Code of Behaviour

Coláiste Iósaef

Introduction

Coláiste Iósaef is a co-educational second level school in Kilmallock, Co Limerick, with a student population of 500 students and growing. It is under the trusteeship of the Limerick & Clare Education and Training Board.

Coláiste Iósaef is a DEIS School - the school is committed to delivering equality of opportunity for students. Under DEIS, the school has well defined plans under the following headings: attendance, attainment, retention, progression, liaising with parents and liaising with the community. Literacy and numeracy are also key areas for planning. There are a wide range of student supports including a Home School Community Teacher and a School Completion Programme.

This Code of Behaviour aims to promote good behaviour and respect for all members of the school community. It has been drawn up in consultation with all the school partners, including the Board of Management, school management team, staff, students and parents/guardians. It takes cognisance of the responsibility of the school to ensure that all students are educated in a positive, 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. Coláiste Iósaef endeavours, to the greatest possible extent, to provide an appropriate education for all students and, in that context, the right of the overwhelming majority of compliant students to learn will not be subverted by any disruptive minority.

Context of the Code of Behaviour

'The code of behaviour is the set of programmes, practices and procedures that all together, form the school's plan for helping students in the school to behave well and learn well' (NEWB Guidelines, 2008).

The purpose of this Code of Behaviour is to foster an orderly, harmonious school where high standards of behaviour are expected and supported. It is the key tool in enabling the school to support the learning of every student in Coláiste Iósaef in compliance with the legislative

requirements. It is also intended to inform and to clarify school's expectations and procedures related to behaviour management.

The Code of Behaviour complies with the provisions of all related legislation and the following, listed from NEWB Guidelines is not exhaustive:

- The Constitution of Ireland
- Education Act 1998
- Education (Miscellaneous Provisions) Act 2007
- Education Welfare Act 2000
- The Equal Status Acts 200-2004
- Education of Persons with Special Needs Act 2004 (EPSEN Act)

Aims of the Code

- Promote positive behaviour for learning
- Foster an orderly, harmonious school where high expectations of behaviour are evident and supported
- Enable the school to support the learning of every student
- Encourage and teach students to take personal responsibility for their behaviour for learning
- Support students to mature into responsible participating citizens
- Build positive relationships of mutual respect among students, staff and parents
- Implement effective procedures which allow for the day to day running of the school and which meet the demands of current legislation
- Promote positive behaviour, personal responsibility and self-discipline
- Outline the structure of fair, consistent and agreed sanctions/interventions that will be used in response to negative behaviour
- Outline how positive behaviour is encouraged
- Outline the systematic interventions to be used when a student repeatedly misbehaves.

Scope of the Code

This Code of Behaviour applies to the students of Coláiste Iósaef:

- This Code of Behaviour applies within the school, throughout the school day and to all activities organised by or through the school.
- This Code of Behaviour applies to misbehaviour that may occur in the vicinity of the school that is likely to have a damaging effect on the reputation of our school and the safety, health and welfare of students, staff or members of the public.
- Our Code of Behaviour is not a definitive document. It may be added to or altered should the need arise.
- Our Code of Behaviour is required so that the safety of our students is maintained and to assist in the smooth operation of the school.

Principles of Managing Behaviour

- To protect the basic rights of safety, learning and respect for all in the school community
- To create a climate conducive to teaching and learning
- To promote positive behaviour
- To set the boundaries in which students can achieve and feel successful
- To encourage students to behave in a socially appropriate manner
- To provide a transparent framework for the fair, consistent and equal treatment of all students

The School's Plan for Promoting Positive Behaviour

The key features of a positive approach are:

- To foster a school environment that supports and encourages positive behaviour
- To acknowledge improvement in behaviour
- To place an emphasis on positive rather than negative statements
- Regular and sustained use of recognition and rewards
- Teaching students the social skills they need to be successful
- Redirecting students towards success rather than highlighting their mistakes

Coláiste Iósaef holds at its heart the central pillars of Respect, Trust and Effort by all members of the community.

The following is expected from all students:

That you arrive on time every day and remain within Coláiste Iósaef.

This means:

- That you attend Coláiste Iósaef every day unless it is absolutely unavoidable.
- That you arrive to school before **8.45am** and are punctual for all classes during the day.
- That lateness is explained by a note in the journal from your parent(s) or guardian(s) or via the school app.
- That you register with the Year Head on duty or at the front office if late.
- School absences must be explained by completing the note for explanation or school absence provided in the back of the school journal, dated and signed by parents/guardians. This note must be presented on the day you return to school.
- That you do not leave the school grounds at any time unless with the express permission of the school authorities.
- That you do not leave class to go and do something else without prior permission of the teachers involved. You must have a note in your journal to be out of class.
- That you use your school locker at the designated times only and **NOT** between classes.
- **That you cannot leave or sign out during the school day unless a parent or legal guardian collects and signs you out at the front office.**

Because:

- Time missed is hard to make up.
- Punctuality displays courtesy to your teachers and fellow students and is a life-skill for adulthood and the world of work.
- Good attendance and good timekeeping help everyone to do well.
- The school must be given a written explanation for absence by the parents/guardians as per section 18 of the Education Welfare 2000.

- Coláiste Iósaef is responsible for you during school time and needs to be aware of the location of students.

That you attend Coláiste Iósaef in full uniform, clean and tidy including appropriate footwear.

