • Students may use lockers only during their assigned period, and under the supervision of a member of staff. • Students are not allowed access to lockers between classes or during classes.
<ul style="list-style-type: none"> • Be on time for class 	<ul style="list-style-type: none"> • Arriving to class late without written excuse • Students are expected to be in the school building at least 5 minutes prior to the commencement of class.
<ul style="list-style-type: none"> • Only use phone when permitted by teachers 	<ul style="list-style-type: none"> • Mobile phones must remain in students' bags or lockers during class time. • Mobile phones and audio devices may only be used before and after school and at break time and lunch unless requested by a teacher. • Mobile phones or devices incorporating a camera may not be used in the toilets or changing areas.

Level 2 – Maintaining the Learning Environment	Explanation/Rationale
<ul style="list-style-type: none"> • Listen to instructions from staff and follow 	<ul style="list-style-type: none"> • Repeated instances of failing to follow classroom routines and procedures to be set out by each subject teacher. • Students must never behave in a way that endangers their own health and safety or that of any person in the school.
<ul style="list-style-type: none"> • Use appropriate volume and tone in class 	<ul style="list-style-type: none"> • Disrespecting the teacher • Disrupting the learning environment for the other students in the class.
<ul style="list-style-type: none"> • Always have homework complete 	<ul style="list-style-type: none"> • Repeated absence of homework without written note from parent/guardian explaining why.
<ul style="list-style-type: none"> • Be willing to complete all tasks 	<ul style="list-style-type: none"> • Repeated instances where the students have little or no interaction or participation throughout a class period
<ul style="list-style-type: none"> • Make sure others can complete their work 	<ul style="list-style-type: none"> • Disrupting the learning environment for the other students in the class.
<ul style="list-style-type: none"> • Allow others to participate 	<ul style="list-style-type: none"> • Disrupting the learning environment for the other students in the class.
<ul style="list-style-type: none"> • Speak and act with respect for others 	<ul style="list-style-type: none"> • Disrespecting the teacher • Disrespectful comments or behaviour towards the teacher or any other student.
<ul style="list-style-type: none"> • Use communication appropriate to the setting (sounds/noises) 	<ul style="list-style-type: none"> • Disrespecting the teacher • Disrupting the learning environment for the other students in the class.
<ul style="list-style-type: none"> • Follow movement rules and procedures as per school norms 	<ul style="list-style-type: none"> • Toilets should only be used during designated break times, and not between classes. • Students must not leave their classroom without permission from teacher. • Students are not allowed access to lockers between classes or during classes. • Students may not leave the school premises without permission during the school day.
<ul style="list-style-type: none"> • Always have correct uniform on 	<ul style="list-style-type: none"> • Repeated instances where the uniform is not worn to the correct standard
<ul style="list-style-type: none"> • Use appropriate language 	<ul style="list-style-type: none"> • Abusive verbal language directed at fellow students or teachers.
<ul style="list-style-type: none"> • Represent school appropriately on school trips 	<ul style="list-style-type: none"> • Not following rules and procedures set out by teacher for the excursion. • Being disrespectful to anyone encountered over the course of the excursion