This means:

- **That you wear the official and complete school uniform at all times in school, representing the school and coming to and from school.**
- That your shoes follow the guidelines set out by the school. (Black shoes/Deck shoes only). No trainers (unless participating in physical education).
- **That you wear the appropriate PE uniform as designated by the school rules.**
- Discreet jewellery can be worn. Students are allowed to wear earrings in the lobe of the ear only; these should be discrete stud earrings, a maximum of one in each ear lobe.
- Hooped or large earrings are not permitted for H&S reasons.
- Students with nasal piercings may only wear one small nose stud.
- Hoops, drops or bars etc. are not permitted on piercings and must be removed before coming to school.
- That painted nails and gel nails are not permitted for H&S reasons.
- That your hair is neatly presented and not drawing attention to yourself.
- That extreme hair dye colour (green, pink, orange, red, etc.) or extreme shaved designs, Mohawks, V's or bone blade cuts are not permitted.
- That you seek advice from the school before considering a piercing or hair change that may put you in conflict with the school rules.

Because:

- When you join the school community you agree to abide by and follow the policies set out and agreed to by parents/guardians, students and the school authorities.
- High standards are set and expected from our students, the uniform should be worn with pride and appropriately in school and when representing the school.

- The school should be regarded as a place of work and learning and the regard you place on yourself should be modelled in how the uniform is worn.

Full school uniform of jumper, shirt, pants/skirt and appropriate shoes must be worn daily by all students.

Students must always maintain a neat and tidy appearance.

Students who are in blatant refusal to abide by the school uniform and appearance standards will not be allowed attend classes and will be remanded to the care of their parents/guardians until the issue is resolved.

That you are properly prepared and willing to learn and cooperate during class and extra-curricular activities.

This means:

- That you participate fully in class and show respect to teachers and fellow classmates.
- That you have the correct equipment for all classes.
- That you do your best to complete all assignments, tasks, etc. set by your teachers.
- That you always carry your journal and note your homework for each subject.
- That you bring any special equipment needed e.g. school PE gear, drawing equipment etc.
- That you respect your school journal and textbooks and use them appropriately – no graffiti on both school journal and books.
- That your school journal should be placed on the table in each lesson.
- That you follow the school rules regarding the use of tablet technology in the classroom.
- That you do not eat or drink in class without permission.
- **That you are required to participate in all formal recreational curricular activities. Students who for health or other reasons are prevented from doing so must provide a note signed by their parents/guardians. In the event a student is unable to participate on an on-going basis, a medical certificate is required.**
- That you conduct yourself during extra-curricular events with due respect and effort.

Because:

- The teacher has a right to teach and you as student a responsibility to strive to learn.
- Other students have a right to learn within the class.
- You waste class time if you are not properly prepared for class.
- You may miss out on learning and interrupt the learning of others by lateness.
- You cannot participate fully without the appropriate books, materials and equipment.
- The journal is a means of communication between school and home and helps you to organise yourself.
- Schoolbooks under the rental scheme are the property of the school and damaged or lost books must be paid for in full.
- Extra-curricular activities are a different learning environment.

That you have respect and consideration for all students, teachers, other staff, visitors and local residents whenever representing the school.

This means:

- **That you are fair and honest with everyone.**
- That you cooperate fully and willingly in the classroom.
- That you show courtesy, consideration and good manners in your behaviour and language to all.
- That if you are engaged in a relationship with another student you do not engage in public displays of affection while in school or on school related activities. Students are encouraged to maintain strong friendships with a wide group of peers.
- That you help other students' e.g. younger students finding a classroom.
- **That you do not pick on, victimise or bully others and that you report any incidents of bullying to the Year Head, Class Tutor or any member of staff.**
- Bullying is repeated aggression, verbal, psychological or physical, conducted by an individual or group against others.
- Victimisation is the singling out of a person for cruel or unjust treatment.
- That you do not make offensive or hurtful remarks.
- That you do not fight or threaten to fight in or out of school.

- That you respect the property of others and that of the school.
- Aggressive behaviour or language has no place, and will not be tolerated in Coláiste Iósaef.

Because:

- Mutual respect and support helps to make a positive school experience for everyone.
- Every member of the school community has the right to learn, work and socialise in a safe and friendly environment.
- Positive behaviour contributes to a positive school experience for everyone.
- You would like to be shown respect and consideration by others.
- Bullying and victimisation can cause fear, hurt and misery. Coláiste Iósaef strives to be a safe space for all community members.
- Aggressive behaviour can cause serious injury or accidents.
- Damaging school property is destructive and shows a lack of respect for the school community of which you are a member and will incur severe consequences.

That you respect the school building and campus environment.

This means:

- That you use the assigned entrance/exit when entering and leaving the school building.
- That you contribute to keeping the school clean and free of litter.
- That you place litter in appropriate bins.
- That you do not chew gum while in school – (Healthy Eating Policy).
- That lunch is eaten in designated locations only.
- That you do not return to the school grounds outside of school hours without the school's explicit permission.
- That you do not interfere or damage any safety equipment.
- Cycling on any part of the school campus is not allowed for safety reasons.
- That you park motorised vehicles outside of the school grounds at your own risk, and that you do not drive onto school property at any time.

- **That all your belongings must be kept in your locker. Lockers remain the property of the school and are subject to search. Students will be made aware and will be present for any locker search.**
- Lockers must have the designated school lock and must be locked when not in use.
- That personal property such as money and other valuables is entirely the responsibility of the student and that Coláiste Iósaef cannot accept responsibility for the loss or damage of students' property.

Because:

- Everyone benefits from working in a safe pleasant and clean environment.
- We are all responsible for maintaining a clean school.
- Chewing gum, Tippex and correction fluid are difficult and costly to remove.

That you abide by the school's mobile phone/technology policy.

This means:

- That you keep your mobile switched off and out of sight at all times.
- **That you contact home through the school office only.**
- That you do not use digital / electronic media during class time unless directed to (e.g. iPods, MP3 players).
- **That you do not record/take pictures or post content from school unless permitted.**
- That you do not call, text or post messages to parents, friends, individuals or the internet during or regarding school times or events unless permitted to do so.
- **That you do not engage in Cyber-bullying. Cyber-bullying refers to a situation where anyone is repeatedly tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another person using text messaging, email, instant messaging and or social media platforms (Facebook, Snapchat, etc.).**

Because:

- The office phone is available if you need to make an essential call or if your parent/guardians need to contact you during school hours.

- Students who contact home via mobile do so without office knowledge and this may become a health and safety risk.
- It is important that students are in a safe environment free from distraction or peer pressure.
- Teachers are entitled to teach without interruptions.
- The use of digital video/photos and other recording devices can lead to an invasion of privacy.
- Use of electronic devices during break time can lead to isolation and limit the opportunity for socialisation.
- Recording / posting material without consent of all parties is a legal issue.

Students who post, Facebook/Snapchat or blog about members of the school community on the Internet face suspension and possible expulsion if evidence of cyber bullying is present.

That you do not use intoxicating/ illegal substances.

This means:

- That you do not use, distribute or sell cigarettes, alcohol, stimulating or illegal drinks/ drugs/ substances/solvents at any time on school campus or during school related activities.
- **Smoking and/or Vaping in the school building and on the school campus is strictly prohibited.**
- **Smoking and/or Vaping in the vicinity of the school or on the way to and from school is regarded as a serious breach of discipline.**
- Students are not allowed visit a public house while participating in a school activity **even if over 18 years.**

Because:

- The use and sale of addictive substances is illegal and poses a serious Health and Safety concerns.

- It is illegal to smoke in all public places under the Public Health (Tobacco Acts).
- The school is responsible for the protection and safety of all the school community.

If any student is found using, under the influence of or in possession of alcohol or solvents, their parents/guardians will be contacted immediately and where deemed necessary, the Gardaí may also be contacted. Students aged over 18 are still subject to the school rules regarding alcohol on any school related events or excursions.

Any student found in possession of drugs or illegal substances will have their parents/guardians contacted by the school and they will be reported to the Gardaí. This breach of school rules is an expulsion offence.

That you do not bring into the school or have on your person objects likely to cause injury or harm.

This means:

- That you do not bring, or facilitate the bringing into the school campus, or on any school related activity, any object likely to cause injury such as firearms, knives, syringes, fireworks, bangers, stink bombs etc.
- This also includes jewellery likely to pose a threat to safety.

Because:

- Such objects can present a serious threat to the Health and Safety of the School community, and where necessary parents/guardians deemed will be contacted immediately and the Gardaí may also be contacted.
- In the case of firearms or knives this breach of school rules is an expulsion offence.

In summation, Coláiste Iósaef expects the following from all students:

1. That you arrive on time every day and remain within Coláiste Iósaef.
2. That you attend Coláiste Iósaef in full uniform, clean and tidy including appropriate footwear.
3. That you are properly prepared and willing to learn and cooperate during class and extra-curricular activities.
4. That you have respect and consideration for all students, teachers, other staff, visitors and local residents whenever representing the school.
5. That you respect the school building and campus environment.
6. That you abide by the school's mobile phone/technology policy.
7. That you do not use intoxicating/ illegal substances.
8. That you do not bring into the school or have on your person objects likely to cause injury or harm.

The Code of Behaviour has been drawn up in consultation with students, teachers and parents/guardians. It fully encompasses our Suspension, Expulsion, Detention, Uniform and other important school policies.

It will be reviewed periodically and as necessary.

The Code of Behaviour applies to students when they are in school uniform and on all school-based activities.

All students are expected to abide by the school Code of Behaviour. It must be signed by the student and a parent/guardian. This can be done inside the school journal. Year Heads will check to see that this is signed once all students have been issued with the school journal upon their return to school.

Safety in the Laboratories & Specialist Rooms

The use of laboratories and specialist rooms including Computer Rooms, The Art Room, Science Laboratories, Home Economics, Woodwork and Metalwork/Engineering Rooms involve extra rules regarding safety and correct use of apparatus, machines and equipment. Students are requested to respect the regulations applied in these rooms to ensure the safety and welfare of students and teachers.

School & State Examinations

In-School Examinations

Students who are talking or copying during term examinations or in class exams may have their paper cancelled. Parents/guardians may be contacted and sanctions may be imposed on the offending student.

State Examinations

The Code of Behaviour applies for the duration of State Examinations. Leaving Certificate and Junior Certificate students must wear full uniform during all State Examinations and are required to follow the school Code of Behaviour. Issues that arise during the exam will be dealt with by the exam supervisor and may be referred to the State Exams Commission (SEC).

Searches

In the interest of the general student body, occasions may arise when it is considered necessary to search a student's property in the investigation of a particular behaviour e.g. substance misuse, alleged theft, possession of fireworks or other substances posing a Health and Safety concern etc. This might take the form of:

- Search of a student's locker in the presence of student or member of management.
- Search of a student's school bag in the presence of student or member of management.
- An instruction to a student to empty his/her schoolbag or pockets or locker
- Any such search will be authorised by the Principal or his/her designate.

Internal Structure and Procedures

Graded systems of sanctions are in place which aim to be developmental and constructive. The sanctions are in line with Department of Education guidelines and are underpinned by the core principle of procedural fairness and natural justice. In implementing these procedures, the Principal will ensure that no student is discriminated against on any of the following grounds: gender, marital status, family status, sexual orientation, religion, age, disability, race and membership of the Travelling Community. Equality Act1998 the purpose of a sanction is to bring about a change in behaviour by:

- Helping the student to learn that their behaviour is unacceptable.
- Helping them to recognise the effect of their actions and behaviour on others.
- Helping students to understand that they have choices about their own behaviour and that all choices have consequences (in ways appropriate to their age & development).
- Helping them to learn to take responsibility for their own behaviour.