Level 3 – Avoiding Dangerous and Damaging Behaviour	Explanation / Rationale
<ul style="list-style-type: none"> • Follow staff instruction and endeavour to communicate without anger 	<ul style="list-style-type: none"> • Disrespectful communication with any staff member
<ul style="list-style-type: none"> • Comply with requests to forfeit phone when requested, in line with school rules 	<ul style="list-style-type: none"> • Refusal to hand over phone after not adhering to school's mobile phone policy
<ul style="list-style-type: none"> • Attend detention when/if scheduled 	<ul style="list-style-type: none"> • Failing to attend a detention having been informed through the correct procedures.
<ul style="list-style-type: none"> • Follow rules on smoking/vaping 	<ul style="list-style-type: none"> • Smoking or Vaping: it is illegal to smoke or vape in the school or on the school grounds. It is also not permitted during school time or school trips.
<ul style="list-style-type: none"> • Facilitate and complete report card if used 	<ul style="list-style-type: none"> • Failing to get all class periods signed off by each teacher while on report.
<ul style="list-style-type: none"> • Avoid racist/sexist/anti inclusion comments 	<ul style="list-style-type: none"> • Abusive verbal language directed at staff or students.
<ul style="list-style-type: none"> • Use language appropriate to school, avoid cursing 	<ul style="list-style-type: none"> • Abusive verbal language directed at Staff
<ul style="list-style-type: none"> • Cooperate and comply with instruction in line with school rules 	<ul style="list-style-type: none"> • Continuous refusal to obey rules and routines set out by subject teacher and school
<ul style="list-style-type: none"> • Bullying behaviour is not tolerated 	<ul style="list-style-type: none"> • Continuous abusive language or behaviour directed at a group of people or an individual
<ul style="list-style-type: none"> • Use methods of communication that do not use aggression 	<ul style="list-style-type: none"> • Disrespectful aggravated behaviour towards staff or fellow students
<ul style="list-style-type: none"> • Vandalism is not tolerated 	<ul style="list-style-type: none"> • Students are required to show care and respect for school premises, school furniture, school grounds and the property of fellow students and staff. • Vandalism or graffiti will not be tolerated. • Students who cause damage through wilfulness or carelessness will be held liable for the cost of making good the damage.
<ul style="list-style-type: none"> • Show respect for staff and continue to engage in discussion. 	<ul style="list-style-type: none"> • Disrespectful behaviour directed towards staff.
<ul style="list-style-type: none"> • Drugs/substances are not tolerated 	<ul style="list-style-type: none"> • Banned/prohibited substances are not permitted

<ul style="list-style-type: none"> • Drinking Alcohol is not permitted 	<ul style="list-style-type: none"> • The possession/consumption of alcohol, solvent abuse, the use/trafficking of illegal substances or the use of any substance that alters mood or behaviour are strictly forbidden (See Substance Use Policy).
<ul style="list-style-type: none"> • Racist/Anti inclusion Language or behaviour is not tolerated 	<ul style="list-style-type: none"> • Abusive verbal language or behaviour directed at an individual or group • Electronic devices may not be used by students to record or transmit still images, audio or video of any person in the school community for any purpose without consent.
<ul style="list-style-type: none"> • Use journal to provide parent(s) notes 	<ul style="list-style-type: none"> • Deliberate forging of guardian's signature on diary or report card to mislead teacher or management.
<ul style="list-style-type: none"> • Theft will not be tolerated 	<ul style="list-style-type: none"> • Taking other student's possessions • Taking the schools property
<ul style="list-style-type: none"> • Only bring items appropriate to school and not considered dangerous 	<ul style="list-style-type: none"> • It is forbidden to bring to school such items as pins, knives, badges, needles, matches, lasers or any other items deemed dangerous by a teacher.

Responses, Interventions, Disciplinary Procedures

Responses

Sometimes responses are necessary to show disapproval of and to discourage unacceptable behaviour; they are graded according to how serious an infraction is seen to be. Their application, however, must be flexible to take account of individual circumstances. From time to time it will emerge that the student causing difficulties does so in response to significant problems outside of the school. While solving such problems is beyond the brief of the school, cognisance must be taken of them in so far as is practicable, but only to the extent that they do not impinge on the learning process of others.

There will be the greatest possible immediacy between the application of a sanction and the breach or deviation from standards that caused it.

The sanctions listed below are ranked to take account of the nature of the incident and the circumstances leading up to it. They are imposed by the staff in accordance with our 'Ladder of Referral'.