A sanction may also:

- Reinforce the boundaries set out in the Code of Behaviour
- Signal to others and to staff that their wellbeing is being protected. In instances of more serious breaches of school standards, sanctions may be needed to:
  - ✓ Prevent serious disruption of teaching &learning.
  - ✓ Keep the student, other students or adults safe.

School Responses

The response by the teacher/Year head/Deputy Principal/Principal to address inappropriate behaviour will be based on whether the behaviour can be categorised as **low**, **medium** or **high** level. At each level, the professional judgement of the staff member will be used to select an appropriate and fair sanction or intervention to support the student.

"Where a student's behaviour disrupts the teaching and learning of other students, school authorities have to weigh the needs of that student with the needs of other students and staff. This can be a difficult balance, and achieving it requires the application of professional skill and judgement, in each individual case,drawing on factual and objective information about the impact of a student's behaviour, and using transparent criteria for measuring that impact."

(NEWB (Tusla), 2008)

Interventions refer to the strategies used to help prevent students from re-offending and give specific help to those students who find it particularly difficult to follow or adhere by the Code of Behaviour.

In consultation with parents/guardians/student/school support personnel/other agencies, a tailored individual behaviour for learning plan consisting of needs based interventions will be implemented.

Low Level Behaviour

Behaviour	**Responses**
✓ Talking out of turn ✓ Not following instruction ✓ Distracting others in class ✓ Late to class ✓ Not being in correct uniform ✓ Not attempting homework/study ✓ Not having class materials/ journal ✓ Inappropriate behaviour on the corridors ✓ Littering ✓ Chewing gum ✓ Mobile devices	✓ Seating Plans ✓ Proximity ✓ Quiet word/ Expectation reminder ✓ Tactical ignoring ✓ Change seating ✓ Conversation at the end of class ✓ Exaggerated praise of other students ✓ Remove distraction ✓ Social skill reminder ✓ Signal/gesture/look ✓ Record misbehaviour in the journal grid ✓ Humour (not sarcasm) ✓ Model/practice expectation ✓ Penalty sheet ✓ Subject teacher detention ✓ Student Referral Sheet (SRS) to Year Head (persistent low level behaviour)
Suggested Interventions & Supports for Low Level Behaviour	
AEN/SEN support Tutor support Consultation with Student Support Services: -Student Support Team -Chaplain -HSCL -SCP Explicit teaching of expectations and routines Differentiation to meet needs of all students Anti-Bullying Support	

Medium Level Behaviour

Behaviour	**Responses**
✓ Repeated low level behaviours following appropriate sanctions/supports ✓ Persistent disruption of teaching and learning ✓ Inappropriate language or comments ✓ Absent from class without permission ✓ Verbal and/or physical aggression ✓ Smoking or Vaping in school, on school grounds or near school ✓ Physical play that injures another person ✓ Mobile devices	✓ Continued application of low-level sanctions ✓ Student Referral Sheet (SRS) to Year Head ✓ Lunch Time Behaviour Review (Detention) ✓ After School Behaviour Review ✓ Reciprocal teacher temporary withdrawal system ✓ Phone call and/or Referral Parent/Guardian/Student Meeting(s) ✓ In-house Suspension ✓ Suspension
Suggested Interventions & Supports for Medium Level Behaviour	
AEN/SEN support Restorative Approaches What Happened? What were you thinking/feeling at the time? Who was affected by your behaviour? How might you resolve this situation? Student Tracking (Academic Tracking) Student Support Services Referral: -Student Support Team -Chaplain -HSCL -SCP Student Behaviour Plan Behaviour Review Board Meeting	

High Level Behaviour

Behaviour	**Responses**
✓ Persistent engagement in medium level behaviour following appropriate sanctions/supports ✓ Fighting ✓ Theft ✓ Throwing an object likely to cause injury to another ✓ Behaviour that constitutes a significant threat to health and safety ✓ Serious damage to property of school or others ✓ Verbal and/or physical aggression ✓ Possession of alcohol and/or illicit substances ✓ Bullying	✓ Continued application of medium level sanctions ✓ Academic Tracking ✓ Restorative Meetings ✓ Direct referral to Year Head / DP/P ✓ Referral Parent Guardian/Student Meeting(s) ✓ Anti-Bullying Procedures ✓ Suspension ✓ Reintegration meeting attended by Parent/Guardian and Student, YH/DP/Principal ✓ Referral to the Behaviour Review Board ✓ Referral to the Board of Management ✓ Recommendation of School Expulsion
Suggested Interventions & Supports for Higher Level Behaviour	
AEN/SEN support Restorative approaches Progress reports Tracking Student Support Services Student Behaviour Plan Referral Meeting(s) Reintegration Meeting(s) Temporary Reduced Timetable Individual Behaviour Agreement Anti Bullying Procedures & Policy*	

Student Referral Sheet (SRS)

If a class teacher/subject teacher deems it necessary, a Student Referral Sheet (**SRS)** may be filled out and submitted to the relevant Year Head. These are available in the staffroom and on the Shared Drive in the Behaviour Folder. Before this form is submitted, the teacher must have initiated action against that student.

Year Heads will decide on the subsequent sanctions once a referral sheet has been submitted for their attention.

If there is no record of initiated action/s this will be returned to the teacher.

Student Behaviour Review Session (SBRS)

Only the Year Head, Deputy Principal or Principal may place a student on a **SBRS**. Teachers have the discretion to use small break and lunch break to allow students complete unfinished class work or to discuss issues that may have arisen during class time.

Escalation within the Behaviour System

SBRS #3 Parents/Guardians receive a phone call from the Year Head informing them that their son/daughter has received 3 SBRS and is moving up the behaviour referral ladder. They are encouraged to get involved by advising the student of the need to improve.

Student is required to attend a Friday ASBRS

** Should there be no further review sessions within the term, the student will begin the next term with a clean slate.*

SBRS #6 Parents/Guardians receive a letter informing them that their son/daughter has received 6 SBRS and is now at a serious level within the behaviour referral ladder.

Student is required to attend a Friday ASBRS and is placed on a Student Academic Tracking Sheet for one school week.

SBRS #9 requires parents to attend a meeting with the Year Head. This will result in the withdrawal of certain privileges within school e.g excursions, sports etc.

The student will be required to meet the Behaviour Review Board.

The student may be placed on a Contract of Learning.

SBRS #12 requires parents to attend a meeting with the Deputy Principal and/or Principal.

The student may be asked to attend a hearing with the School Board of Management.

- **Note: Three Friday After School Behaviour Sessions will result in a ONE day suspension depending on the nature and reasons for each one.**
- **Students returning from suspension will be placed on a Student Academic Tracking Sheet for one school week.**
- **Refer to school policy on suspension and exclusion.**

Requirements:

Responsibility on the individual teacher, to record details in the student journal using the comment forms and if merited, a student referral sheet is submitted to the Year Head.

Year Heads are responsible for ensuring students follow the procedure, attend scheduled behaviour reviews and place students on behaviour review.

Year Heads are to analyse the system on an on-going basis and report on process at weekly Year Head meetings.

Parents are made aware of incidents, due to them signing the behaviour review notification, and also when they receive a phone call or letter from the school.

Friday Behaviour Review Sessions are supervised by members of the School Leadership Team.

This is a progressive system, with continuing misbehaviour leading to more serious sanctions, with a precise record kept of all instances.

Application of SBRS

Student Behaviour Review Sessions are used for the following:

Offences/behaviour/s which undermine the teacher in the classroom and prevent the class from learning:

- Talking or interrupting the class repeatedly *(despite numerous corrections)*
- Ignoring class instructions e.g.
    - moving around the classroom without permission
    - interfering with other students books/materials
    - drinking/eating in class *(if this is one of your class rules*)
- Skipping class
- Refusing teacher instruction
- Disrespecting a teacher when corrected

Lateness

Students who persistently arrive late to school and/or persistently late to classes throughout the school day may be sanctioned for such lateness

Student Behaviour Review Sessions are NOT used for the following unless it is an offence which is regularly occurring and the students have been warned repeatedly by the class teacher:

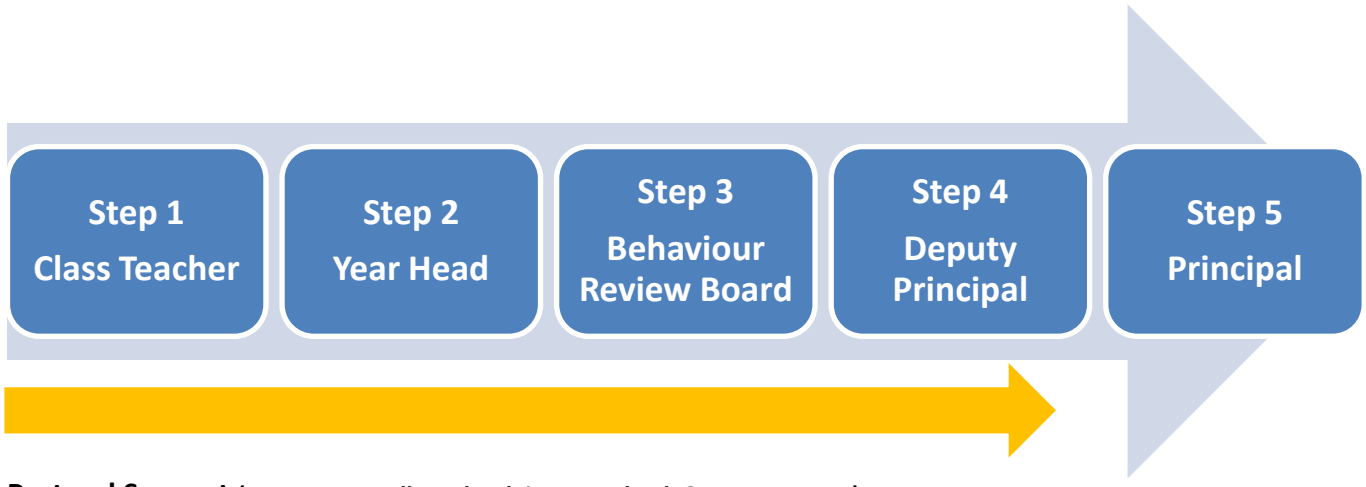
•Homework •Chewing gum •Hair/Uniform Violations
•Coming to class without relevant equipment

After the above interventions and sanctions at low, medium and high level, the majority of students will respond positively and learn the skills for expected behaviour in Coláiste Iósaef. When any sanction is completed, the student is given the opportunity and support for a fresh start. Records are always kept. If a student fails to respond to all the supports and interventions the school offers and has been sanctioned through 3 Stage Suspensions, the

Principal will convene a Behaviour Review Board to plan the next steps which may include a recommendation of expulsion to the School Board of Management.

Ladder of Referral (Behaviour)

It is the responsibility of every member of our school community to maintain a classroom and whole school environment that is supportive of the learning of every student. The procedures for dealing with incidents of unacceptable behaviour/breaches of the school expectations are referred to as our 'ladder of referral'. The basic principle is that the more serious the incident/misbehaviour, the higher up the ladder it is dealt with through Referral Reports and Staged Suspensions supported wholly by intervention-based strategies.