- See Actions and Responses Table
- Reasoning with the pupil
- Verbal warning
- Separation from peers e.g. temporary or permanent change of seating
- Reprimand
- Note in journal to be signed by parent
- Additional homework
- Referral to year head
- Placing student on report
- Requirement for a written or verbal apology
- Communication with parents
- Exclusion from class or classes

- Temporary or permanent change of class
- Written undertaking of good behaviour signed by both the parent and the student
- Payment for, or replacement of damaged or stolen property
- Withdrawal of privileges such as break and lunch with the school body, school excursions, permission to go to the shop, representing the school, membership of student's council,
- Detention
- Referral to Deputy Principal
- In certain circumstances, when a student is in breach of school regulations, parents will be required to collect their child, or have their child collected from the school
- Referral to the Principal
- Suspension
- Expulsion in accordance with section 23 of the Education Welfare Act (2000).

This list is not exhaustive.

The school reserves the right to implement disciplinary procedures as deemed appropriate. The seriousness of the violation will determine the sanction applied.

Detention

Detention is a sanction used to show disapproval of unacceptable behaviour. It is applied by the year head, Deputy Principal and Principal only.

The following procedure will ordinarily apply:

- a. The facts of the case are established.
- b. The student is informed that he/she will be on detention on a particular day.
- c. The student's parents are informed by letter or email.
- d. If a student is late for detention or is disruptive during detention, she/he will have to attend for detention all over again.
- e. Persistent failure to attend for detention may lead to suspension.

Interventions

To help students who have recurring difficulty upholding the code of behaviour, or to reduce the number of repeated breaches, the school may apply the following interventions:

- a. offer the student advice on how to improve
- b. convey to the student an understanding of the rule(s) that he/she has broken
- c. explain to the student the impact of the breach on him/herself as well as on other members of the school community
- d. communicate to the student an understanding of how to act or react differently so as to not be in breach of school rule(s)
- e. encourage the student to write out the rule they have broken, explain in writing the effect this has on themselves and other members of the school community, and further explain how best they can avoid a repetition of the misbehaviour
- f. arrange pastoral or counselling intervention
- g. refer to a psychologist for assessment and for help in behaviour modification.

Disciplinary procedures

All staff have a part to play in maintaining good behaviour in Scoil Íosaif. The subject teachers deal with minor breaches of class discipline. Teachers scheduled for supervision duties deal with discipline issues as they arise. In each case it is important that the sanction used is commensurate with the breach of discipline. However, when unacceptable behaviour persists in class or outside class the following procedures are used as the situation demands.

If a teacher considers an incident to be sufficiently serious a note is placed in the student's journal; this note must be countersigned by the parent. If this, together with an appropriate sanction, fails to improve the student's behaviour, or if the incident is deemed to be more serious, then the teacher records the details in the online incident referral system, which is flagged to the Year Head.

Based on the information in the report the year head interviews the student. Having regard to contextual factors, the year head may meet or telephone the parents to more fully explore the incident and to gain their support for strategies around preventing a repeat of the incident. The year head may apply a range of sanctions, again, commensurate with the breach of discipline. Furthermore, as an alternative to or together with a sanction, the year head may refer the student to the guidance counsellor.

A student may be referred to the Deputy Principal when other avenues for modifying behaviour have failed or where a grave incident has occurred. Ordinarily, such a referral will come from the year head. The Deputy Principal may apply a range of sanctions, again, commensurate with the breach of discipline. Furthermore, as an alternative to or in tandem with a sanction, the Deputy Principal may refer the student to the Principal or guidance counsellor.

If a member of staff has a concern about a student, this should be brought to the attention of the year head. The year head may, depending on the circumstances, speak to the student, inform the parents, or consult the Deputy Principal, Principal, school chaplain or guidance counsellor.

If a concern around a behavioural matter involves suspicions of abuse, the matter must be reported to the designated liaison person. Further action will then be in accordance with the 'Children First Act 2015' which has been adopted by the Board of Management

Suspension and Expulsion (as per suspension and expulsion policy)

Suspension and expulsion are the penultimate and ultimate sanctions available to the Board of Management in dealing with disciplinary issues. These sanctions are negative in nature and affect the basic right of a student to his or her education. Accordingly, they must be applied having regard to the rights of the individual student.

For the purposes of this Code of Behaviour:

- suspension is the withdrawal of permission from a student to attend school for a specified period
- expulsion is the permanent exclusion of a student from this school.