Pastoral Support **(Tutor, Counsellor, Chaplain, SST, Check & Connect, etc.)**

Step 1

Class teacher: Classroom management is the responsibility of each class teacher (The class teacher deals with discipline within his/her own class as laid out in the school **Code of Behaviour**. Appropriate sanctions may be used at the teacher's discretion. (These should include some positive interventions.) It is advised that class teachers also utilise the strong links with parent/guardians to help in improving or changing student behaviour.

Step 2

Year Head: Persistent misbehaviour and serious breaches of discipline may be referred to the appropriate Year Head. Supporting documentation must be submitted to the Year Head.

Step 3

Behaviour Review Board: This Board consists of two Year Heads and the Class Tutor. The committee is charged with protecting the right of every student of Coláiste Iósaef to learn in a disruption free environment. The Board advises the Principal on serious disciplinary issues: - The Board will monitor students who are placed on a **Contract of Learning** - The Board may meet students who consistently breach the school Code of Behaviour despite sanctions imposed.

The Behaviour Review Board may recommend to the Deputy Principal/Principal that a sanction be imposed up to and including suspension/expulsion.

Step 4

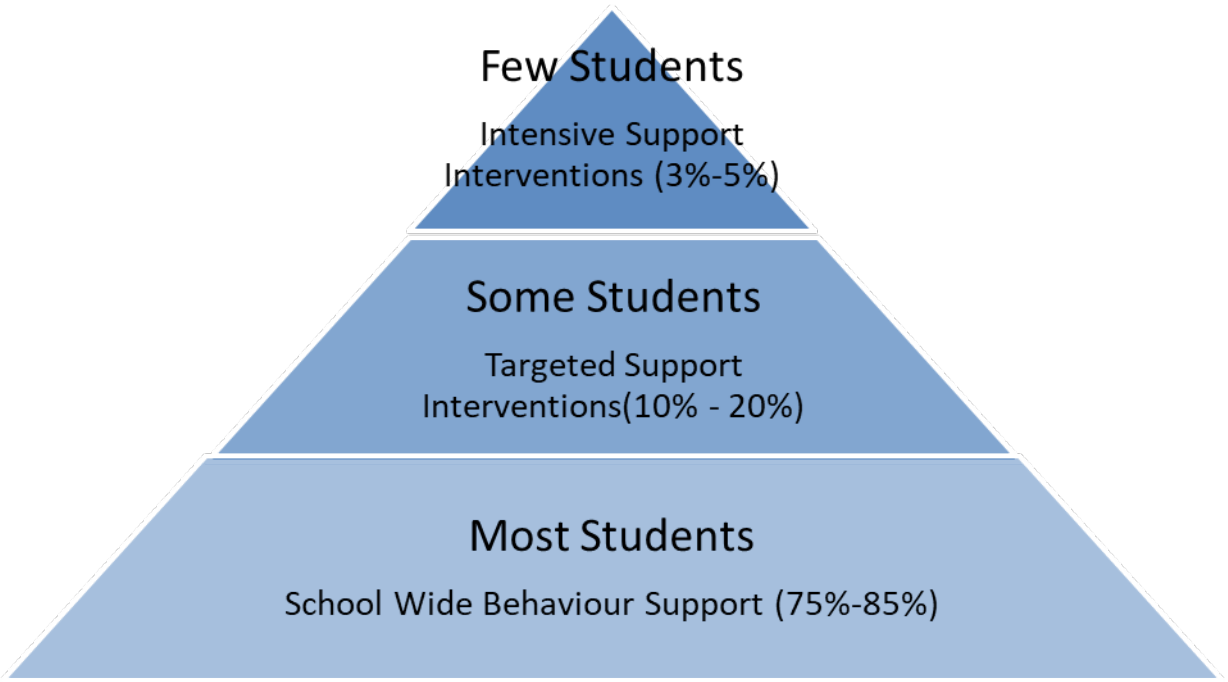
Deputy Principal: The Year Head may decide to refer serious breaches of discipline to the Deputy Principal. The Deputy Principal may consult the Behaviour Review Board and make a recommendation to the Principal.

Step 5

Principal: A student may be referred to the Principal if the student demonstrates persistent misbehaviour, disputes a sanction imposed or if a serious breach of discipline has occurred. The Principal may refer breaches of behaviour to the Board of Management.

Pastoral Support

At all stages, cognisance is given to the student and his/her personal circumstances, home life, mental health, etc. The support and intervention from the pastoral team within the school works in tandem with the ladder of referral to support the student.



Three-tiered Model of Positive Behaviour Support

Behaviour for Learning Programme (Positive Behaviour)

As a school, the promotion of a positive learning environment for all students is of paramount importance. The school will proactively create an environment for all students where positive behaviour is fostered and recognized.

The school will continue implementing its **Positive Behaviour Policy**, this will incorporate our affirmation procedures as well as using interventions and supports from the **NBSS** and our pilot **Restorative Practice** project.

Parental Involvement

As a school community we recognise that parental involvement at each stage of the referral ladder may have a positive outcome on student behaviour and the school will keep parents/guardians aware of their child's behaviour.

Parental involvement may include notes in journal, telephone conversations, formal letters and formal meetings.