Suspension

- The authority to suspend is vested in the Principal, or in the absence of the Principal the Deputy Principal, subject to the right of the parents (or a student who is 18 years or more) to appeal to the Board of Management.
- The period of suspension shall be proportionate to the breaches of the school rules.
- When a student is being suspended for 6 days or more, cumulatively, the Principal will inform the Educational Welfare Officer in writing.
- All suspensions will be reported to the Board of Management.
- Suspension is a serious sanction and may be considered in the following circumstances:
- repeated incidents of indiscipline despite warnings
- failure to recognise and submit to the authority of the school
- behaviour that significantly interferes with the rights of other students to learn
- serious incidents that endanger the welfare of other

Suspension procedure

1. The allegation(s) facing the student are investigated by the appropriate members of staff, as referred to on pages four and five of this document.
2. When a suspension is being considered, the Principal interviews the student, who is given the opportunity to respond.
3. The student's parents will be asked to call to the school to discuss the matter.
4. If it is decided that a suspension should take place, the parents are informed by letter and/or by phone.
5. When serious misconduct has occurred and where immediate action is appropriate, the Principal, having investigated the matter, and following contact with the parents, may suspend the student with immediate effect.
6. Pending the implementation of the suspension, the student may be withdrawn from class.

7. The parents will be informed of their right to appeal to the Board of Management.
8. Where the Board of Management suspends a student cumulatively for 20 days or more in any school year, the parents will be informed of their right to appeal the decision to the Secretary General, Department of Education and Science.

Appeal to the Board of Management

1. A parent has seven days in which to lodge an appeal. If the student appealing suspension is 18 years or older he or she may appeal in their own right.
2. The grounds for the appeal must be made in writing.
3. The appeal will be considered at the next meeting of the Board of Management, part of which the parents can attend at a specific time subject to giving two day's notice of their intention to attend the meeting.
4. At the Board meeting, the Principal outlines the reasons for his/her recommendation.
5. The parent/guardians' appeal is then heard by written submission and/or orally.
6. The Principal may take no further part in the discussion other than to clarify matters raised in the parents' appeal. The Principal and parents (if present) leave.
7. The Board makes its decision and communicates it to the parent/guardian.

Returning to school after a period of suspension

- The student, on the morning of their return to school, will meet the Principal or Deputy Principal or year head as decided by the school to review the issues that precipitated the suspension.
- Students are expected to have all their homework up to date upon their return.
- Students suspended on the grounds of substance abuse, bullying or health and safety will be required to comply with any additional supports/interventions as decided by the school.
- When a student returns to school after a period of suspension, he or she may be required to sign a contract giving certain undertakings in relation to their future behaviour.

Expulsion

Expulsion is the most severe sanction a school can apply to a student. It should only be imposed for very serious breaches of school rules or in cases where the rights of a greater number of students are being denied because of the continual disruptive behaviour of an individual.

Expulsion procedure

1. An investigation is carried out under the direction of the principal.
2. The student is interviewed by the Principal and given an opportunity to respond.
3. The parents are informed, in writing, of the grounds upon which expulsion is being considered, and the nature of the evidence being relied on.
4. The parents are provided with an opportunity to consider the evidence and to offer evidence in rebuttal.
5. Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal should:
 - a. inform the student's parents by registered post of the position

- b. state the reason(s) for the recommendation
- c. give at least five day's notice of the Board meeting at which the recommendation will be considered
- d. inform the student's parents of their right to make representations to the Board of Management on behalf of the student
- e. prepare a report for the Board containing all relevant material relating to the case
- f. send out a copy of the report by post to the parents of the student.

6. Parents are required to give two day's notice to the Secretary of the Board of Management of their intention to make such representations to the Board of Management, after which they are invited to attend the meeting at a particular time.

7. Meeting of Board of Management

- a. The Board will examine the report and will seek clarification (if any) from the principal.
- b. The Chairperson will give the parents sufficient time to respond to the report and make representations on behalf of the student.
- c. The principal may take no further part in the discussion other than to clarify matters raised in the parents' appeal. The principal and parents leave the meeting.
- d. The Board makes its decision and communicates it to the parents.

To ensure its independence as the final authority in the case, the Board must not be involved in the process leading to the decision of the principal to recommend the expulsion of the student. Furthermore, it should ensure that any member of the Board who might have a conflicting interest should be excused and may not be a party to the consideration of the case.

8. If the Board forms the opinion that a student should be expelled:

- a. The parents (or the student who is over 18 years) must be informed in writing that it is the view of the board that the student should be expelled.
- b. The parents (or the student who is over 18 years) must also be informed of their right to appeal the decision to the Secretary General of the Department of Education and Science under Section 29 of the Education Act, 1998.
- c. The Board informs the designated educational welfare officer of its decision.
- d. The student shall not be considered expelled before the passing of 20 school days from the receipt of such notification by the educational welfare officer.
- e. During this 20-day period the educational welfare officer may consult the Principal.
- f. The Board may decide to suspend the student from school during this period.
- g. When the 20 day period following notification to the education welfare officer has elapsed, and where the Board of Management, having been reconvened, remains of the view that the student should be expelled, the secretary to the Board of Management should formally confirm the decision to expel to the education welfare officer.
- h. The parents (or the student who is over 18 years) are also informed in writing that the expulsion will now proceed. They are also informed in writing of their right to appeal the decision to the Secretary General of the Department of Education and science, pursuant to Section 29 of the Education Act, 1998. Furthermore, they should also be advised that such an appeal should be made within 42 calendar days from the date

that they themselves were notified of the expulsion.

- i. The NEWB has the right, under section 29 of the Education Act (1998), to appeal a decision of the Board of Management.

9. If the Board decides not to expel the pupil, the Board will prepare an alternative sanction in consultation with the Principal.

Related Policies

This policy document may be read in conjunction with the following policy documents:

- Admissions
- Substance abuse
- Bullying
- Guidance Plan.
- Acceptance use and social media
- Homework
- Wellbeing

- COVID Response plan (*as relevant*)

Review

The Board of Management reserves the right to modify this Code of Behaviour at short notice to facilitate an immediate response to an unforeseen event or circumstance where urgent action might be appropriate. This Code will be reviewed by the Board of Management from time to time.

Implementation

This Code of Behaviour replaces and supersedes the previous code of behaviour for students (4th March 2015)

This new Code of Behaviour will apply from the 17th January 2022. All students presently registered in Scoil Íosaif and their parents will be informed of the amendment to this Code of Behaviour.

In subsequent years, the parents of all prospective pupils will be given a copy of the Code of Behaviour. It is a condition of enrolment that the parents read this Code and sign the declaration slip stating that they accept it and that they undertake to make all reasonable efforts to ensure their child's compliance with it.

Ratification

This Code of Behaviour was approved by the Board of Management on 17th January 2022 .

Appendix 1

Official School Uniform

The school uniform is a public symbol of our school. The school uniform is a blue jumper with yellow trim and the crest embroidered on the left chest. The tie is the school colours of blue with the yellow and red featured on the flame of the school crest. These are worn over a grey shirt and trousers. Shoes are an all black colour, preferably leather alongside a dark coloured sock. The uniform forms part of our school tradition, and is an expected part of school life.

It comprises:

- a school jumper bearing the school crest
- grey trouser
- grey shirt
- school tie
- all black shoes or trainers
- black socks
- during P.E. appropriate sports clothing must be worn.

Every student is expected to have a change of uniform.

Please note re. shoes that 'all black' includes the sole, and any designs on the sides or laces. It is not permissible for students to deviate from these guidelines, and the school reserves the right to adjudicate on adherence to uniform guidelines

General tidiness and upkeep of uniform is also required.