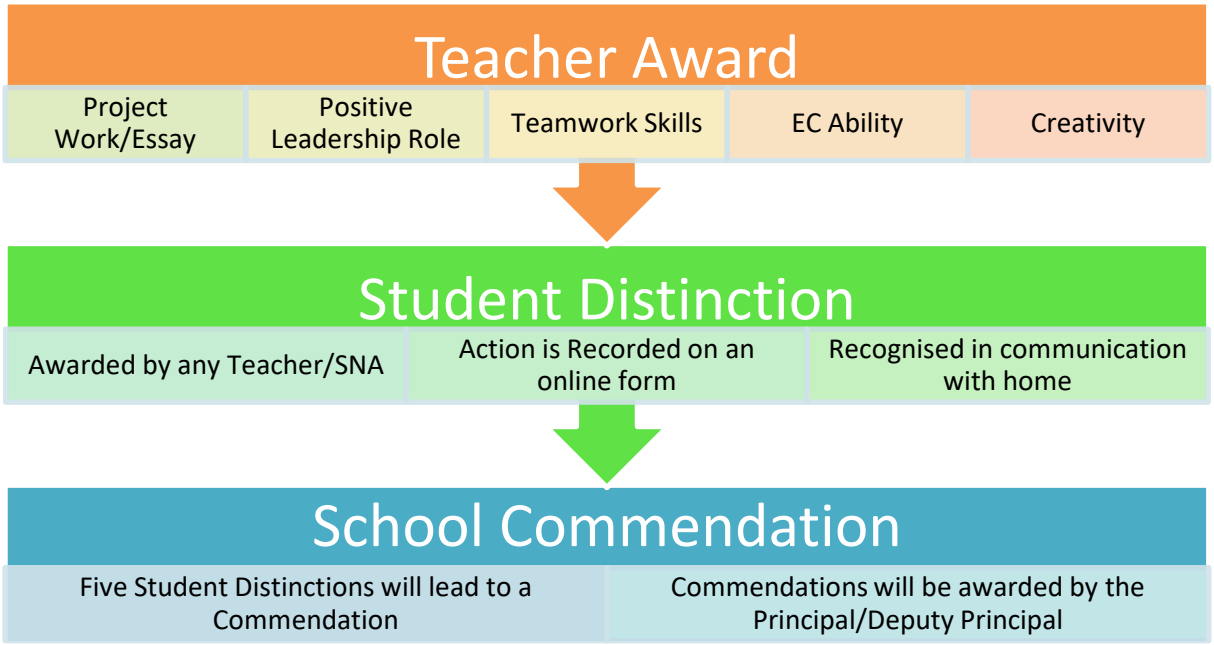
Positive Behaviour – Student Affirmation

"Positive acknowledgement is a very effective way of influencing and promoting good learning behaviour"

(NEWB (Tusla), 2008)

The promotion of positive behaviour is the fundamental aim of the Code of Behaviour. In the promotion of positive behaviour, the school has clearly outlined the expectations of students. Students will be encouraged to meet these expectations through encouragement and acknowledgments and rewards both formally and informally.

Encouragement	**Acknowledgement**	**Rewards**
-Positive everyday interactions between teachers and students -Classroom routines -Expectation Reminders -Clear boundaries and rules	-A quiet word of acknowledgement by a teacher/Teacher Award -Praise for effort, participation or achievement in class -A positive note in the student's journal -Letter/Postcard home -A special mention of achievements at Positive Assembly -Special mention on daily intercom announcements -Special mention on school website/ twitter -Positive reports of students given to parents/guardians at parent teacher -Display of student's work -A positive comment about the student to Tutor/Year Head	-Note in the journal/Teacher Award -Student Distinction -Phone call home -Announcements -Attendance, punctuality, organisation and academic achievement rewarded through certificates/ small rewards -Student Commendation and letter home from Principal -End of year awards



Teacher Award

A teacher may recognise student ability, creativity, leadership, etc. by administering a **Teacher Award.** This can be done on VSware and can also be marked with a teacher award card which is given to the student. A student may receive an infinite number of teacher awards. Teachers should use these in line with school policy.

Student Distinction

Where a student produces a piece of work or demonstrates actions/skills that a teacher considers to be particularly good (above that of a teacher award), that student shall be recommended for a **Student Distinction** for that work, action or skill.

This award will be recognised by a letter/certificate of distinction from the school. In as much as is possible, pieces of work/projects that have won distinctions will be exhibited or acknowledged in a public forum at school and to the wider school community if relevant. Simply producing "good" work is insufficient to merit such an award. The teacher must feel that it is particularly outstanding, and/or that an exceptional amount of effort has been put into it. Typically, a teacher may award a maximum of **ten** distinctions across all their classes

in any given academic year. This should give students a measure of the level they should seek to reach in order to achieve such an award.

It is important to acknowledge that distinctions will not be restricted exclusively to written work. It can be for non-academic achievement also, for example if a student breaks the CIK "bleep test" record in PE, or creates an exceptional piece of Art, Woodwork or Engineering this shall be considered worthy of a distinction. Awarding a distinction is entirely at the discretion of the teacher and the Principal and/or Deputy Principal.

In the interest of fairness two teachers cannot give a distinction for the same piece of work.

School Commendation

Where a student achieves **five** or more Student Distinctions in the academic year, they shall be awarded a **Commendation**. This shall constitute a certificate, which shall be awarded at the annual Awards Night.

In very rare cases, a truly extraordinary achievement may result in the student being awarded a Commendation without needing to attain six distinctions.

Student Suspension

Factors to consider before suspension of a student:

1. The nature and seriousness of the behaviour

•What is the precise description of the behaviour?

•How persistent has the unacceptable behaviour been?

•Has the problem behaviour escalated, despite the interventions tried?

2. The context of the behaviour

•What are the circumstances of the incidents of serious misbehaviour (e.g., in class, in a teacher's class, in the yard, in a group)?

•What factors may have triggered incidents of serious misbehaviour (e.g., bullying, cultural or family factors)?

•What is the age, stage of development and cognitive ability of the student?

•Are there any factors that may be associated with the behaviour (e.g., particular home circumstances, special educational needs)?

3. The impact of the behaviour

•How are other students and staff affected by the student's behaviour?

•What is the impact of the behaviour on the teaching and learning of the class?

•Does the behaviour have a particular or greater impact on some students or teachers?

•Does the student understand the impact of their behaviour on others?