Appendix 2 – Actions & Responses table

Action Level 0 – Ready to learn	Action Level 1 Not ready to learn (LOW)	Action Level 2 – Disrupting the learning environment (MEDIUM)	Action Level 3 – Dangerous and Damaging Behaviour (HIGH)
<ul style="list-style-type: none"> - Be prepared with books and equipment - Have your school journal - Have full uniform - Follow classroom procedure and routines - Have homework complete - Participate in class - Be on time for class - Only use phone when permitted by teachers - Follow staff instruction and endeavour to communicate without anger - Comply with requests to forfeit phone when requested, in line with school rules - Avoid racist/sexist/anti inclusion comments - Use language appropriate to school, avoid cursing - Show respect for staff and continue to engage in discussion - Only bring items appropriate to school and not considered dangerous 	<ul style="list-style-type: none"> • Talking out of turn- chatting, off topic discussions • Eating in class – chewing gum • No journal • Littering • Late to class • Loitering between classes • Not having class materials • Disengaged- head on desk, fidgeting, off task, inattentive, easily distracted • Chewing gum • No homework- no attempting homework • Not wearing mask properly • Incorrect uniform • Lockers • Littering • Asking to go to the toilet • Use of mobile phones • Non-Compliance • Use of bike in yard • Lack of effort 	<ul style="list-style-type: none"> • Not following instructions from staff • Use of phones • Distracting others- classroom disruption, disruptive in class • Disrespect to teachers • Negative body posture/gestures to staff • In appropriate gestures: Giving the middle finger- eye roll • Irrelevant comments – answering back • Negative attitude • Late for Class • Swearing, cursing to another student • Damage to property • Sleeping in class • Refusal to do work • Absent without permission – AWOL • Mitching • Throwing • Homework • Fail to represent school • Misuse of chrome books • Forging notes from home • Persistent low level behaviours • Wearing mask incorrectly (COVID Response) 	<ul style="list-style-type: none"> • Fighting • Bullying • Theft • Weapons • Verbal aggression • Physical aggression-violence • Starting violence • Verbal abuse of students • Severe verbal abuse/aggression to staff • Damage of school property – malicious damage to property • Intimidation • Substance use in school- smoking and substance • Aggressive towards others • Refusal to hand up phone following misuse • Verbal abuse • Cursing to staff • Throwing objects in room • Failure to follow instructions • Wilful disruption teaching/learning • Repetitive defiance • Racism/Sexism/Anti-Inclusion behaviours • Refuse to adhere to sanctions • Throwing objects to hurt • Defiance- repetitive defiance • Slurs/Taunting • Persistent medium level behaviours
Responses Level 0 - All	Responses Level 1 – Teacher	Responses Level 2 -Year Head	Responses Level 3 – Leadership and Management team
<ul style="list-style-type: none"> - A quiet word or gesture to show approval; - A comment in a student's journal; - A word of praise in front of a group or the class; - A reward system – student of the week/occasional treats; - Special mention by/from staff (SNA/teacher/tutor /YH/DP/P) - Recording instances of positive behaviour on VSWare/in student journal - Positive communication with parent(s) guardian(s) - Achievements awards (eg. Gaisce) - Delegating some special responsibility or privilege; - Promotion of achievement in school media/amongst school community 	<ul style="list-style-type: none"> • Reasoning with pupil • Classroom management strategies • Verbal Warning • Separation from peers • Reprimand • Additional Homework • Requirement for written or verbal apology • Confiscation of mobile phone. • Communication with parents through a note or phone call • Class Detention 	<ul style="list-style-type: none"> • Referral to Year Head • Restorative Circle for conflicts • School Detention • Placing student on report card. • Written undertaking of good behaviours signed by parents and student 	<ul style="list-style-type: none"> • Referral to Deputy Principal • Parents to Collect Student • Placing student on report card. • Withdrawal of privileges • Restorative Practices Strategies • Referral to Principal • Suspension • Expulsion • Payment for damaged or stolen properly
This list is not exhaustive			

Declaration slip

We, the undersigned, have read and now accept this Code of Behaviour and will make all reasonable efforts to ensure compliance with it by _____(name of child) while a student of Scoil Íosaif.

Signed: _____(Parents/Guardian)

Signed: _____(Parents/Guardian)