4. The interventions tried to date

•What interventions have been tried? Over what period?

•How have the interventions been recorded and monitored?

•What has been the result of those interventions?

•Have the parents been involved in finding a solution to the problem behaviour?

•Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?

•Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?

•Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?

•Has any other agency been asked for assistance (e.g., Child Guidance Clinic, Child and Adolescent services)?

5. Whether suspension is a proportionate response

•Is the student's behaviour sufficiently serious as to warrant suspension?

•Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

6. The possible impact of suspension

•Will suspension allow additional or alternative interventions to be made?

•Will suspension help the student to change the inappropriate behaviour?

•How will suspension help teachers or other students affected by the behaviour?

•Willsuspensionexacerbateanyeducationalvulnerabilityofthestudent?

Staged Suspension

Suspensions are normally 1 - 3 school days in duration at each stage.

The Board of Managemnet of Coláiste Iósaef has given authority to the Principal or his/her designate to suspend a student for a maximum of 3 days and in consultation with the Board of Management and approval from the Chairperson, to impose a suspension of up to 5 school days as a consequence for serious concerning behaviours that merit an automatic suspension.

An in-house suspension requires a student to be supervised in school for the day (removed from their timetabled classes and set work).

In some cases a student along with his/her parent/guardian may have to attend a reintegration meeting before returning to school. This meeting will normally be prior to the return to school.

Suspension 1

- The Year Head oversees this suspension.
- The student's file is reviewed by the Year Head in consultation with the Principal/Deputy Principal.
- The Year Head communicates with the students and parent(s)/guardian(s). The Year Head writes the letter of suspension which is to be signed by the Principal/Deputy Principal.
- The Year Head may have to convene and facilitate a reintegration meeting.
- The school expectations are signed by the student, parent(s)/guardian(s) and Year Head. A reintegration agreement is signed.

Suspension 2

- The Deputy Principal oversees this suspension.
- The Deputy Principal communicates with the student and parent(s)/guardian(s). The Deputy Principal writes the letter of suspension.
- The Deputy Principal convenes and facilitates a reintegration meeting.
- The school expectations are signed by student, parent(s)/guardian(s) and Deputy Principal.
- A reintegration agreement is signed.

Suspension 3

- The Principal oversees this suspension.
- The Principal communicates with the student and parent(s)/guardian(s). The Principal writes a letter of suspension.
- The Principal convenes a conference of the Behaviour Review Board. This board is comprised of the Principal, Deputy Principal, two Year Heads and the class tutor.

- The Board works as an advisory forum to the Principal and constructs the reintegration plan.
- The Behaviour Review Board will monitor and review the student's reintegration and advise on how to proceed if behaviours of concern continue or escalate which may include a recommendation of expulsion to the school Board of Management.

Automatic Suspensions – Named Behaviours

The Principal/Deputy Principal may deem it necessary to automatically suspend a student when investigating the following:

- For Assault
- For direct verbal assault of staff member
- For violent behaviour towards others whether in person, by mobile phone or via social media or other electronic means; in the school, or when identifiable with the school
- For vandalism of any property
- For behaviour(s) causing serious Health & Safety risk
- For the supply/possession /use of tobacco including e-cigarettes/alcohol and /or illegal drugs
- For the supply /possession /use of weapons/ hazardous materials
- For intimidation / sexual harassment and/or the possession/supply or use of pornographic material.

Automatic Suspensions

- The Principal/Deputy Principal oversees this suspension.
- The Principal/Deputy Principal communicates with the student and parent(s)/guardian(s). The Principal/Deputy Principal writes letter of suspension.
- The Principal/Deputy Principal convenes and facilitates a reintegration meeting.
- The school expectations are signed by student, parent(s)/guardian(s) and Principal/Deputy Principal.
- A reintegration agreement is signed.

Student Expulsion

Factors to consider before expulsion of a student:

1. The nature and seriousness of the behaviour

•What is the precise description of the behaviour?

•How persistent has the unacceptable behaviour been and over what period of time?

•Has the problem behaviour escalated, despite the interventions tried?

2. The context of the behaviour

•What are the circumstances of the incidents of serious misbehaviour (e.g., in class, in a teacher's class, in the yard, in a group)?

•What factors may have triggered or provoked incidents of serious misbehaviour (e.g., bullying, cultural or family factors)?

•Are there any factors that may be associated with the behaviour (e.g., particular home circumstances, special educational needs)?

3. The impact of the behaviour

•How are other students and staff affected by the student's behaviour?

•What is the impact of the behaviour on the teaching and learning of the class?

4. The interventions tried to date

•What interventions have been tried? Over what period?

•How have the interventions been recorded and monitored?

•What has been the result of these interventions?

•Have the parents been involved in finding a solution to the problem behaviour?

•Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?

•Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?

•Has any other agency been asked for assistance (e.g., Child Guidance Clinic, Child and Adolescent Mental Health services)?

•Is the Board satisfied that no other intervention can be tried or is likely to help the student to change their behaviour?

5. Whether expulsion is a proportionate response

•Is the student's behaviour sufficiently serious to warrant expulsion?

•Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

6. The possible impact of expulsion

•To what extent may expulsion exacerbate any social or educational vulnerability of the student?

•Will the student be able to take part in, and benefit from, education with their peers?

•In the case of a student who is in care, what might be the implications of expulsion for the care arrangements?

Accessibility:

The policy is available on-line, a copy was e-mailed to staff and SNA's

Ratified by the Board of Management:

Review Process

The policy will be reviewed in line with Coláiste Iósaef procedures regarding policy reviews and updates.

Signed: Rev William Fitzmaurice (Chairperson of Board of Management)

Signed: Noel Kelly (Principal)

Date: 18th August 2025

Date: 18th August 2025

Date of Policy Review: August 2026